

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                        | DATE | RESTRICTION |
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| 001. list                | re: SSNs and DOBs [partial] (1 page) | n.d. | P6/b(6)     |

### COLLECTION:

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### FOLDER TITLE:

Child Care Conference [Folder 2]

2013-0124-S

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### RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]  
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]  
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]

# **T.E.A.C.H. EARLY CHILDHOOD® PROJECT**

## **T.E.A.C.H. Early Childhood® Scholars**

### **What is the T.E.A.C.H. Early Childhood® Scholars program?**

The T.E.A.C.H. Early Childhood® Scholars program is a scholarship program which provides financial awards to full-time students who are enrolled in Child Development degree programs in colleges and universities in North Carolina. In return, upon graduation, Scholars must agree to work in a licensed or registered child care program in North Carolina.

### **Who is eligible for the program?**

Full-time students who are juniors or seniors enrolled in an undergraduate Child Development program at a NC university or college are eligible to apply.

### **Which colleges and universities in NC are eligible to participate?**

Appalachian State University, East Carolina University, NC A & T State University, NC Central University, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University, Lenoir-Rhyne College, and Meredith College all have undergraduate programs in child development.

### **What degrees are acceptable?**

Most of the universities listed above have degrees either in Child Development or Human Development & Family Relations. Most of these schools have a non-licensure track, as well as a track leading to Birth-Kindergarten certification.

### **How does the program work?**

Selected recipients will receive an award of \$2000 each year, for up to two years. The funds will be sent directly to the university for disbursement. During the first year of the program, fifty Scholars will be selected (25 juniors and 25 seniors).

### **What commitment must the Scholar make?**

Upon graduation, each Scholar will be required to complete one year of employment in a licensed or registered child care facility in North Carolina for each year of scholarship assistance. A recipient receiving two years of assistance would be required to complete two years of employment.

**How much time do Scholars have to complete the employment commitment?**  
Scholars receiving the award for one year will have up to two years to complete the one year employment commitment. Those Scholars who receive the award for two years will have up to four years to complete the required two years of employment.

**What happens if the Scholar can not complete the service commitment?**  
The Scholar would be expected to repay the full amount of the award with interest.

**What are the selection criteria?**  
T.E.A.C.H. Early Childhood® Scholars are students who are committed to working with young children. Scholarships will be awarded to those applicants who demonstrate their commitment to early childhood education, and whose completed applications reflect excellence. Selection will be based on the quality of the essays, the applicant's past academic performance, three references, and demonstration of their commitment to young children. Preference will be given to those applicants who demonstrate financial need.

**Call or write for more information:**  
**T.E.A.C.H. Early Childhood® Project**  
**Scholars Program**

**Day Care Services Association**  
**P. O. Box 231**  
**Chapel Hill NC 27514**  
**(919)967-3272**

The T.E.A.C.H. Early Childhood® Project is designed to provide a comprehensive and integrated structure for a variety of scholarship initiatives. The Project was created to improve the education of people working in child care centers and family child care homes while increasing their compensation. The first component, the **Early Childhood Associate Degree Scholarship Program for Child Care Teachers** was developed in 1990.

In 1993, the program expanded statewide and increased to include the **Early Childhood Associate Degree Scholarship Program for Directors**, and the **North Carolina Child Care Credential Scholarship Program**. In the fall of 1994, the **Early Childhood Bachelor's Degree Scholarship Program** for child care center teachers and directors became available as well.

The **T.E.A.C.H. Early Childhood® Scholars** program is designed to meet the needs of full-time students majoring in Child Development at NC colleges and universities.

Funding comes from a variety of sources, including foundations, corporate contributions, and from the Division of Child Development through the Child Care and Development Block Grant and the state legislature.

*T.E.A.C.H. Early Childhood® Project  
Day Care Services Association  
PO Box 231  
Chapel Hill, NC 27514*

# T.E.A.C.H. Early Childhood® Scholars Program



**T.E.A.C.H. Early Childhood®**

# **T.E.A.C.H. Early Childhood®**

## **Early Childhood Bachelor's Degree Scholarship Program**

### **Who is eligible for a scholarship?**

Any child care center teacher or director who would like to attend a participating university to earn a degree in Early Childhood Education or Child Development and who meets the following criteria is eligible for a scholarship. Applicants must:

- be employed at least 30 hours per week in a licensed center or large family child care home;
- have at least 55 hours of transferable credit toward a degree in Early Childhood Education or Child Development;
- be eligible for university admission as an in-state student, and;
- have worked in child care in North Carolina for at least one year.

Scholarships are awarded on the basis of need and commitment to the Early Childhood Education field.

### **Which universities participate?**

- East Carolina University
- North Carolina A & T University
- North Carolina Central University
- UNC-Greensboro
- UNC-Charlotte
- Western Carolina University

### **What does the scholarship cover?**

The scholarship covers 50-80% of the cost of tuition and books, and provides a travel

stipend each semester. Recipients who are classroom teachers are given paid time off to study, attend class or meet personal needs. Upon completion of 9-12 semester hours, scholarship recipients receive either a raise or a bonus. The T.E.A.C.H. Early Childhood® Project reimburses the center for one half of the release time given and provides half of the bonus for recipients entitled to a bonus under their contract,

### **What commitment must the scholarship recipient make?**

As scholarship recipients, teachers or directors commit to attend classes and successfully complete 9-12 semester hours toward a Bachelor's degree in Early Childhood Education. Recipients may be asked to contribute a percentage of the costs of tuition and books. At the end of the scholarship year, scholarship recipients must promise to remain at their sponsoring center, or continue to operate their center or home, for at least one year and remain in the early childhood field for at least another year.

### **What commitment must the sponsoring center make?**

Centers must agree to sponsor a scholarship recipient by contributing a portion of the cost of tuition and books, by giving recipients who are classroom teachers paid

release time each week, and by agreeing to award the recipient either a bonus or raise at the end of the scholarship year.

### **When should I apply for a scholarship?**

Applications must be submitted at least six weeks prior to the beginning of the semester you wish to enroll. Part of the scholarship application process includes admission to the university and a review of your transcript.

### **Can any type of center sponsor a teacher or director?**

Scholarship teachers and directors have been sponsored by private for-profit, church, private not-for-profit, public and Head Start programs. Any center wishing to make a commitment to teacher/director education and compensation by meeting the terms of the program can participate.

### **How can I get more information?**

***T.E.A.C.H. Early Childhood® Project***  
***PO Box 231***  
***Chapel Hill, NC 27514***  
***919-967-3272***

The **T.E.A.C.H. Early Childhood® Project** is designed to provide a comprehensive and integrated structure for a variety of scholarship initiatives. The Project was created to improve the education of people working in child care centers and family child care homes while increasing their compensation. The first component, the **Early Childhood Associate Degree Scholarship Program for Child Care Center Teachers**, was developed in 1990 to upgrade the level of education of teachers working with young children while making the educational process affordable, increasing wages and reducing turnover.

In 1993, the program expanded state-wide to include the **Early Childhood Associate Degree Scholarship Program for Child Care Center Directors** and the **North Carolina Child Care Credential Scholarship Program**.

In order to provide the opportunity for directors and teachers to take the next step on the educational ladder, the **Early Childhood Bachelor's Degree Scholarship Program** for child care center teachers and directors has been added to the other programs of the Project. This program became available in the fall of 1994.

Funding comes from a variety of sources including foundations, corporate contributions and from the Division of Child Development through the Child Care and Development Block Grant and state legislature.

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**T.E.A.C.H. Early Childhood Project**  
Day Care Services Association  
PO Box 231  
Chapel Hill, NC 27514

# **Early Childhood Bachelor's Degree Scholarship Program for Child Care Center Teachers & Directors**



# Early Childhood Model/Mentor Teacher Program

## **What is an Early Childhood Model/Mentor Teacher?**

An Early Childhood Model/Mentor Teacher is an experienced, effective teacher who is specially trained through a course called "Early Childhood Leadership Through Mentoring" to provide guidance and leadership to students, beginning teachers, and the child care community.

## **Who is eligible for the Program?**

Any child care teacher who is interested in becoming a Model/Mentor Teacher who meets the following criteria may apply if she/he:

- is employed at least 30 hours a week in a licensed child care center or registered large family day care home;
- has earned either a two- or four- year degree in Early Childhood Education or a related field;
- has worked in her/his child care center or home for at least one year; and
- has worked in the child care field for at least two years.

Scholarships are awarded on the basis of need and commitment to the Early Childhood Education field.

## **Who pays for the training?**

The T.E.A.C.H. Early Childhood® Project pays the full cost of books, a travel stipend, and 50% of the cost of tuition for the course. The teacher and her/his sponsoring center each pay for 25% of the cost of tuition.

## **How do teachers become Early Childhood Model/Mentor Teachers?**

Teachers must submit application materials, including college transcripts, references and essays, and must participate in a candidate interview and classroom observation. Finally they must successfully complete the course, "Early Childhood Leadership Through Mentoring."

## **What is required of Model/Mentor Teacher?**

Teachers who are selected as Model/Mentor Teachers must remain in their approved classrooms through the contract year. Their classrooms will serve as field sites for area colleges for at least two semesters during the first mentoring year. The mentors must also attend a semi-annual meeting of active Model/Mentor Teachers convened by Day Care Services Association.

## **What are the benefits of becoming a Model/Mentor Teacher?**

Model/Mentor Teachers will receive a total of \$900 in bonuses during their first mentoring year, and a 3% salary increase the following year to recognize their accomplishments and continuing commitment to the field. As teachers of adults who are participating in field-based learning, Model/Mentor Teachers will be seen as leaders in the child care community. They will receive 3 hours of graduate or undergraduate credit at course completion.

## **What is the role of the center or home where the Model/Mentor Teacher is employed?**

The sponsoring center or home must agree to pay 25% of the cost of tuition for the course, to award a \$200 bonus six months after course completion, and to fund a 3% increase in salary for the Model/Mentor Teacher one year after course completion.

## **What are the benefits to the sponsoring center of home?**

The center or home will benefit from having a staff member who is better able to communicate her/his knowledge and who is committed to participating in staff orientation and training. With improved status and compensation, it is more likely that the teacher will remain at her/his center. The center will have greater access to supplemental staff as a preferred college training site for practicum students. The center will be publicly recognized for having a model classroom and for its participation in the Program.

## **Who sponsors the Early Childhood Model/Mentor Teacher Program?**

The program is sponsored by Day Care Services Association and is funded through public and/or private sector resources.

## **Where can I get more information?**

*T.E.A.C.H. Early Childhood® Project  
PO Box 231  
Chapel Hill, NC 27514  
(919) 967-3272*

### **What will I learn in the class "Early Childhood Leadership through Mentoring"**

The course is taught through a process of discussion and reflection beased on current readings in the fields of child and adult development. The following topics are covered:

- Adult Development and Learning
- Self Evaluation of Strengths, Skills & Values
- Child Development Principles
- Developmentally Appropriate Practice and Planning
- Understanding Bias and Prejudice
- Planning a Inclusive Curriculum
- Communicating What We Know to Others
- Role of a Mentor Teacher
- Team Building and Collaboration
- Leadership, Professionalism and Advocacy

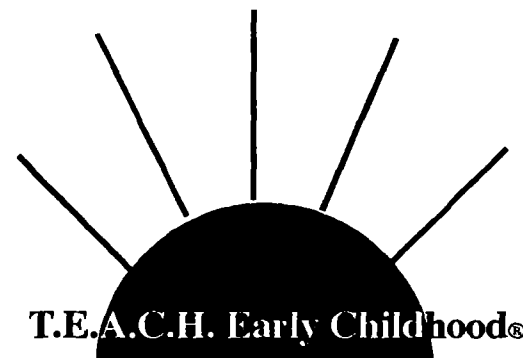
### **When and where is the course offered?**

The classes usually meet once per week for a period of 16 weeks. The time and location vary. The areas of the state in which the class is offered depend on the number of interested teachers and the availability of funding.

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# **Early Childhood Model/Mentor Teacher Program for Child Care Center Teachers**



# **Early Childhood Associate Degree Scholarship Program for Family Child Care Providers**

## **What is the Early Childhood Associate Degree Scholarship Program?**

This scholarship program for family child care providers offers scholarship funds to take courses toward a degree in Early Childhood Education at a local community college. It is a partnership between the provider and the T.E.A.C.H. Early Childhood® Project that enables providers to improve their skills, receive a financial reward and continue the availability of quality family child care in local communities.

## **Who is eligible for a scholarship?**

Any family child care provider who is registered as a Family Child Care Home by the North Carolina Division of Child Development is eligible. Scholarships are awarded on the basis of need and commitment to the Early Childhood Education field, as shown through information provided on the application.

## **What does the scholarship cover?**

The scholarship covers 50% of the cost of tuition and books. It also reimburses the provider for the cost of having a substitute for 16 hours each semester. The time the provider has a substitute can be used to study, attend class or meet personal needs.

A travel stipend is also provided each semester.

## **What kind of commitment is the family child care provider required to make?**

The provider must pay 50% of the cost of tuition and books, complete 12 - 18 semester hours within one contract term toward a certificate, diploma, or Associate degree in Early Childhood Education and continue to operate the family child care home for one year after completing the course requirements.

## **What kind of financial reward does the family child care provider receive?**

The provider is awarded a \$300 bonus upon the completion of the required 12 -18 semester hours of coursework within the contract year.

## **What kind of support does the T.E.A.C.H. Early Childhood® Project provide?**

The T.E.A.C.H. Early Childhood® Project pays for 50% of the cost of tuition and books, provides a travel stipend each semester, reimburses the provider for 16 hours of substitute time and awards the \$300 bonus. The staff provides counseling and administrative support for the program.

## **Can a scholarship be extended for another year?**

Yes, as long as funds are available.

## **How is the Early Childhood Associate Degree Scholarship Program funded?**

Funding comes from a variety of sources including foundations, corporate contributions, the Division of Child Development through the Child Care and Development Block Grant and the state legislature.

## **How can I get more information about this and other scholarship programs available through the T.E.A.C.H. Early Childhood® Project?**

*T.E.A.C.H. Early Childhood® Project  
P.O. Box 231  
Chapel Hill, NC 27514  
(919) 967-3272*

## **Early Childhood Education and the Community College**

### **What will I learn by taking early childhood education courses at a community college?**

There are many different courses a student can take. They include courses on child development, educational materials and activities, children's art, working with parents, nutrition, teaching children with special needs, and day care administration.

### **Am I qualified to be a student at a community college?**

A high school diploma or equivalent is all you need. There are no special entrance requirements.

### **When do the classes meet?**

Most community colleges offer classes during the day, evening and occasional on weekends.

### **How do I enroll in a community college?**

Contact the Early Childhood Education Coordinator at the college. You can reach her/him by calling the main number at the college. The Coordinator will tell you how to enroll and help you select your classes.

### **When do classes start?**

Classes are offered on a semester basis and each semester lasts approximately 16 weeks. Although each college has different starting dates, generally the semesters begin in August, January and June.

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# **Early Childhood Associate Degree Scholarship Program for Family Child Care Providers**



# **T.E.A.C.H. EARLY CHILDHOOD® PROJECT**

## **Early Childhood Associate Degree Scholarship Program for Child Care Center Directors**

### **Who is eligible for a scholarship?**

Any director who would like to attend a community college to earn a degree in Early Childhood Education and is employed full-time (30 hours a week minimum) in a licensed child care center or a licensed large family day care home is eligible to apply for a scholarship. Scholarships are awarded on the basis of need and commitment to the Early Childhood Education field, as shown through information on the application.

### **What kind of support does the scholarship program provide?**

T.E.A.C.H. Early Childhood® Project pays for 80% of tuition and books, provides a travel stipend each semester and offers counseling and administrative support. The Project awards a \$300 bonus to each director who completes the 12-18 semester hours within a contract year.

### **Can directors from any center apply?**

Yes. Directors can be from any licensed for-profit, church, not-for-profit, public or Head Start program. Any licensed or GS-110 center wishing to make a commitment to director education and compensation by meeting the terms of the program can participate.

### **Are the requirements different for directors who are also the center owner and directors who are not?**

Yes. Model One describes the program for directors who do not own the center where they are employed. Model Two describes the program requirements for directors who are also the owner of the center.

### **Model One**

#### **What kind of commitment are the scholarship directors, who are not the center owner, required to make?**

As a scholarship recipient, directors must attend classes and successfully complete a minimum of 12 semester hours during the contract term toward a degree in Early Childhood Education. Directors will contribute 10% of the cost of tuition and books for each course. Directors must agree to continue employment at their center for an additional year upon award of a bonus.

#### **What commitment must the child care center make?**

In Model One, the center must agree to sponsor the director by contributing 10% of the cost of tuition and books. The center must also agree to award the director a \$300 matching bonus upon successful completion of the scholarship year. The center should be willing to provide the director with a flexible schedule so she/he can attend

classes as needed.

### **Model Two**

#### **What commitment is the director/owner required to make?**

As the owner of the center, the scholarship recipient is required to pay 20% of the cost of tuition and books. This is based on a 10% payment from the director and a 10% payment from the center. The owner/director must also agree to continue to direct the child care center for an additional year upon award of a bonus.

#### **What commitment must the child care center make?**

The center must agree to allow their director to participate in the scholarship program. This sponsorship should include providing the director with a flexible schedule so she/he can attend classes. Although a \$300 matching bonus from an owner-directed center cannot be mandated, it is encouraged.

#### **How can I get more information about this and other scholarship programs available through the T.E.A.C.H. Early Childhood® Project?**

*T.E.A.C.H. Early Childhood® Project  
P.O. Box 231  
Chapel Hill, NC 27514  
(919) 967-3272*

The T.E.A.C.H. Early Childhood® Project is designed to provide a comprehensive and integrated structure for a variety of scholarship initiatives. The Project was created to improve the education of people working in child care centers and family day care homes while increasing their compensation. The first component, the **Child Care Teacher Education and Compensation Program**, was developed in 1990 to upgrade the level of education of teachers working with young children while making the educational process affordable, increasing wages and reducing turnover.

In 1993 the program expanded statewide and increased to include the **North Carolina Early Childhood Credential Scholarship Program** which is available for directors and teachers. This program provides partial funding for the courses required to earn the North Carolina Early Childhood Credential.

These scholarship programs have had remarkable success and Day Care Services Association is pleased to be able to offer the **Early Childhood Associate Degree Scholarship for Child Care Center Directors**. This program began in the fall of 1993 with funds from the Mary Reynolds Babcock Foundation.

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# Early Childhood Associate Degree Scholarship Program for Child Care Center Directors



# Early Childhood Associate Degree Scholarship Program for Child Care Center Teachers

## A Description

### **Who is eligible for a scholarship?**

Any teacher who would like to attend a community college to enroll in coursework in Early Childhood Education and who is employed full-time (30 hours/week minimum) in a licensed child care center or a registered family child care home can apply for a scholarship. Scholarships are awarded on the basis of need and commitment to the Early Childhood Education field.

### **What kind of support does the T.E.A.C.H. Early Childhood® Project provide?**

The T.E.A.C.H. Early Childhood® Project pays for a percentage of the cost of tuition and books, provides a travel stipend each semester, reimburses the center for one-half of the release time given, provides \$300 for teachers receiving bonuses, and provides the counseling and administrative support for the program.

### **What kind of commitment are centers required to make?**

Centers must agree to sponsor a scholarship teacher by contributing a portion of the cost of tuition, giving teachers paid release time per week, and agreeing to award the teacher either a bonus or raise at the end of the scholarship year. The T.E.A.C.H. Early Childhood® Project will reimburse centers for one-half the cost of the release time.

### **Is there flexibility in the way in which teachers and centers can participate?**

Yes. Two models for participation currently exist. In one model, teachers pay 10% of the cost of tuition and books. Sponsoring centers pay 10% of the cost of tuition, provides 3-6 hours of paid release time per week and agrees to provide a 4% or 5% raise. In the second model, teachers do not pay for tuition and books. Sponsoring centers pay 50% of the cost of tuition and books, grants teachers 2 hours of release time per week and agrees to contribute either \$250 or \$400 towards a bonus.

### **What kind of commitment are scholarship teachers required to make?**

As a scholarship recipient, teachers must attend classes and successfully complete 9-15 semester hours during the contract term toward a certificate, diploma or associate degree in early childhood education. Teachers may be asked to contribute 10% of the cost of tuition and 10% of the cost of books for each course. At the end of the scholarship year, teachers must promise to continue to teach at their sponsoring center for another year in return for a salary increase or bonus.

### **Can any type of center sponsor a teacher?**

Scholarship teachers have been sponsored by profit, church, not-for-profit, public and Head Start programs. Any licensed or GS-110 center wishing to make a commitment to teacher education and compensation by meeting the terms of the contract can participate.

### **How much money is needed to fund a scholarship student for one year?**

The average scholarship costs the T.E.A.C.H. Early Childhood® Project \$520 per year for tuition, books, travel, release time, and administrative costs. Scholarship teachers and centers also pay for part of the costs of the program.

### **Who funds the Early Childhood Associate Degree Scholarship Program?**

Funding comes from a variety of sources including foundations, corporate contributions, the Division of Child Development through the Child Care and Development Block Grant and the state legislature.

### **How can I get more information?**

*T.E.A.C.H. Early Childhood® Project  
PO Box 231  
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This program, formerly called the Child Care Teacher Education and Compensation Program, was developed to upgrade the level of education of the teachers working with young children while making the educational process affordable, increasing wages and reducing turnover. With funds from the W.K. Kellogg Woodson and Greater Triangle Community Foundations and the United Ways of Durham and Orange Counties, the program began in 1990.

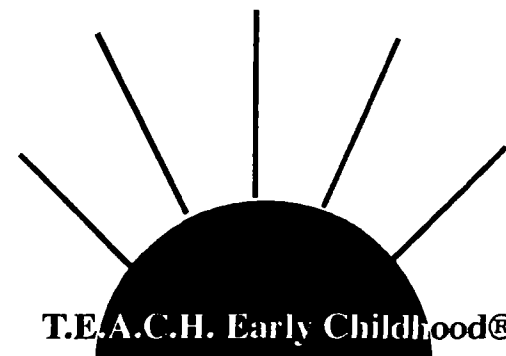
The program has had remarkable success. Teachers and centers overwhelmingly support the program in their evaluations. Teachers typically complete 18 credit hours per year. For the most part, teachers are remaining in their sponsoring centers, thus reducing turnover. The average salary of teachers increases and often exceeds the mandated 5% increase.

Additional funding for the program has now come from the Mary Reynolds Babcock and Z. Smith Reynolds Foundations, the Child Care and Development Block Grant and the state legislature. The program has received national attention as one of the first to link teacher education and compensation and an article about the program was featured in a 1993 edition of "Young Children".

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# **Early Childhood Associate Degree Scholarship Program for Child Care Center Teachers**



# North Carolina Early Childhood Credential Scholarship Program

## **Who is eligible for the Early Childhood Credential Scholarship?**

Any director or teacher who would like to attend a community college to earn a North Carolina Early Childhood Credential and is employed full-time (20 hours/week minimum) in a licensed child care center or a registered family child care home can apply. Scholarships are awarded on the basis of need and commitment to the early childhood education field, as shown on the application form.

## **How does the Scholarship Program work?**

Once awarded the scholarship, the teacher or the family day care home provider will be able to enroll in the Early Childhood Credential class held at the local community college. Most of the cost of tuition and books will be covered by the scholarship. After completing the course or courses required to earn the North Carolina Early Childhood Credential, the teacher, director or family day care provider may be eligible to receive a \$100 bonus awarded by the state of North Carolina.

## **How does a small family day care home provider participate?**

The small family child care provider pays 20% of the cost of tuition and books. The provider receives a travel stipend each semester and may be eligible for a \$100 award upon successful completion of the credential courses. The provider must agree to continue working in child care for one year after earning the credential.

## **How does a teacher or director and her/his employing center or large family day care home participate?**

The North Carolina Early Childhood Credential Scholarship Program is built on a partnership between the teacher or director, the center and the Scholarship Program.

Teachers pay 10% of the cost of tuition and books. The teacher receives a travel stipend each semester and may be eligible for a \$100 award upon successful completion of the credential courses.

The employing center pays 10% of the cost of tuition and books. The teacher must agree to work in child care for one year after earning the credential.

## **What kind of support does T.E.A.C.H. Early Childhood® Project provide?**

T.E.A.C.H. Early Childhood® Project pays 80% of the cost of tuition and books, provides the travel stipend and issues the \$100 bonus awarded by the state of North Carolina. Each scholarship recipient will have regular contact with a scholarship counselor who will be available to provide assistance as questions or problems arise.

## **Who funds the North Carolina Early Childhood Credential Scholarship Program?**

Funding comes from a variety of sources including foundations, corporate contributions, the Division of Child Development, Child Care and Development Block Grant and the state legislature.

## **Do I have to have a scholarship to earn the North Carolina Early Childhood Credential?**

No. You can enroll in child care credential classes at your community college and pay for the complete cost of these courses on your own. After successfully completing the courses you may be eligible to receive a \$100 award.

## **After I complete the Early Childhood Credential, can I get a scholarship to take other early childhood courses?**

Yes, scholarships are available for teacher who wish to continue their education at a community college. If you want to become a full-time student, contact your community college about scholarship opportunities. If you want to continue working full-time and go to school part-time, you may be eligible to receive a scholarship through the T.E.A.C.H. Early Childhood® Associate Degree Scholarship Program. You can get an application for this program by calling the T.E.A.C.H. Early Childhood® Project.

## **How can I get an application for the North Carolina Early Childhood Credential Scholarship Program or more information about this or other scholarship programs?**

***T.E.A.C.H. Early Childhood® Project***  
***P. O. Box 231***  
***Chapel Hill, NC 27514***  
***919-967-3272***

### **What is the N.C. Early Childhood Credential?**

It is a credential which teachers and providers can receive after completing one or two courses (four semester hours) in basic child development at a community college. The course contains basic information important for anyone caring for and educating young children.

### **How will the N.C. Early Childhood Credential course help me work with children?**

The course includes information on child care as a profession, how children grow and learn, helping children have a positive self-image, providing appropriate and stimulating activities, using positive guidance techniques and providing a safe, healthy environment.

### **How do I earn the Credential?**

You will need to contact your local community college to find out if they offer the credential courses. The college can tell you how to enroll for the courses and when and where the class meets. You will receive the Early Childhood Credential when you successfully complete the one or two courses (four semester hours).

### **Why should I get the Credential?**

In addition to improving your skills with young children, the credential verifies to parents and employers that you have the basic information needed to care for children. This may help you get a job or receive a promotion. In the future, if the state adopts educational requirements for everyone working with young children, you will already have the Credential. Also, anyone working in a child care program in NC who successfully completes the credential courses may be entitled to a \$100 bonus awarded by the state of North Carolina.

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**T.E.A.C.H. Early Childhood® Project**  
Day Care Services Association  
PO Box 231  
Chapel Hill, NC 27514

# **The North Carolina Early Childhood Credential Scholarship Program**

**for Center-based Teachers  
Directors and Family Child Care  
Providers**



# **PRESIDENT AND FIRST LADY ANNOUNCE WHITE HOUSE CONFERENCE ON CHILD CARE**

**July 23, 1997**

Today, President Clinton and First Lady Hillary Rodham Clinton announced that on October 23, 1997, they will host the first-ever White House Conference on Child Care. The White House Conference on Child Care will examine the strengths and weaknesses of child care in America and explore how our nation can better respond to the needs of working families for affordable, high quality child care. Over the past decade, the number of American families with working parents has expanded dramatically.

The conference builds on the President and First Lady's long-standing commitment to increasing access to child care and ensuring child care quality. Specific Clinton Administration actions to expand and improve child care include:

## **INCREASING THE INVESTMENT IN CHILD CARE**

Expanding Funding for Child Care: Since 1993, federal funding for child care has increased by approximately 68% and provides child care services for over one million children. Every budget that the President has submitted to Congress has included increases in child care funding, and the President's FY 1998 budget request for child care services is \$3.1 billion. As a result of the President's efforts, the welfare law increased child care funding by nearly \$4 billion over 6 years, providing child care assistance to low-income working families and parents moving from welfare for work.

Streamlining Child Care Operations and Services: In 1995, the Child Care Bureau at HHS was established to streamline child care operations -- improving the quality and efficiency of service and technical assistance delivery.

## **ENSURING HEALTH AND SAFETY IN CHILD CARE**

Issuing New Child Care Regulations: Today, President Clinton proposed new child care regulations that will help more children in child care receive the immunizations they need on time. The new rule requires that all children receiving federal child care assistance be immunized according to state public health agency standards. This regulation will particularly affect those children in child care arrangements that are legal but exempt from state licensing requirements.

Launching the Healthy Child Care America Campaign: In May 1995, HHS launched the Healthy Child Care America Campaign to promote partnerships between child care and health agencies to ensure that children in child care are in safe and healthy environments and receive the health services they need. Forty-six states have now launched Healthy Child Care America campaigns at the state and/or community levels.

Providing Technical Assistance and Disseminating Information: Through the Child Care Technical Assistance Project, HHS provides important technical assistance to improve and expand the child care delivery systems of states, tribes and territories for low-income families. HHS launched the National Child Care Information Center to disseminate child care information, publications and resources to help providers start up child care centers, parents locate child care in their communities, and researchers and policy makers attain access to policy information.

## **FOCUSING ON EARLY CHILDHOOD DEVELOPMENT**

Convening a Conference on Early Childhood Development: In April 1997, the President and First Lady convened the White House Conference on Early Childhood Development and Learning to examine recent scientific findings on brain development of children, including the important finding that child care quality does have an impact on childhood development and learning.

Creating the Early Head Start Program: The Early Head Start program was created through the reauthorization of the Head Start program in 1994. The program provides early, continuous and comprehensive child development and family support services for low-income families with children ages zero to three, preparing them for a lifetime of learning and development. Currently there are 143 Early Head Start programs in 44 states, serving over 27,000 children and families. In April 1997, the President announced approximately \$26 million in new Early Head Start grants. These grants, combined with the funding increases included in the President's FY 98 budget request, will expand the Early Head Start program to serve a record number of children.

Linking Head Start and Child Care: In March 1997, HHS announced that Head Start expansion funds will be used for the first time to build partnerships with child care providers to deliver full-day and full-year Head Start services. Through these new expansion grants, Head Start and child care agencies will combine staff and funds to provide high quality services. Children will stay in one place all day, rather than attending Head Start for half a day and then moving to child care for the remainder of the day. In addition, the expansion funds will provide for increased Head Start slots for children. By the end of FY 1997, some 800,000 children are expected to be enrolled in Head Start, an increase of 50,000 from the beginning of the fiscal year.

THE WHITE HOUSE  
WASHINGTON

OFFICE OF THE FIRST LADY

Phone: (202)456-6266

Fax: (202)456-6244

TO: Valora Washington

PHONE: 616-968-1611

FAX: 616-968-0413

FROM: Katy Button

COMMENTS: Please call us with any  
questions.

THE WHITE HOUSE

WASHINGTON

October 16, 1997

Ms. Valora Washington  
Program Officer  
W.K. Kellogg Foundation  
1 E. Michigan St.  
Battle Creek, MI 49017

Dear Valora,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

Please plan to arrive at the Pennsylvania Avenue entrance of the Old Executive Office Building (EOB) which is located on the corner of Pennsylvania Avenue and 17th Street. Please be sure to have photo identification with you to enter the building. In Room 180, we will gather for coffee and juice with the other panelists and you will be briefed on the logistics of the day.

The first session will take place between 10:00 am and noon, lunch will follow from 12:00 and the second session will take place between 2:00 and 4:00 pm. Once the Conference concludes at 4:00 pm, there will be a reception for the guests on the South Lawn of the White House.

Please remember to send by fax the outline of your remarks and your date of birth and social security number to Noa Meyer at 202-456-6244 by Friday, October 17. Also, feel free to contact Noa if you have any additional questions at 202-456-2787.

It is a pleasure to work with you on this historic event. We thank you again for your participation and look forward to seeing you on Thursday.

Sincerely,



Jennifer Klein  
Special Assistant to the  
President for Domestic Policy



Nicole Rabner  
Associate Director for  
Domestic Policy

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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]

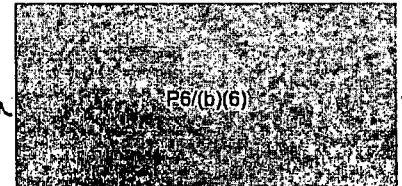
PANELISTS

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General Meyer (major)  
703-695-5135 703-693-8362 (fax)

(Lt. Col. Sharon Dunbar)  
703-697-1163

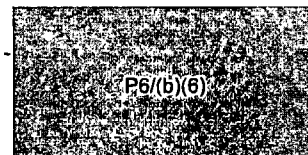
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## **The White House Conference on Child Care**

### **Talking Points**

- **On Thursday, October 23, the President and First Lady will Host the White House Conference on Child Care** in the East Room of the White House, bringing together parents, caregivers, business and labor leaders, child care experts and others.
- **President Clinton has called child care “the next great frontier” of public policy.** At the National Governors Association Annual Meeting, President Clinton said, “The First Lady and I have worked on [child care] -- she, particularly -- for a long time. We think every child should have access to quality child care, and we think it's the next great frontier if we're going to make sure all Americans can succeed at home and at work.”
- **First Lady Hillary Rodham Clinton** recently wrote, “If you're a working parent, chances are that you have to struggle to find affordable, quality child care. Like millions of others, you know just how important child care is to your family's well being and to your ability to work without worry. Yet for too long, parents across the country have struggled with too little information, too few choices and too much anxiety.”
- **Millions of Americans rely on child care and after-school programs to care for their children for part of each day.** The conference will explore how the public and private sectors can respond to the need for safe, affordable, quality child care for American families who are struggling to be both good parents and good workers.
- **The conference is intended to begin a dialogue on three critical child care issues --** availability, affordability, and assuring safety and quality. And the conference is intended to highlight the roles that everyone -- including communities, business and labor leaders, child care providers, Federal, state and local governments, and parents themselves -- can play in addressing these issues.
- **The morning panel will discuss availability, affordability and assuring safety and quality in child care --** exploring why child care is important to our children's development and our nation's economy, and examining what child care looks like in America today. **The afternoon panel will discuss how we mobilize all members of the community to support safe, affordable, quality child care for families who need it --** focusing on promising child care efforts across the country, both public and private.
- **Interest is so great, the conference has expanded beyond the White House.** Several Cabinet Secretaries will be hosting working sessions; sessions will be held at the Department of Health and Human Services hosted by Secretary Shalala, at USDA hosted jointly by Education Secretary Riley and Agriculture Secretary Glickman, and at the Department of Labor hosted by Secretary Herman.
- **The conference proceedings will be watched across the country.** More than 85 Satellite Conferences will be held across the nation, convening community leaders to watch the White House Conference and participate in discussions on child care.

## THE WHITE HOUSE

WASHINGTON

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

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

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

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

A handwritten signature in black ink that reads "Hillary Rodham Clinton". The signature is written in a cursive, flowing style.

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

# **WHITE HOUSE CONFERENCE ON CHILD CARE AGENDA**

## **I. OPENING SESSION**

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

The President and First Lady will moderate this session.

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

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

## **II. WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES**

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

## **III. PANEL DISCUSSION: LEARNING FROM WHAT WORKS**

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

## **IV. SOUTH LAWN RECEPTION**

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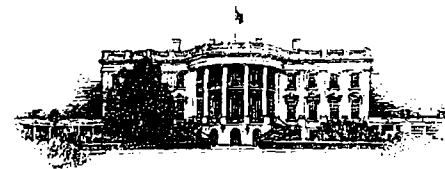
[Program - White House Conference  
on Early Childhood Development]



THE PRESIDENT AND MRS. CLINTON

*welcome you on the occasion of*

THE WHITE HOUSE CONFERENCE ON  
EARLY CHILDHOOD DEVELOPMENT AND LEARNING:  
WHAT NEW RESEARCH ON THE BRAIN TELLS US  
ABOUT OUR YOUNGEST CHILDREN



*Thursday, April 17, 1997*

October 16, 1997

Mr. Doug Price  
President  
FirstBank of Colorado  
xxx xxx xxx  
Denver, CO xxxxx

Dear Doug,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

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Please remember to send by fax the outline of your remarks and your date of birth and social security number to Noa Meyer at 202-456-6244 by Friday, October 17. Also, feel free to contact Noa if you have any additional questions at 202-456-2787.

It is a pleasure to work with you on this historic event. We thank you again for your participation and look forward to seeing you on Thursday.

Sincerely,

Jennifer Klein  
Special Assistant to the  
President for Domestic Policy

Nicole Rabner  
Associate Director for  
Domestic Policy

## **Panel One**

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

#### ***Participants***

**The President**

**The First Lady**

**Ellen Galinsky**

**Michelle Seligson**

**Secretary Robert Rubin**

**Patty Siegel**

**Valora Washington**

## Description and Goals

*Description of the Panel*

*Goals of the Panel*

## Suggested Script

### OPENING SESSION -- WHY DOES CHILD CARE MATTER?

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

Video (5 minutes ) is shown providing the human face of child care through voices/images of parents, children, providers and business leaders.

**TBD Parent** introduces the **PRESIDENT**. The Parent from video (t) thanks the **PRESIDENT** for putting the issue of child care at the top of the national agenda.

The **PRESIDENT** makes remarks.

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

### PANEL DISCUSSION

**THE FIRST LADY** will introduce the six members of the panel, and introduce **Ellen Galinsky**, who will make the first presentation.

**Ellen Galinsky Title** *will address why quality child care is important for young children, based on recent research in neuroscience and child development, and examine how child care in the United States today falls short of the need.*

Suggested follow-up for the **PRESIDENT**: What does the research tell us about the components of good child care for our youngest children?

Suggested follow-up for the **FIRST LADY**: Ellen, how can all sectors, including the government, do a better job of empowering parents to make choices about working and child care that are best for their families?

The **PRESIDENT** should ask a lead-in question for Michelle Seligson: I'm now going to ask Michelle Seligson to address why child care opportunities are important for school-age children.

**Michelle Seligson** - Founder and director, National Institute on Out-of-School Time, formerly the School-Age Child Care Project at Wellesley College Center for Research on Women. *Ms. Seligson will address why after-school care is important to enhance children's development, school-readiness, and safety to prevent at-risk behavior, and will examine existing after-school opportunities.*

Suggested follow-question for the **PRESIDENT**: What are the main barriers that communities face in trying to develop after-school programs, and how can

the government and other important sectors help to break down those barriers?

Suggested follow-up for the **FIRST LADY**: How can libraries, museums and other community-based institutions play a role in meeting this important need?

The **PRESIDENT** should ask a lead-in question of Secretary Rubin: I'm now going to ask our Secretary of the Treasury to address the significance of child care to our nation's economy.

Secretary Rubin will address how child care plays an important role in the strength and dynamism of our economy.

The **PRESIDENT** should follow-up with: You have suggested that child care is an important underpinning of our economy and is therefore worthy of our collective investment. How can we do a better job of calling to action business and community leaders?

Suggested follow-up for the **FIRST LADY**: You are going to lead a short-term working group of business executives to examine how we can support and strengthen public-private partnerships to improve child care; can you share with us some of what you might be looking at?

The **PRESIDENT** should introduce the next section, "HOW ARE WE DOING IN MEETING THIS CHALLENGE?"

TBD Child Care Provider or Marcy Whitebrook title. *makes the opening presentation, by addressing what child care looks like everyday, from the perspective of a child care provider, and examining professional development and wage issues.*

The **PRESIDENT** should ask: It is clear that we need to attract and keep more highly qualified and dedicated professionals, like yourself, in the child care field. What specific steps can the government and other pivotal sectors take?

The **FIRST LADY** should ask: Tell us about a typical day for a provider.

The **PRESIDENT** should ask a lead-in question of Patty Siegel: Helping working parents meet their responsibilities to their jobs and their families is among the greatest and most important challenges of my Administration. Patty Siegel is here to share with us some of parents greatest concerns about how to balance the two.

**Patty Siegel** title. *will address the pressures on working families and the struggle to balance the responsibilities to both work and family.*

The **FIRST LADY** should ask: **Tell us about your own efforts to balance work and family responsibilities OR question about Parents Magazine poll results.**

The **FIRST LADY** should ask a lead-in question to Valora Washington: **Valora Washington is here to tell us of some of the specific ways that communities can be supported to examine needs and work to meet them?**

**Valora Washington** title. *will address why child care is important to communities.*

The **PRESIDENT** should ask a follow up: **Please share with us an example of effective community mobilization.**

The **PRESIDENT** makes closing remarks.

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

## **Panel I: The Challenge: Availability, Affordability, and Assuring Safety and Quality Child Care**

✓ **Ellen Galinsky.**

✓ **Ms. Michelle Seligson.** Founder and director, National Institute on Out-of-School Time, formerly the School-Age Child Care Project at Wellesley College Center for Research on Women.

Before founding the *SACCCProject*, Ms. Seligson was the Assistant Director of the Human Relations/Youth Resources Commission of Brookline, MA, where she developed a city-wide system of parent-administered after-school programs in the public schools. The project gained national recognition and inspired the creation of the *SACCCProject*. The *SACCCProject* has been active in calling attention to the problems facing latchkey children and their families. *SACCCProject* serves as a research, training and policy institute focusing on how children spend their out-of-school time. The National Institute on Out-of-School Time's mission is to improve the quantity and quality of school-aged care programs nationally, by concentrating its efforts in five primary areas: research, education and training, consultation, program and community development and public awareness. Their work has culminated in the MOST Initiative, a \$6.5 million initiative, for which she is Executive Director.

**Secretary Robert Rubin.**

tbd provider.

✓ **Patty Siegel.**

✓ **Valora Washington.**



<sup>Two</sup>  
**Panel ~~Three~~**

**LEARNING FROM WHAT WORKS**

***Participants***

**The Vice President**

**The First Lady**

**Secretary of Health and Human Services Donna Shalala**

**Secretary of Education Richard Riley**

**Governor Hunt**

**Jane Maroney**

**Brigadier General Meyer**

**Doug Price**

**TBD Labor Leader**

**TBD Religious Leader**

## Description and Goals

### *Description of the Panel*

### *Goals of the Panel*

## Suggested Script

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

The **VICE PRESIDENT** makes remarks addressing the the need to learn from promising models nation-wide, particularly stressing the need for supporting after-school programs. He turns to **Secretary Shalala for an opening presentation**.

**Secretary Donna Shalala** speaks, *providing a national overview of the strengths and weaknesses of child care and addressing issues of affordability, safety and access.*

The **VICE PRESIDENT** should ask Secretary Shalala: **How has Head Start been effective in meeting child care needs and what can we learn from the Head Start experience?**

The **FIRST LADY** should ask: **By law, states must set aside a portion of their federal child care dollars for efforts to improve quality. The President fought hard for this provision in the Personal Responsibility Act. How are states now spending this money?**

**Secretary Riley?**

The **FIRST LADY** should ask a lead-in question: **Governor Hunt from North Carolina has joined us to tell us a little bit about the role of the state government in child care.**

**Governor Hunt** will speak, *addressing the effectiveness of North Carolina's Smart Start/TEACH model and its partnership with local communities.*

The **VICE PRESIDENT** should ask a follow-up question: **Please explain how the state and communities work in partnership.**

The **FIRST LADY** should ask an additional question: **What tangible improvements have you seen in North Carolina's child care -- has North Carolina been able serve more children in quality programs and has quality improved?**

**Jane Maroney** title. *speaks.*

The **VICE PRESIDENT** or **FIRST LADY** should ask a lead-in question:

**General Meyer** Chief of Public Affairs United States Army. *Brigadier General Meyer will discuss the military's child care delivery system and the components that make it exemplary, also providing an historical perspective on the military's commitment.*

The **VICE PRESIDENT** should ask a follow-up question: **On April 17, 1997 the President asked the military to share its expertise with the civilian child care community. How has the military followed up on his request?**

The **FIRST LADY** should follow-up with: **The military did not always have the model child care system it has today. What propelled the improvements?**

The **VICE PRESIDENT** or **FIRST LADY** should ask a lead-in question:

Doug Price President of FirstBank of Colorado. *Mr. Price will address the role of business leaders in meeting child care needs. will addresses the role of business in meeting child care needs and sharing his own experience First Bank of Colorado and as chair of Colorado's Business Commission.*

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

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

TBD Labor Leader. Title. *addresses the role of organized labor in examining child care needs and working with communities to meet those needs.*

**VP/HRC Question:**

**VP/HRC Question:**

The **VICE PRESIDENT** or **FIRST LADY** should ask a lead-in question:

Susan Aronson Member of American Academy of Pediatrics, National Board. *Dr. Aronson will address the role of health professionals in improving the quality of child care, specifically in improving health and safety.*

The **VICE PRESIDENT** should follow-up with: **National health and safety standards are very controversial, as states today define their own standards, with guidance from the federal government. Yet we know that children's health and safety needs in Nevada are no different than those in New Jersey -- how can we share best practices and achieve a more uniform guidelines?**

The **FIRST LADY** should ask an follow-up question: **How can the health community help to address the specific child care needs of children with**

disabilities?

The **FIRST LADY** should ask an additional question: **Linking the health and child care communities seems to be a key to improving quality -- how can we build on existing efforts?**

**TBD Religious Leader** title. *speaks, addressing the role of the religious community in meeting child care needs.*

**VP/HRC Question:**

**VP/HRC Question:**

The **VICE PRESIDENT** makes closing remarks.

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

## How Do We Mobilize All Members of the Community to Support Affordable, Quality, Child Care?

→ **Secretary of Health and Human Services Donna Shalala.**

→ **Governor Hunt.** will fax

→ **Jane Maroney.** will fax

✓ **Brigadier General John G. Meyer, Jr.** Chief of Public Affairs United States Army.

Brigadier General John G. "Gil" Meyer, Jr. formulates Army public affairs policies and advises the Secretary of the Army and the Chief of Staff, Army, and other senior Army and Department of Defense leaders on public affairs matters relating to the Army. As the former Commanding General of the Army's Community and Family Support Center, Brigadier General Meyer was the proponent of all family programs including child development programs. Additionally, Under his leadership, the Army Child Development program was able to achieve a National accreditation rate of 85%, compared to the national average of 5%. He was instrumental in helping the army lead the military in meeting the need for child care.

✓ **Mr. Doug Price.** President of FirstBank of Colorado.

As chairman of Governor Roy Romer's Colorado Business Commission on Child Care Financing, Mr. Price is leading the effort to examine the needs of working parents and their children. Among other accomplishments, the Commission has promoted business awareness through statewide meetings with key business leaders, the Governor, and top executives to discuss the economic and social benefits of employers creating a parent friendly work place. He also serves as president of the Food Bank of the Rockies, a non-profit food distribution agency in Colorado, which annually handles over 10 million pounds of food and provides an estimated 700,000 meals each month. And Chairman of the Center City Housing Council of the Downtown Denver Partnership.

→ **Labor tbd.**

→ **Religious tbd.**

### SOUTH LAWN RECEPTION

The **FIRST LADY** welcomes and makes brief remarks, reporting on working sessions of Cabinet members from the different agencies. (They will have briefed you earlier)

**Tbd Members of Congress** make remarks.

The **First Lady** makes closing remarks.

**ADDITIONAL BIOS FOR PANELISTS OF THE WHITE CONFERENCE ON CHILD  
CARE  
OCTOBER 23, 1997**

**Ellen Galinsky.** President and Co-Founder of the Families and Work Institute. Ms. Galinsky will address why quality child care is important for young children, based on recent research in neuroscience and child development, and examine how child care in the United States today falls short of the need.

Before founding the Families and Work Institute, Ms. Galinsky served on the faculty of Bank Street College of Education and as President of the National Association for the Education of Young Children (NAEYC). She has been an advisor to the U.S. Department of Education on business and family involvement in education, and the U.S. Department of Labor. She has also served as an advisor to many states on their early education and care initiatives and on work and family issues.

Under Ms. Galinsky's leadership, the Families and Work Institute, which is a non-profit, national center for policy research on issues of the changing workforce and changing family lives, is directing a number of studies ranging from the quality of child care in America to an examination of the work, family and personal lives of U.S. workers. In addition to these studies, Ms. Galinsky, in conjunction with the National Governor's Association and the National Center for Children in Poverty, is directing an effort to provide technical assistance to several states as they work to develop a comprehensive, integrated agenda for young children. She is also coordinating the outreach activities for a public awareness campaign of what families and communities can do to promote their young children's healthy development and school readiness.

Ellen Galinsky can be reached at 212-465-2044

**Secretary Richard W. Riley.** Secretary Riley is the Secretary of Education.

During the President's first term, Secretary Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand federal grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 3,000 groups. In the second term, Secretary Riley has helped win an historic ruling by the F.C.C. to give schools and libraries deep discounts for Internet access and telecommunications services and helped win major improvements in the

## Individuals with Disabilities Education Act.

**Patty Siegel.** Executive Director of the California Child Care Resource and Referral Network (R&R Network).

Ms. Siegel's involvement in the development and delivery of child care services dates back to 1970 which has allowed her to combine perspectives as a teacher, as a parent-organizer and as the founding director of one of the nation's first child care resource and referral agencies, The Children's Council/Childcare Switchboard in San Francisco.

In her current role as Executive Director, Ms. Siegel is an active participant in shaping state and federal policy for children and families. Her current work includes the Child Care Initiative Project, a \$7 million dollar statewide public-private partnership to expand the supply of licensed quality child care by recruiting and training new family child care providers, with special emphasis on infants and toddlers and Spanish speaking communities.

In 1995, she received one of the Leadership Awards from the Children's Defense Fund. Recently the R&R Network was selected by HHS as one of five grantees to participate in the Child Care Research Consortium, which will study issues related to child care and welfare reform.

Ms. Siegel can be reached at 415-882-0234

**Dr. Valora Washington.** Program Director for the W.K. Kellogg Foundation of Battle Creek, Michigan.

The author of six books and over forty publications, Dr. Washington joined The Kellogg Foundation after serving as Vice President and tenured professor of Antioch College in Ohio, and having held both faculty and administrative posts at other Universities throughout the country. She has received several honors for her work on behalf of children and families, most recently in February 1997 when she was named one of "25 most influential working mothers" by *Working Mothers Magazine*.

Having worked for over six years as Program Director for the Kellogg Foundation, where she served concurrently as program Vice President between 1991-1995, she has created and managed a variety of initiatives in excess of \$86 million around the theme of expanding community engagement in supporting children, youth and families. Some of their projects include: \$2 million targeted to science education in low achieving elementary schools, where they succeed in raising test scores and increasing parent and community involvement and \$17 million in school readiness and child care focused on core variables of successes across a variety of community, cultural, and school contexts.

Valora Washington can be reached at 616-968-1611

## WHITE HOUSE CONFERENCE ON CHILD CARE

On October 23, the President and the First Lady will host the White House Conference on Child Care in the East Room of the White House, bringing together parents, caregivers, business leaders and child care experts. The conference will explore how the public and private sectors can respond to the need that Americans who are struggling to be both good parents and good workers have for safe, affordable child care.

Many parents choose to stay home and care for their children themselves. Yet millions of Americans, by choice or necessity, rely on child care and after-school programs to care for their children for part of each day. The conference is intended to begin a dialogue on three critical child care issues -- access, affordability, and assuring safety and quality -- and to highlight the roles that everyone -- including communities, businesses, child care providers, Federal, state and local governments, and parents themselves -- can play in addressing these issues.

### **10:00-10:30 OPENING SESSION**

**10:00-10:10** The First Lady welcomes, makes remarks, and introduces the video.

**10:10-10:15** The video is shown.

**10:15-10:20** Parent introduces the President.

**10:20-10:30** The President makes remarks.

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

The President and First Lady will moderate this session.

#### **Panelists:**

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

**Michelle Seligson**, Founder and director, National Institute on Out-of-School Time, formerly the School-Age Child Care Project at Wellesley College Center for Research on Women.

**Secretary Robert Rubin**, Secretary of the Treasury.

**Patty Siegel**, Executive Director of the California Child Care Resource Referral Network (R&R Network).

**Valora Washington**, Program Director for the W.K. Kellogg Foundation of Battle Creek, Michigan.

**Part 1: Why Does Child Care Matter?** This panel will address: the relationship between quality child care and children's healthy development, particularly in the earliest years of life;

the importance of good after-school programs for youth; and the need for child care given dramatic changes in the workforce and economy.

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

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

During the White House luncheon, Secretaries Shalala, Herman, Riley and Glickman will host working sessions at several agencies. And tbd Members of Congress will speak in the State Dining Room at the White House.

**2:00-4:00 PANEL DISCUSSION: LEARNING FROM WHAT WORKS**

**2:00-2:05** The First Lady welcomes and introduces the Vice President.

**2:05-2:15** The Vice President makes remarks.

**2:15-4:00** The Vice President and the First Lady will moderate this session. State and local officials, along with representatives of the military, business, health, labor, and faith communities, will highlight promising efforts around the country and discuss how all members of the community can address the challenges of assuring safe, affordable child care for working families who need it.

**Panelists:**

**Secretary Donna Shalala**, Secretary of Health and Human Services.

**Secretary Richard Riley**, Secretary of Education.

**Governor Hunt**, Governor of North Carolina.

**Jane Maroney**, State Legislator, State of Delaware.

**Brigadier General Meyer**, Chief of Public Affairs United States Army.

**Doug Price**, President of FirstBank of Colorado.

**tbd Labor**,

**tbd Faith**,

**4:00-6:00 SOUTH LAWN RECEPTION**

**4:00-4:10** The First Lady welcomes and makes brief remarks.

**4:10-4:25** tbd Members of Congress make remarks

**4:25-4:30** The First Lady makes closing remarks.

THE WHITE HOUSE  
WASHINGTON

October 16, 1997

Ms. Patricia Siegal  
CA Child Care Resource and Referral  
111 New Montgomery St.  
7th Floor  
San Francisco, CA 94105

Dear Patricia,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

Please plan to arrive at the Pennsylvania Avenue entrance of the Old Executive Office Building (EOB) which is located on the corner of Pennsylvania Avenue and 17th Street. Please be sure to have photo identification with you to enter the building. In Room 180, we will gather for coffee and juice with the other panelists and you will be briefed on the logistics of the day.

The first session will take place between 10:00 am and noon, lunch will follow from 12:00 and the second session will take place between 2:00 and 4:00 pm. Once the Conference concludes at 4:00 pm, there will be a reception for the guests on the South Lawn of the White House.

Please remember to send by fax the outline of your remarks and your date of birth and social security number to Noa Meyer at 202-456-6244 by Friday, October 17. Also, feel free to contact Noa if you have any additional questions at 202-456-2787.

It is a pleasure to work with you on this historic event. We thank you again for your participation and look forward to seeing you on Thursday.

Sincerely,



Jennifer Klein  
Special Assistant to the  
President for Domestic Policy



Nicole Rabner  
Associate Director for  
Domestic Policy

THE WHITE HOUSE  
WASHINGTON

October 16, 1997

Dr. Susan Aronson  
American Academy of Pediatrics  
605 Moreno Rd.  
Narberth, PA 19072-1618

Dear Susan,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

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Jennifer Klein  
Special Assistant to the  
President for Domestic Policy



Nicole Rabner  
Associate Director for  
Domestic Policy

THE WHITE HOUSE  
WASHINGTON

October 16, 1997

Ms. Michelle Seligson  
Wellesley College  
Center for Research on Women  
106 Central St.  
Wellesley College  
Wellesley, MA 02181

Dear Michelle,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

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Jennifer Klein  
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President for Domestic Policy



Nicole Rabner  
Associate Director for  
Domestic Policy

THE WHITE HOUSE

WASHINGTON

October 16, 1997

Brigadier General Meyer  
Chief of Public Affairs  
1500 Army Pentagon  
Washington, DC 20310-1500

Dear General Meyer,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

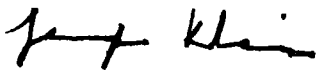
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Jennifer Klein  
Special Assistant to the  
President for Domestic Policy



Nicole Rabner  
Associate Director for  
Domestic Policy

THE WHITE HOUSE  
WASHINGTON

October 16, 1997

Mr. Doug Price  
President  
FirstBank of Colorado  
10403 W. Colfax  
Lakewood, CO 80215

Dear Doug,

Thank you very much for agreeing to participate in the upcoming White House Conference on Child Care. As promised, we are writing with specific information of next Thursday's activities. All panelists are invited to join us at 8:45 am on Thursday morning to meet one another, see the set-up in the White House East Room (where the Conference will take place), and meet the President and First Lady.

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Nicole Rabner  
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**Quote from Secretary Richard W. Riley for hand-out materials  
for the White House Conference on Child Care**

Throughout my life, as both a parent and grandparent, and as Secretary of Education, I have grown to recognize and appreciate the crucial role that quality child care plays in the development of sound minds and strong bodies. There is abundant research evidence documenting the important link between the quality and kind of care that children receive at home, before and after school, and their future development as students and good citizens. I also realize, from first hand experience through many visits to schools and communities and after-school programs across the nation, as well as from the enriching experience of reading to my own children and grandchildren, that few things are as important as making sure that every child is given the attention, nurturing and support he or she needs to develop fully. It is important that we work, both as a nation and within our individual communities and schools, to create quality extended learning opportunities that will help parents, families, and communities negotiate the awesome and unparalleled task of raising their children and building the next generation.

## **WHITE HOUSE CONFERENCE ON CHILD CARE**

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Many parents choose to stay home and care for their children themselves. Yet millions of Americans, by choice or necessity, rely on child care and after-school programs to care for their children for part of each day. The conference is intended to begin a dialogue on three critical child care issues -- access, affordability, and assuring safety and quality -- and to highlight the roles that everyone -- including communities, businesses, child care providers, Federal, state and local governments, and parents themselves -- can play in addressing these issues.

### **I. OPENING SESSION**

### **II. PANEL DISCUSSION: ACCESS, AFFORDABILITY AND ASSURING SAFETY AND QUALITY**

The President and First Lady will moderate this session.

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

**Part 2: How Are We Doing in Meeting the Challenge of Making Safe, Affordable Child Care Available to Working Families Who Need It?** This panel will provide an overview of the strengths and weaknesses of child care in communities across the country and will also look at this question from the unique perspectives of parents and child care providers.

### **II. WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES**

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

### **III. PANEL DISCUSSION: HOW DO WE MOBILIZE ALL MEMBERS OF THE COMMUNITY TO SUPPORT SAFE, AFFORDABLE CHILD CARE FOR FAMILIES WHO NEED IT?**

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

### **IV. SOUTH LAWN RECEPTION**

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### **IV. SOUTH LAWN RECEPTION**

WHSO DRAFT 1  
a/o 10/14/97; S. Warren

**WH CONFERENCE ON CHILD CARE**  
**Thursday, October 23, 1997**

Conference Sessions: East Room (Pool Press/Live Satellite Session I and II)  
Lunch: State Dining Room (Closed Press)  
Reception: South Lawn (Closed Press)  
Guest Invite Time: 9:30 a.m.

Self Magazine -  
they are trying  
to speak to someone  
about the trophy

**PRINCIPAL TIME**

|                       |                                                           |
|-----------------------|-----------------------------------------------------------|
| 9:15 a.m.-10:00 a.m.  | Guest Coffee in the Grand Foyer                           |
| 9:40 a.m.-10:10 a.m.  | POTUS/FLOTUS Briefing                                     |
| 10:15 a.m.-10:20 a.m. | Greet Panel I in the Blue Room                            |
| 10:30 a.m.-12:00 p.m. | Session I in the East Room (Refer to separate breakdown)  |
| 12:20 p.m.-1:30 p.m.  | Lunch in the State Dining Room (Pool Press for remarks)   |
|                       | (FLOTUS/MOC)                                              |
| 1:40 p.m.-1:50 p.m.   | Session II Pre-Brief                                      |
| 1:55 p.m.-2:00 p.m.   | Greet Panel II in the Blue Room (FLOTUS, VPOTUS)          |
| 2:05 p.m.-3:30 p.m.   | Session II in the East Room (Refer to separate breakdown) |
| 4:15 p.m.-4:45 p.m.   | Remarks at South Lawn Reception (Closed Press)            |

6:30 a.m. Set up in East Room. (Staging, seating, visuals, WHCA)  
Satellite Contact: Laura Schwartz

8:00 a.m.-9:00 a.m. **THE FIRST LADY** is interviewed --location tbd.

8:30 a.m. Briefing for Session I panelists --location tbd.

9:00 a.m. EV Gate opens and guests proceed to State Floor for coffee and juice until time to be seated in East Room.  
*Note: String and piano in Grand Foyer.*  
*List Contact: Jamie Schwartz*

9:40 a.m. **Principal briefing in Map Room**

10:00 a.m. Guests are seated in East Room by Social Aides.  
Seating Contact:

Panel I participants are escorted to the Blue Room.

10:15 a.m. **THE PRESIDENT** and **THE FIRST LADY** proceed to Blue Room to greet Panel I members.

10:20 a.m. Panel I participants are announced from Green Room and proceed to seats on stage.

**THE PRESIDENT** and **THE FIRST LADY** are announced from Green Room and proceed to podium

*Note: Stage located at South Wall; Blue Goose for first session only.*

<sup>00</sup>  
~~10:20~~ a.m. - 12:00 p.m.

#### SESSION I

##### SESSION I

10:30 a.m.

**THE FIRST LADY** gives welcoming remarks and introduces the video.

*Note: Remarks from podium.*

Video is shown

Parent tbd gives brief remarks and introduces **THE PRESIDENT**.

**THE PRESIDENT** gives remarks. Following remarks, **THE PRESIDENT** and **THE FIRST LADY** proceed to seats at the table to join panel discussion.

**THE PRESIDENT /THE FIRST LADY** introduce panelists and moderate discussion.

##### SESSION I PANELISTS:

Ellen Galinsky, President, Families and Work Institute

Michelle Seligson, National Institute for Out of School Time, Wellesley College

Velora Washington, Program Officer, Kellogg Foundation

Robert Rubin, Secretary of the Treasury

Donna Shalala, Secretary of Health and Human Services

Child Care Provider tbd or Marcy Whitebrook

Parent tbd or Patti Siegel, CA Resource and Referral

Each panelist gives brief remarks followed by two questions from **POTUS/FLOTUS**

11:50 a.m.-12 p.m.

**THE PRESIDENT** makes closing remarks.

**Satellite Note: Live Satellite for Session I and Session II.**

12:00 p.m.

Upon conclusion of Session I, **THE PRESIDENT** and **THE FIRST LADY** depart the East Room.

Guests will be directed to the State Dining Room for lunch. (20 min. break before lunch). Guests will receive escort cards prior to entering the State Dining Room.

<sup>12:15</sup>  
~~12:20~~ p.m.

**THE FIRST LADY** proceeds to table in State Dining Room for lunch.

12:20-1:30 p.m.

#### **LUNCH IN THE STATE DINING ROOM**

Staff Contact:

1:10 p.m.

**THE FIRST LADY** invites Members of Congress tbd to come to toast lectern to make brief remarks (Order tbd)

**FORMAT:**

- Seated Lunch/Max 150 guests
- Pool Press for remarks only
- Principals attending: FLOTUS, MOC
- Guests receive escort cards from table outside the State Dining Room.

1:40 p.m.

Upon conclusion of lunch, guests are directed to their seats in East Room.

1:40 p.m.

Briefing for Session II -- <sup>Red Room</sup> location to be

1:50 p.m.

Session II panelists arrive in the Blue Room

1:55 p.m.

**THE FIRST LADY** and **THE VICE PRESIDENT** proceed to Blue Room to greet the panelists for the second session.

2:00 p.m.

Second session panelists are announced from Green Room to stage in East Room.

**THE VICE PRESIDENT** and **THE FIRST LADY** are announced from Green Room and proceed to seats at table.

2:05 p.m. - ~~3:30 p.m.~~

4:00 p.m.

**SESSION II**

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| Session II | (All remarks are from table)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2:05-2:15  | <b>THE FIRST LADY</b> gives remarks and introduces <b>THE VICE PRESIDENT</b> .<br><br><b>THE VICE PRESIDENT</b> gives remarks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2:10-3:30  | <b>THE VICE PRESIDENT</b> and <b>THE FIRST LADY</b> introduce second session panelists and moderate discussion.<br><br><u>SESSION II PANELISTS:</u><br>Governor Hunt, North Carolina<br>County Official tbd, North Carolina<br>Jane Maroney, Republican State Legislator, Delaware<br>General Meyer<br>Doug Price, President, First Bank of Colorado / Chair, Colorado Business Commission<br>Labor Leader tbd<br>Susan Aronson, Member of AAP Board and Director, PA Early Childhood Education Linkage Program for Health Professionals<br>Religious Leader tbd<br><br>Each Panelist gives brief remarks followed by two questions from <b>THE VICE PRESIDENT</b> and <b>THE FIRST LADY</b> . |
| 3:20 p.m.  | <b>THE VICE PRESIDENT</b> makes closing remarks.<br><br><b>THE FIRST LADY</b> makes closing remarks and invites guests to South Lawn reception.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3:30 p.m.  | <b>THE VICE PRESIDENT</b> and <b>THE FIRST LADY</b> depart.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**3:30 p.m.** Conference participants depart East Room for the South Lawn via Main Staircase to Diplomatic Reception Room.  
*Note: Marine Band to perform in tent.*

East Visitors Gate opens for reception guest arrival. Guests hold in the East Garden/Colonnade (rain) before proceeding to the South Lawn.

**4:00 p.m.** **THE VICE PRESIDENT** and **THE FIRST LADY** proceed to Residence until time for the reception.

**3:30-6:00 p.m.** **RECEPTION ON THE SOUTH LAWN**  
Approx. 450 guests  
Closed Press

**4:15-4:45 p.m.** (Tbd) **THE VICE PRESIDENT** and **THE FIRST LADY** arrive to the Diplomatic

4:30

Reception Room and are announced to stage in the South Lawn Tent.

**THE FIRST LADY** gives welcoming remarks and introduces **THE VICE PRESIDENT**.

**THE VICE PRESIDENT** makes brief remarks.

**Cabinet Secretaries** tbd make brief remarks

**THE FIRST LADY** makes closing remarks.

**6:00 p.m.**

Guests depart via East Gate.

**First Lady Hillary Rodham Clinton**

**Remarks on Child Care**

**University of Maryland, College Park**

**October 3, 1997**

*Michelle Rabin*

Rough Transcript

Thank you very much. (applause) Thank you. Thank you very much. Thank you Neil, thank you Professor Seefeldt, thank you Congressman Hoyer, thank you, President Kirwan. As I was sitting up here and Steny was introducing the President's family, when he introduced his wife, President Kirwan turned to me and said you know, I met her in Junior High School. He said, she sat behind me and she couldn't stand me and I thought, that's exactly the kind of memories I have from Junior High School, you know, the boy you really liked at the end of the year was the one you couldn't stand at the beginning of the year but this Junior High romance has certainly stood the test of time and I'm delighted to be here with your family and with the family of this great University. I came here today for a number of reasons. Part of it as the President suggested, is because I enjoyed my visit to be the Commencement Speaker so much and was very honored to receive an Honorary Degree and also because I have followed with great interest the work that is being done at this University in many areas but in particular, I have been impressed by the work that has been done in the area of human development, social and public policy, and we of course, as you know, we're blessed in the White House by having Professor Galston with us for a number of years so I feel a real kinship with the work that is done here and the people who are part of this great University community. So when the opportunity arose for me to come and speak with you about an upcoming White House Conference on Child Care, I immediately seized it. Because as the Congressman said, the President and I are hosting a White House Conference on Child Care on October 23rd and I wanted to come and tell you why this is an issue that deserves White House attention, deserves the attention of our Nation, one that we hope will raise awareness of these issues around our country. Some of you may recall that last spring the President and I hosted a Conference on Early Learning and Brain Research and we brought to the

Nation's attention the very exciting work that has been done by researchers here at N.H. and elsewhere across the country that demonstrates clearly how important it is that we take the first three years of life because of what is happening in a child's brain and we wanted to get that information out because although many people intuitively knew that and experts like Professor Seefeldt taught that, there wasn't the hard data that supported that information until recently with the kind of work that has been going on in brain research and so for a lot of reasons, this is a time when all of us have to focus on what we best can do in our own homes and families as well as in our larger society to insure that each child has a chance to live up to his or her promise. I saw that in action this morning here at the Center for Young Children, what a wonderful facility you have here, a Child Care Center that is warm and inviting with workers that are creative and energetic and focus, a range of books and toys and crafts materials. I answered questions from the five year olds who wanted to know, among other things, what my favorite food was, what my favorite color was, and then a real stumper, what my favorite roller coaster was. I had to confess to this little boy that it has been so long since I've been on a roller coaster, I couldn't remember the names of any of the roller coasters I like but I certainly had the feeling that this is a place where children are treasured and valued and stimulated, a place that any of us would happily stay for juice and nap time any day. But, that Center is far too rare. Even though more and more families are seeking child care, in fact, over half of the infants under age one are in day care, twelve million children under the age of six, and seventeen million more, age six through thirteen, have both parents or their only parent in the work force. The plain fact is that there is simply not enough quality care for the children who need it. Quality child care is financially out of reach for the hard working American families whose children deserve the best attention they can receive. So today I come with a very straightforward proposition that this situation must

change for the sake of our children and our future. And there are ways I want to suggest that each of us can participate in this change. Every working parent in this room and in this country knows how urgent the matter is, any Mom or Dad who has ever left a child with a care giver for even a minute has felt at the gut level the importance of quality care. The stress around child care affects families ranging from the poorest all the way to the most affluent. It is a daily pressure for parents with preschoolers and parents with children in school who for whatever reason cannot get home to supervise a child themselves. For more than twenty five years, I have worked on issues affecting children and families, but in the last four and a half years I've been privileged to travel around our country on my own and with my husband, listening and talking with parents about their economic concerns, the issues that affect them on the streets where they live, whether its crime or the environment, and I've heard over and over again how important child care is. Yet, despite its importance in our everyday lives, it is not an issue that has been dealt with effectively by our society. Now, there are many reasons for this oversight and some of you who are students of human development and child care could recite many of them, I'm sure. But, I think its fair to say that until the demographics of our citizenry changed until economic forces and women's choices led so many mothers into the work force, this was not an issue that many people thought was serious. It was, like many issues, affecting children in the past, viewed as a soft issue that was a disproportionate concern to women. Yet now we know it is one of the hardest issues we face and it is an issue that had economic and social implications that go far beyond the individual concern that each of us brings to it. Fortunately, times are changing. Partly because of the work that many of you are doing, partly because more and more parents are speaking out, partly because America's employers have come to understand that the strength of their bottom lines depends on workers who are not absent, who will have their mind on their

work when they're there, whose child care needs are being met and partly because we have people in leadership like the President of this University, like this member of Congress before you who represents you, and because of my husband and members of Congress and State Legislators of both parties and many Governors who have made this a priority. All of this brings us together in the name of a shared belief, that the children of our country deserve child care as fine as that provided right here at this University. In fact, American children deserve the best care in the world. Now, there are many reasons to put our childrens needs first but let me just mention a few of them. One reason, as I've already stated is because we know that how we care for our children is critical to their intellectual and emotional development. You know, it wasn't so long ago and I can actually recall when I was younger and thinking about children a lot and even pregnant with my own, that it used to be kind of a joke among a lot of fathers I knew that they would say, well, you know let's wait until he can throw a ball or she can talk to me and then I'll pay attention and, you know, it was the kind of attitude that had been prevalent for most of history that you know, very young children should be cared for by their mothers, other women, that there wasn't much for fathers to do because there wasn't much happening until a child started to in some way assert a personality, act on his or own. Well, now we know clearly that that was mistaken. As we talked about at the White House Conference on Early Childhood Development in April, what happens to a child in those earliest years can make all the difference for a lifetime. Just 15 years ago, even scientists thought that baby's brain structure was virtually complete at birth. Now, neuroscience tells us that it is a work in progress and that everything we do with a child has some kind of potential, physical influence on that rapidly forming brain. As one participant at the White House Conference put it, "nature and nurture don't compete, they cooperate."

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

Experiences in those first three years of life can also determine how well a child learns. When someone speaks, reads or plays with an infant or toddler, he or she, whether it is a parent, a grandparent, an older sibling or a care giver, is activating the connections in that child's brain that will one day enable her to think and read and speak and solve problems herself. Now, what that means is that subpar care, whether in the home or in a child care setting, means that a young brain is being deprived of what it needs to live up to its natural potential. Now that is a very serious conclusion for us to reach and now we have no more excuses. If we know that ignoring a child, being impatient, pushing off a 8 month old, or a 16 month old, failing to invest the time that is necessary in that two and a half year old, then we have to acknowledge, its not just a momentary action, but it adds to the past and the present and the feelings that that child is internalizing and it also literally affects the brain. Another reason we need to act is that we now have evidence that child care is too often inadequate, research presents a troubling picture. A recent national study of child care centers found that 70 percent of children are in care that is barely adequate. Ten percent are in care that is dangerous to their health and safety. Infants and toddlers are at the greatest risk with 40 percent in care that poses a threat to their health and well-

being. That means that they spend hours of their days with care givers who do not follow basic sanitary practices, who rarely cuddle, talk to or play with these infants and toddlers, in rooms that lack toys and other materials to encourage development and in places where the ratio of children to adults is too high for individual attention. Only twenty percent of our children are in what we could call "high quality care," such as what I saw this morning.

A study of child care in family-based settings found equally disturbing patterns. Only 56 percent of these programs provided adequate care, 35 percent were deemed inadequate, which means as we now know, that the hours spent there could actually undercut a child's development and only 9 percent offered high-quality care which was defined as enhancing the growth and development of children and even where quality care is available, it is often financially out of reach for parents, particularly low income parents. According to the 1995 census, families earning under \$1200.00 a month pay an average of 24 to 25 percent of their income for child care. That takes a big chunk out of a household budget but it was still not enough to ensure quality care. I asked about the cost of the child care centers here on this Campus and there is a sliding scale which is very important, but it still costs between \$340.00 and \$600.00 a month. Middle class families are hit hard as well. Families earning up to \$36,000. pay out 12 percent of their income for child care without any guarantee that that twelve percent is buying quality. It is difficult to think of a consumer situation in America where so many people are paying so much and too often getting so little.

Another reason we need to act is that we now know from another study that was just completed by the National Institute for Child Health and Development that good child care can be beneficial to young children. Whether it is care given at home or in a day care center. Now, there's no doubt that the most important lasting influence on any child is that child's family. But we do

know that good, quality child care can improve a child's chances, if that child is in a difficult family situation or enhance a child's learning and maturity if that child is in a good family situation. And for children who come out of family situations that are not always conducive to their well-being, bad child care can make a difficult situation even worse. Now a final reason we need to act is because of the changing nature of the work force. We know that the American work force has changed dramatically in the past forty years and that has meant dramatic changes in family life. Half of all mothers with children under the age of one are working outside the home and not only are more parents working, they are working longer hours. So this issue must become a policy challenge for all of us because it clearly affects the well-being of children, American workers, and the dynamism of our economy itself. I would imagine that many of you who are parents and those of you who are students, not yet parents, can equally shut your eyes and imagine or think back to one of those work family conflicts that has occurred in all of our lives. Even though my daughter is a Freshman in College, I still remember vividly the days when my child care arrangements fell through and I was not able to do anything about them. Now, luckily for me those were very few because I have the kind of job where if my daughter were sick or if she had a special occasion that I wanted to take advantage of in her preschool or her school years, I could arrange my schedule. That is not the case for the vast majority of working Moms and Dads. I also have the advantage, except for two years of her life, to live in a Governor's Mansion where there were lots of people around, that is not a common experience for most working mothers. And so I'm very aware that my situation was unique but even with it, I recall vividly those few times when despite my best efforts and a very supportive husband, and all of the balancing we all do, it just all fell through and I had to scramble like crazy to make up for it. One time in particular when I couldn't cancel something or just not go into work or go in

late, I had to be in court at nine o'clock and Chelsea was up all night sick and my babysitter was sick, probably with the same thing Chelsea was sick with and my husband was out of town and my family wasn't around and I called one of my best friends and she wasn't available, and it was just a real terrible feeling that you get when you know that you want to be with your child and because if work demands you can't and I was lucky enough to find a neighbor who could come in and sit with her and I called home every chance I had a break and rushed home when I finished to find her you know, very well taken care of. But, that is not what is available to most parents and I know it is infinitely tougher for most women who everyday are trying to do the best they can. And I honestly don't know how single parents do it. And I think we ought to be very sympathetic and very supportive of all parents but particularly of single parents. Too many children end up because of their parents challenges, caring for themselves or being supervised by older siblings. And we know what happens when children are left unsupervised. According to the FBI, it is during the late afternoon that our youngest children, those who are in their pre-teens or early teens, are most likely to experiment with drugs, to become involved with criminal gangs, to get pregnant, to commit violence or to get into trouble in other ways.

So, when that 3 o'clock bell rings, kids are relieved but a lot of working parents panic and we have to find a way to help parents with school age children as well. So, we know we need to act but where do we start. Well, we can learn from models of excellent child care around our country. They can provide the energy and expertise and inspiration for what we need to do now. One very bright spot is the military's child care system. Our Defense Department runs the largest child care system in the world. Taking care of the children of the parents who are in the front lines of America. I was privileged just two days at Quantico Marine Base to be able to see first hand what is being provided for the children of our Armed Forces and I have to say I saw what

every parent would want for her child. A beautiful facility, well-trained workers, high standards, unannounced inspections both in the Center and in the family day care settings, a toll free number for parents to call with their concerns, mandatory training for everyone that comes into contact with and works with a child. And, most importantly, good wages and solid benefits and respect for staff. Now, that has resulted in lower turnover and more experienced care givers. Now, that wasn't always the case and I learned in a very open discussion that the military's child care was not always what we would hold up as an example. In fact, even the Center that I visited Quantico is brand new because the previous one had to be shut down because it didn't make the grade a few years ago. But, the leadership of our military knows that readiness depends upon mothers and fathers being able to do their work without worrying about whose caring for their children. So the military made a commitment to turning its child care system around and Quantico is now a shining example of what can be done. I want to tell two stories that I heard. The first, from one of the Commanders there was what happens before good child care in the military. I heard about a mother and a father who were both called to duty on an emergency basis at the same time. I believe they were both pilots. They had to be in the air at the same time. When that happened, they had to bring their two infants in bassinets' to the office of their Commander, leave those bassinets' in their Commander's office with instructions for care and feeding. Now, that beats any story about child care challenges that I've ever heard. The second story is about, "what happens now?" That there is quality care available no matter what the occasion. I met a Staff Sergeant, a single Dad, raising two little girls. He said that when he took his daughters to day care the first day they cried when he dropped them off, but the second day they cried when he came to pick them up. I was especially impressed by this very tough Marine whose obviously put in his time at the weight training facility, talking with great pride about how

he mastered pigtails and ponytails for his daughters but I think part of the reason his confidence is so high about embarking on the rather daunting task of being a single Dad of two little girls is because he's gotten a lot of support from the child care facility and the care giver's who have been there, helping him along, encouraging him, giving them advice, helping to create that village. On a serious note also, we were privileged to have Lt. Colonel ... who I see in the audience here speak about the perspective of the child care system from the perspective of a commander. He said that his soldiers are more productive when they don't have to worry about their children.

Now, I probably should say his Marines are more productive when they don't have to worry about their children and the result of that is a much higher level of preparedness 24 hours a day. Now, there are certainly differences between the military and civilian sector, but I believe that the military's experience can serve as a ... for the American work place in general. When parents don't have to come to work feeling concerned about how their children are doing, they can make a much more positive contribution which benefits all of us. Just before I visited Quantico I was in Miami at Baptist Hospital there that also has made a commitment to child care. I saw another first class facility, I learned about how they have adjusted the hours because just like the military they have 24 hour work days in a hospital and I heard a lot of detail from the Chief Executive Officer about why it is good economic sense to provide this service. I met at the hospital with the Board of Directors of something called, Florida's Child Care Executive Partnership, a group of business executives appointed by Governor Lawton Chiles to address child care issues. In creating this partnership, Florida put aside two million dollars the first year to match dollar for dollar Corporate contributions for child care. And the Board was charged with engaging the private sector in this effort.

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

Because we know that providing good child care requires community involvement. The grant money in Florida only goes to communities where businesses have come together with child care organizations to forge a plan of action.

And, when I ask these business leaders why they thought the partnership was successful, they didn't hesitate to answer in very business like terms. They said it was good for the bottom line. They said they didn't have to spend as much time recruiting new workers who left because of child care problems. They didn't have to spend as much money recruiting new workers who had to be trained. They didn't have to worry about absenteeism which had been dramatically. Now, that was also the experience of many other businesses with whom I have met and I just find it being repeated over and over again.

So, because I find the partnership concept so impressive, I'm very pleased to announce today that the Department of Health and Human Services is awarding a half million dollar grant to the families and work institute, the National Governors' Association, and the Finance Project, to assist states in developing these partnerships with the private sector. And, the President has earlier this year, ... the military, the Department of Defense, to work with the private sector, to take the experience they've gained, their guidelines which have been carefully written and bring those to the table to discuss with more child care centers and family day care providers what can be done to use money like that available in Florida to make models that can be replicated. Because all

sectors of society have to be involved, businesses, schools, police departments, religious organizations, libraries, citizens' associations, the Federal, the State, and the local governments. We hope that the White House Conference will be a catalyst to bringing many of these sectors together. I also hope that at the White House Conference we will discuss ways that could assist parents who wish to make the choice to stay at home with their children more economically feasible because its not just creating good child care centers and family day care centers outside the home, how do we create real choices that are available to working families so that they in the privacy of their family can make a decision that it is economically feasible for one parent to be there for their children.

It is important to remember that this Conference is a starting point. I hope that it marks the beginning of National discussion and action. And I hope that its focus on the three keys areas will spark individual ideas around the country. Now, the three key areas are the lack of affordable child care, quality concerns, and the need for school age care. We have already discussed affordability and we've made some progress. The President took some steps to address this need. For starters, the expanded Federal funding for child care. In fact, since 1993, child care funding has risen by approximately 68 percent and it now reaches more than one million children through subsidies which is critical if they're going to have financial access to quality care. And I'm encouraged too that in the last four years more states are committing their own resources to help working people pay for quality child care.

In the balanced budget agreement, the \$500 child tax credit will go to 27 million families with 45 million children under the age of 17. Now for the typical American family with 2 kids, this child tax credit will mean 1,000 more dollars in take home pay

per year. That is especially important for low-income families who are also going to benefit from this child tax credit. Thirteen million children from families with incomes below \$30,000 will receive the credit. That's a lot of young teachers, police officers, farmers, nurses and others who will have some extra income to put into whatever their family decides, but certainly one of the great expenses is improving child care. Also through the expanded Earned Income Tax Credit, more working families have had a cut in their taxes which has on average meant an increase in their income of over a thousand dollars. So, there have been real steps forward so that there's more child care available, it's subsidized, and there's more of an opportunity for families with children to take advantage of these programs. The President has also made child care an essential component of welfare reform. He insisted that welfare reform include spending for child care because we're putting a lot more women, single women with children, into the work force. So it will be increased by nearly \$4 billion over the next 6 years. But that is still not enough and we have a long way to go to explore how better to enable parents to meet their child care costs. Quality is the second key issue. We have to do more to support child care providers. We have not done a good job of lifting up the profession that is so important in taking care of our children and matching that with increased income and job opportunities and benefits. I've been to a lot of child care centers and I've met many, many terrific people running and working in them but their salaries are woefully low and many leave the profession because it's not one that enables them to support themselves and their own families. I remember one provider who told me with tears in her eyes that with the birth of her second child, she had to leave taking care of children which is what she loved to do more than anything and go to work in an office because she needed to make more income. So we have to do all we can to encourage and support child care workers to get training, to build their skills and increase their

knowledge which will demand higher salaries and benefits. We have to find the very best people to take the jobs of caring for our children because parents should not have to worry whether their child is safe at day care and the vast majority of teachers are absolutely superb in caring for their children, but there are a few who we need to make sure do not go into the classrooms of our day care centers. And we also have to help parents do a better job of searching out good child care. In survey after survey when parents are asked, they really don't know what they're looking for. They don't know what kind of equipment should be there; they don't know what kind of training they would be demanding for the child care workers. Too often parents are better informed about what kind of car to buy than what kind of child care to choose. So we have to help parents become more informed consumers to create that demand that will absolutely say to the market place, we must have higher quality for the money we're paying. One of the interesting results of a lot of the research that has been done recently is that good quality child care is generally but now always more expensive than inadequate child care. And in the middle, there's a lot of child care that could be vastly improved with some good training and better guidance there would make a big difference for the money that is being paid. Now I hope that we will continue to focus on safeguarding the health and safety of children in our ... system around the country. Certainly the President earmarked money going to the states for child care for quality improvements. And this summer he proposed a new rule requiring that child care programs that receive Federal dollars make sure that all children are immunized. And in 1995 the administration launched the Healthy Child Care America Campaign which promotes partnerships between child care centers and health agencies. That initiative now in 46 states teaches child care centers how to create safe healthy environments. A lot of times when we do these surveys and we get the results and people go in and say, this isn't sanitary; this is not appropriate, the child

care workers don't know that. Nobody's told them. They're not sure about what they're supposed to be doing. So through the Healthy Child Care America Campaign, we intend to do a better job of educating child care workers.

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

I'd like to close with one thought and then invite your questions. We are privileged to live in a time of tremendous bounty in our country. We are at peace. Our economy is booming. Social problems that for years held us back are receding. The crime rate is down, the teenage pregnancy rate is down. On so many fronts we're making progress together. At a time such as this presents a special opportunity free from crisis we can do work that might not be possible in stormier moments. So we should use this good fortune to make a difference, to lay the ground work so that the generations of children to come will be able **themselves** to build a country that has so many opportunities and take advantage of the blessings that we all have. So turning to child care is not just something that is a nice issue to talk about. It is as the President calls it, the next Great Frontier of Public Policy, to build up and strengthen our families, to give them more support so they can do their jobs both at home and in the work place will help up chart that Frontier not only so that we are

led to a better world for the children I saw today, but for generations of American children to come. And I invite all of you to be part in taking action to make sure that happens.

Thank you all very much. (applause) I'm glad there were babies here. That's a wonderful reminder of why this is so important. Well, as I understand what we're going to do now. We have two people with microphones in the isles. If anybody has any questions, they should line up behind the gentleman here and the young woman there and take a turn, but if not, that's all right too. I don't mind at all.

Hi.

Hi. (Mrs. Clinton)

I have a question. I'm an employee on campus. I've been a secretary here for fifteen years. I have a four year-old son. I'm a single mother. I wanted to get my son to go to school here at the nice center. It would cost me over \$500 a month and my salary is \$25,000 a year. So how can that help employees here on campus? And I'm not the only single mother that has had a problem with this.

Mrs. Clinton - And that is one of the reasons why I mentioned that we have to do more to provide more slots in child care for working parents like yourself and we have to help subsidize quality child care because you are a perfect example of the problem that I'm trying to illustrate. You make \$25,000 a year ...

With no child support.

Mrs. Clinton - with no child support. So that's your total income.

Correct!

Mrs. Clinton - And that's before taxes ...

Correct! And I live at home with my parents.

Mrs. Clinton - And you're doing all you can to keep expenses down living at home and good quality child care such as we see here at the university would cost \$500 a month, which is \$6,000 a year, which is a 25 percent of your before tax income. I mean that is exactly the problem that I'm talking about. So what have you done for child care?

Well, I went to a Catholic school in the area and they gave me a scholarship for just this year. So I pay \$200 a month to have him in full-time pre-K. But if I did not have that and I didn't have my parents, I would probably have to quit my job and go on welfare because who would watch my child during the day and how could I afford that and live in an apartment.

Mrs. Clinton - Well, that is the problem. I could not more vividly describe it. And, so, I hope that some the proposals that will be discussed at the White House Conference, your child will be in school before we probably get much of the changes that I would like to see happen, but then you'll need, you know, after school care which is another part of this debate. But I hope that some of these proposals will focus exactly on what you're talking about. We need more subsidies for working families, particularly single parents. If we are going to have a policy in our country of ending welfare and expecting everyone to work, we have to do more to support those parents with children who are trying to do the best they can by working. And I want to thank you for what you're doing. (applause)

Hi, I'm the Director at Galludette University Child Development Center and have worked with children with disabilities for the last 20 some years in child care and I'm curious what you all are suggesting the focus and direction more and more children with special needs are now in child care centers because of Special Ed laws and I'm curious where you all stand on that.

Mrs. Clinton - Well, we stand with you as an educator of children with special needs and with parents of children with special needs because it is more expensive to care for a child with special needs. And, again, parents face the same difficulties, only more so because of the additional costs. And it's not just financial costs. It's also emotional and psychological costs that is much higher when you have a child, whether it's your only child, or one of a number of your children with special needs that you need help caring for and also for many children, you want to integrate them as early as possible into as typical a life as you can possibly arrange for them and that requires, often times, you know special transportation, special equipment, whether it's wheel chairs or other kinds of medical equipment, it often requires, in your case, with deaf children, specially trained caregivers. So this is an issue that is a part of our overall issue of quality and affordability. I am old enough to -- I keep saying that -- I think that's because I'm going to turn fifty this month. I'm old enough, I'm nearly a half century old. Think about it for all you young people. It's hard to believe it happens. (laughter) So I can remember (applause) many, many years ago when I worked for the Childrens Defense Fund and when I was involved in other activities concerning children, going into places where children with disabilities were literally just left on the floor all day. I cannot tell you some of the places I have seen. Now that was twenty-five years ago. I haven't seen places like that recently, but I'm not invited to those places in my current position and I know that there are lots of excellent facilities for special needs children and I know that there are some that are really very inadequate. So this is a big part of what we're going to be talking about. Yes.

Thanks for coming. I'm a student here and I would like to know how does the European child care or World child care compare to the United States and are you planning to have any World input on planning for American child care.

Mrs. Clinton - That's an excellent question. I want to thank you for asking that because often times we don't learn about what works in other places and there are some very good models in Europe of National Commitment to Child Care. In fact when I was at the child care center here at the university, I learned this morning that the facility is modelled on facilities in northern Italy. The university architects went and visited because of the great room with the classrooms off the side and it's really something beautiful to behold. But there are some very good programs in a number of European countries that I think bear some attention. I have personally visited child care centers in France and in a few other countries, particularly in France and Denmark which were very impressive to me because there was a national commitment to the provision of quality affordable child care that went beyond political ideology. I remember when I visited France, I went to various cities and looked at their child care facilities and whether I was in a city that was run by a very conservative mayor and city council or one run by the socialists party, I didn't see any difference. And I asked a very conservative mayor in a French city how he could explain this national consensus about spending both national and local dollars to build excellent facilities, make them affordable, and he said but they're all our children. You know we are creating future French citizens and he said it as only a Frenchman could say it with a lot of flourish. It was like I asking such a ridiculous question. How could politics have anything to do with taking care of one's children. They fight about other things and even in the recent efforts to reign in the budgets in a lot of the European countries to make them more economically competitive, their caring for children has not been an issue of debate between the political factions in the countries that I'm aware of. They are going to remain committed to universal health care for all of their people and for adequate education and child care for preschool and I think it's a very important National commitment and I think we should look to see if we can

learn anything from that. I write a little bit about the French system in my book because I was impressed by it. Yes.

Being college students, most of us don't recognize there's a problem in child care but also being very involved in community service, what can we do as college students?

Mrs. Clinton - That's also a very good question and I think community service is a critical key to being able to provide enough voluntary manpower to help out in a lot of the centers that are particularly serving lower income families. And I know that a number of young people both through university community services and through Americore have signed up to work on things like America Reads and mentoring and tutoring children and I think looking for opportunities to work with even younger children to give them the attention that they need would be a very good way of working with at least one family, one child. Maybe showing a mom or a dad how to read to a child with just by you doing it, modelling it for them, playing, teaching some of those silly games and songs that you were taught -- all of which help build the brain. I mean all those little things that we used to do all make a difference. And you know there's a lot of evidence now that you know young women, young mothers when they speak to children in those little high voices we all adopt when we see little kids. Like oh, oh Michael, you're so cute. You know our voices just go up like, you know, full register. That has an impact. The child really can hear it. And young men and fathers who are more physical with babies and, you know, play games with them, that also stimulates the brain development. So there's a lot that both young men and women could do in giving of their time to work with some of these kids, especially as I say in lower income family areas where there may be too many adults taking care, too few adults taking care of too many children.

Good afternoon. My name is Cecilia Johnson and I'm a family child care provider and I have

been for twenty years. My question is of the eight parents that I have who are single mothers, one who just recently came off of welfare, the biggest problem that they undertake is getting benefits from the jobs in which they work to help take care of their children, especially medical benefits. And with the rising costs of child care and the costs of taking care of your child, I would like to know how do we plan to help our single mothers who can't get benefits from their jobs to help take care of their children.

Mrs. Clinton - Thank you for asking that and thank you for being a family day care provider. Until we have some program that takes care of all of our childrens' health care needs, we will not solve this problem completely, but in the Balanced Budget Agreement, we made a big step forward as a Nation. Because through the commitment of \$24 billion that was raised by raising the tax on tobacco, we will be able to provide health care for half the children who are currently uninsured, many of whom fall into the category you're talking about. Now a lot of mothers getting off of welfare should be very sure they're not still eligible for Medicaid because they often are. We have 3 million children in America who are eligible for Medicaid but their mothers and fathers don't know they are so they are left to the whims of the emergency room or not being taking care of. So making sure your eight moms check to see whether they're available and eligible is the first thing. Secondly, this new money -- this \$24 billion will expand coverage in every state. So making sure they know where to go to find out how to sign up their child for health care I think is the best advice you could give them and to help them, you know, know where to contact somebody and to try to find out. But we still have too many Americans who do not get health insurance through their work, are not eligible for any kind of government assistance, and they just fall into this large pool of 40 million uninsured Americans, about 11 million of whom are children. And so we just have to keep making

sure everybody who's covered with Medicaid and the new Child Health Program are covered, then we need to see what else we're going to do to cover the remaining children and adults. So please give them that information.

Mrs. Clinton, I hate to do this but your staff has suggested that you maybe should take only one more question.

Mrs. Clinton - All right.

Well, actually instead of a question I wanted to issue an invitation to you to come visit me at the Childrens Developmental Clinic on this campus. Come back one more time this Saturday and see a new program or different program from what we've been talking about today, which is undergraduate and faculty members volunteering their time on Saturdays to play with the children, provide role models for the children, and to deal with those hours of concern that you mention for late afternoon hours, excuse me, the week days when they are unsupervised. And the special thing about our program is that it's for children with physical disabilities, who have self-esteem issues and who get isolated at schools and also children from disadvantaged neighborhoods, from disadvantaged backgrounds. I work with children from the Cools Spring Elementary School who are Hispanic mostly and who have parents who are very disengaged from education and if you ever have the time to come visit us on Saturday, I'd love to show you what can happen when people volunteer for free.

... expenses

Mrs. Clinton - Well, the young man who asked the question what he might do, you need to sign him up. (laughter & applause) Well, unfortunately I can't be there this Saturday (laughter) but I'm very glad you stood up to invite me and did such a good job describing what you do because I

think that's the kind of a model that more people need to hear about. That there is something literally for everybody to do. Whether it's in our own homes spending more time with our own children, maybe the children next door or down the block or if somebody else in your family who doesn't have the time and is working too hard and needs a helping hand, or whether it's being involved professionally as so many of you are as child care providers at a center or in a home. We all have something we can do and volunteering to help support parents and child care providers is a very important way of not only providing a service but for each of us to know firsthand what you know about what a difference it can make in a child's life. And so I hope that you'll be engaged in this issue and thinking about it and sharing ideas and here on this campus try to reach out to everybody, you know, whether it's the young people who are at this center or the young women who stood up who is working here as a secretary already who needs some support, needs a helping hand. I bet if everybody on this campus just looked around at the people you already know, you'd find that there's something you can do to help relieve some of the burdens of taking care of children, especially for single parents. I really want to stress that. It is so important that we support them and give them the kind of attention and volunteer activities that will enable them to know they're being good moms and dads because that's what everybody wants to feel. And if we could get that idea across, I think a lot of our other problems in this country would take care of themselves.

Thank you very much. (applause)

President Kirwan --Mrs. Clinton I hope that you can sense the very strong and special feelings of support there are on this campus for you and the work that you're doing and also sense how honored we are to have you at College Park. We know that during school breaks, there will likely be some colors of another school prominent in the White House (laughter) and we think you need to be able

to retaliate with the colors of one of your schools. So we have a little gift we want to give to your  
that we hope you'll wear when Chelsea is home.

Mrs. Clinton - Absolutely! (applause)

## **PRESIDENT CLINTON ANNOUNCES CHILD CARE PROVIDER SCHOLARSHIP FUND**

October 23, 1997

Today, President Clinton announced a National Child Care Provider Scholarship Fund as well as an outreach plan to let child care providers know that they may be eligible for Pell Grants. Too many child care providers currently do not have the training our children deserve and are not rewarded with higher compensation when they do have training. The measures announced today will help improve the quality of our nation's child care by helping child care providers get training and raise their compensation, and by improving recruitment and retention.

**New National Child Care Provider Scholarship Fund:** The National Child Care Provider Scholarship Fund will provide more than \$300 million in scholarships over five years to up to 50,000 child care providers annually -- helping the more than half a million children they care for.

**Up to a \$1,500 Scholarship and Higher Pay For Continued Service:** The Fund will provide scholarships of up to \$1,500 to current and future child care providers who agree to remain in the field for at least one year after receiving assistance. These providers will earn increased compensation or a bonus when they complete their course work, provided by some combination of the Fund and the provider's employer.

**Public-Private Partnership:** The Fund will receive at least \$250 million in Federal funds over five years, with every four dollars of Federal funds matched with at least a dollar of private, local or State funds. States will have flexibility in designing their programs, and can provide scholarships for students working toward a state or national credential, certificate, or Associate, B.A. or B.S. degree. States cannot use the Fund to substitute for existing efforts. States also cannot provide scholarships to employees or child care providers that are not licensed or registered.

**Modeled on Successful Programs: The Fund is Modeled on the North Carolina T.E.A.C.H. Early Childhood Project, a Bipartisan Program That Has Been Shown to Work:** Participants in T.E.A.C.H. complete an average of 18 credit hours per year and receive an average 10 % increase in their wages. They have less than a 10 % turnover rate, compared to the statewide rate of 42 %. The President's Child Care Provider Scholarship Fund is also modeled on the Defense Department's model of tying pay raises to increased training, which has helped to make the Department of Defense child care system one of the best in the world.

**Builds On Pell Grants:** While not limited to those eligible for Pell Grants, the scholarships build on Pell Grants for those eligible, by covering any costs not covered by Pell, including tuition and fees, books, supplies, transportation, and child care expenses. For example, a typical caregiver in a child care center earns \$12,000 a year. Attending a community college half time, with total costs of \$3,000, this individual would be eligible for a \$1,350 Pell Grant in 1997-98. The Fund will then provide additional monies. All applicants must first apply for Pell Grants before receiving a Child Care Provider Scholarship.

**Actions To Help Child Care Workers Take Advantage of Pell Grants, the New Lifetime Learning Tax Credit and Other Financial Aid Now Available to Them:** Many child care providers are not aware of other financial aid that is available to them now. Today, the Secretaries of Education and Health and Human Services jointly sent a letter to child care providers in all 50 states, providing them with information on the aid already available to current and future child care providers, including Pell Grants, the new Lifetime Learning and HOPE Tax Credits, and loans.

**Builds on President Clinton's Actions to Make Higher Education Universal and Lifetime Learning the Standard:** Today's initiatives build on President Clinton's historic achievements to promote opportunities for lifelong learning, including winning the largest increase in Pell Grants in more than 20 years, creating HOPE and Lifetime Learning Tax Credits, expanding College Work Study, creating the Direct Lending program that

lets students repay their loans as a share of their income, and creating AmeriCorps National Service program to enable young people to earn money for college while serving their country.

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Programs: The Fund is modeled on the North Carolina T.E.A.C.H.

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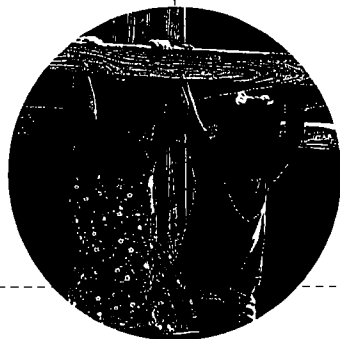
# Smart Start

## AT-A-GLANCE

Many of North Carolina's children do not have the opportunity to be prepared when they enter school.

Some live in environments where both parents work and some grow up without having a book read to them because a parent cannot read.

Because all children deserve the chance to enter school as prepared as possible, we have the responsibility to help our children succeed in every way. That's why Gov. Jim Hunt's vision for Smart



Start became a reality in 1993. Smart Start, designed to provide every child in North Carolina with access to high-quality and affordable child care, health care and other critical services, targets children under age 6 to ensure they come to school healthy and ready to succeed.

Smart Start is not a building parents can choose to send their children for child care, nor is it "just another government program" from Raleigh or Washington.

Instead, it is a comprehensive public-private initiative where communities pool resources and bring their best ideas to the table. Each

"A world-class workforce requires world-class skills, which in turn requires children to come to school ready to learn. Children who come to school healthy and prepared to succeed will develop into better workers, sustaining North Carolina's economy in the years to come. But if children come to school ready to fail, even our best teachers can't help them become the skilled workers our state needs."

GOVERNOR JIM HUNT

Smart  
START

partnership develops a plan and submits it for approval to the N.C. Partnership for Children, the statewide nonprofit organization which provides oversight and technical assistance for local partnerships and sets guidelines for Smart Start programs and services. The North Carolina Department of Human Resources serves in an advisory capacity and is the program's fiscal agent.

Funding for Smart Start is made up of private donations and state dollars, which are determined by the North Carolina General Assembly. In 1993, \$20 million was allocated for Smart Start's first year. The second year, the state allocated \$47 million and in 1995-96 allocated \$57 million for programs and services in 24 partnerships and planning for 11 new partnerships.

In 1996, the North Carolina General Assembly approved \$10.1 million in expansion funding for Smart Start to make the total allocation around \$68 million. As a result, 12 new partnerships, selected by the N.C. Partnership for Children, entered the planning phase, and programs and direct services are now offered in 43 counties. The total 1996-97 budget for Smart Start is \$67.1 million.

Since Smart Start's beginning, thousands of children and families have benefited from programs and services. Smart Start is improving the quality of early childhood education; making child care more affordable; enabling

preventive health care; assisting with transportation to child care; and offering education and better access to information for parents.

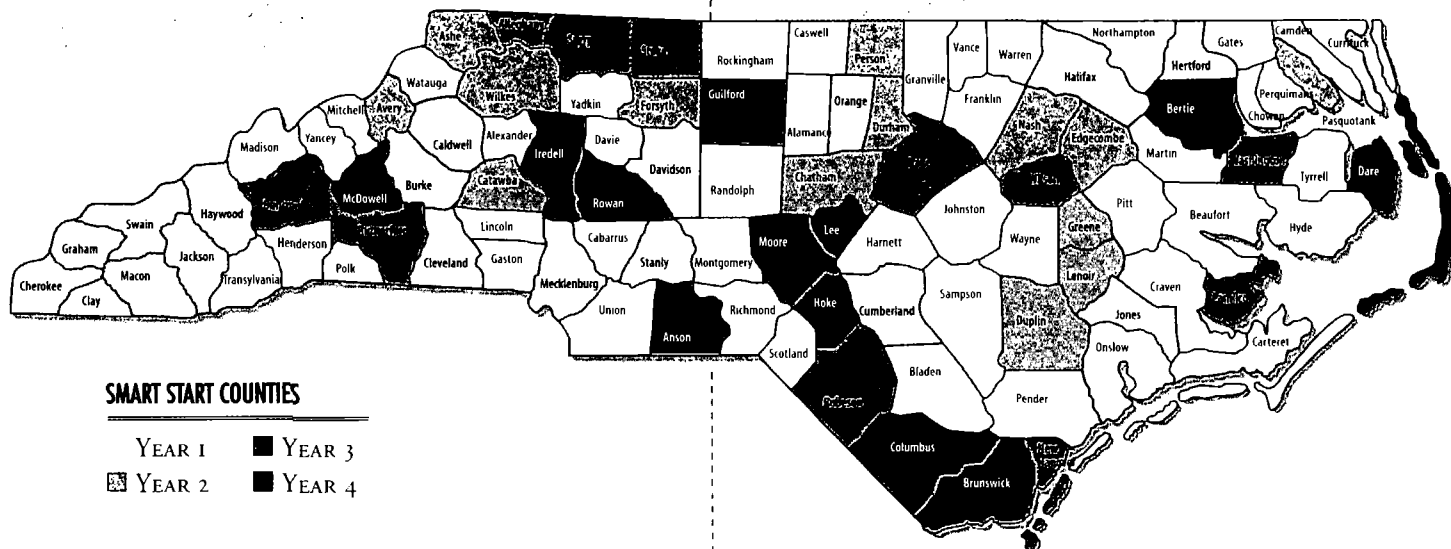
The strength of Smart Start's success relies on collaboration and local accountability. Local partnerships have brought communities together in ways never imagined. Community leaders, child care providers, parents, teachers, religious leaders and the business community have joined together to map out plans that will meet needs specific to their community. They know what works best for their children. And they know that by improving the opportunities for their youngest citizens to enter school healthy, alert and motivated, they are investing in their community's future and ultimately helping North Carolina build a stronger workforce.

Now, Smart Start is moving ahead, connecting with new counties. Today it is extending communication lines beyond local partnerships to regions where counties are learning from each other and building from the strong foundation set by pioneering Smart Start counties.

The ultimate goal is to bring the state together, where partnerships are working in all 100 counties to prepare our children for school.

# Smart Start

## PARTNERSHIPS



### SMART START COUNTIES

YEAR 1 ■ YEAR 3  
 YEAR 2 ■ YEAR 4

#### YEAR ONE

Burke  
 Caldwell  
 Cherokee  
 Clay  
 Cleveland  
 Cumberland  
 Davidson  
 Graham  
 Halifax  
 Haywood  
 Hertford  
 Jackson  
 Jones  
 Macon  
 Mecklenburg  
 Orange  
 Stanly  
 Swain

#### YEAR TWO

Ashe  
 Avery  
 Catawba  
 Chatham  
 Duplin  
 Durham  
 Edgecombe  
 Forsyth  
 Greene  
 Lenoir  
 Nash  
 Pasquotank  
 Person  
 Wilkes

#### YEAR THREE

Alleghany  
 Buncombe  
 New Hanover  
 Pamlico  
 Robeson  
 Rutherford  
 Stokes  
 Surry  
 Wake  
 Washington  
 Wilson

#### YEAR FOUR

Anson  
 Bertie  
 Brunswick  
 Columbus  
 Dare  
 Guilford  
 Hoke  
 Iredell  
 Lee  
 McDowell  
 Moore  
 Rowan

# Smart Start

## RESEARCH & RECOGNITION

High-quality early childhood education is the most cost-effective way to ensure our future economic development and prosperity.

Every dollar spent now on early childhood education will save more than \$7 later in special education, welfare, prisons and crime.

Research on the long-term effects of early childhood programs indicates that children who attend good quality child care programs, even at very young ages, demonstrate positive outcomes, while children attending poor quality programs show negative effects. Typically, high-quality child care can predict academic success,

adjustment to school and reduction of behavioral problems for children in first grade. (Howes, 1988)

Early childhood studies are well documented and far reaching. Studies indicate that a large percentage of child care centers in the country ranks "barely adequate" or "inadequate" in quality. Numerous studies prove that early childhood education works. For instance, the High/Scope Perry Preschool study examined children who were born in poverty and at high risk of failing in school. Of the children studied, those who attended a high-quality, active learning preschool program at ages 3 and 4 had half as many criminal arrests, higher earnings and property wealth, greater commitment to marriage, and higher graduation and college attendance rates.



### WHY Smart Start?

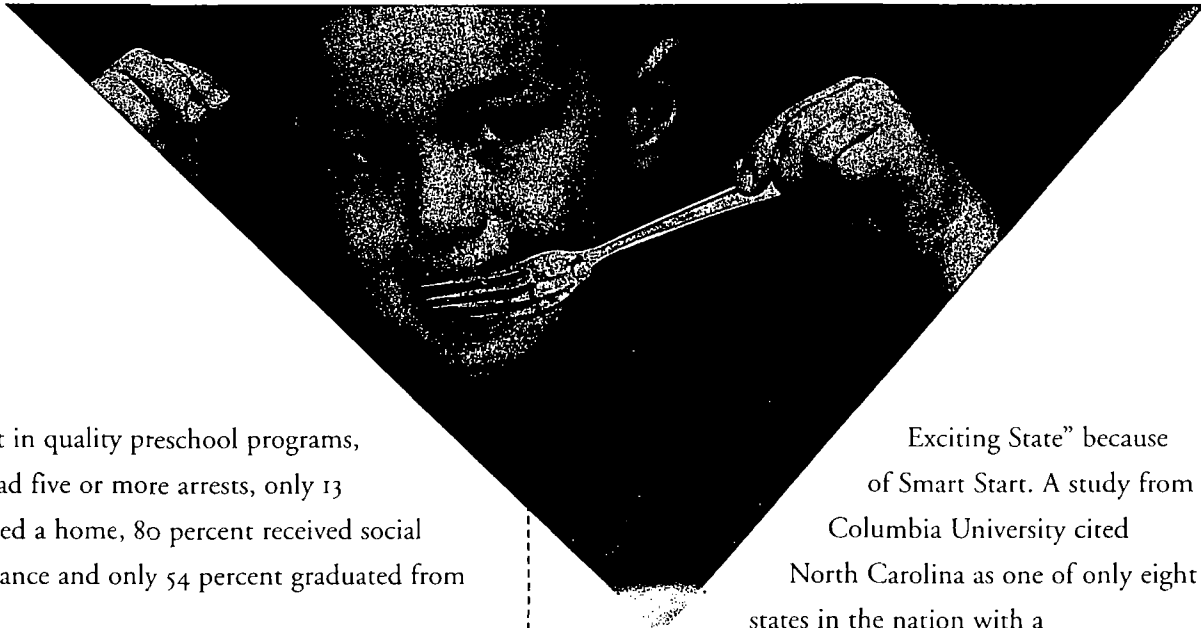
◆ North Carolina ranks 39th in the nation — among the 12 worst states — on the health and well-being of children, according to the national *Kids Count Data Book*.

◆ More than 65 percent of North Carolina mothers with children under the age of 6 work outside the home. That's one of the highest percentages of working mothers in the United States.

◆ Nearly 20 percent of North Carolina children under age 5 live in poverty, the highest rate of poverty for any segment of our population.

◆ North Carolina ranks 48th in the nation in SAT scores.

Smart  
START



Of those not in quality preschool programs, 35 percent had five or more arrests, only 13 percent owned a home, 80 percent received social service assistance and only 54 percent graduated from high school.

Another study, the Carolina Abecedarian Project confirmed that academic failure is strongly associated with poverty. Within months of the intervention and preschool care, the children scored higher in intellectual development than when previously tested. By age 8, program children scored higher on intelligence standardized tests in reading and math and were less likely to be retained in their first three years of school. The positive effects of the program could be observed as the children entered teenage years.

#### RECOGNITION

In many cases, Smart Start has broken down barriers and built new communication lines for enhanced or new programs and services. It has allowed North Carolina to move to the next level in early childhood education, serving as a role model for the nation. *Working Mother* magazine recognized North Carolina as working harder than any other state in the nation to improve the quality of child care and expand services to children and families. In 1995, the magazine called North Carolina the "Most

Exciting State" because of Smart Start. A study from Columbia University cited North Carolina as one of only eight states in the nation with a

comprehensive, focused plan to promote the well-being of young children – because of Smart Start.

North Carolina has taken a bold step by initiating Smart Start, and the N.C. Partnership for Children is committed to ensuring the success and accountability for its programs and services. Smart Start and the N.C. Partnership for Children passed numerous tests in 1995-96 including raising more than \$2.9 million in cash and more than \$3 million in in-kind contributions as mandated by the General Assembly. A performance audit, conducted by the big six accounting firm Coopers & Lybrand, was also requested by the General Assembly at a cost of \$500,000 to taxpayers. The audit's finding, released in 1996, called for Smart Start's continuation and expansion. It called Smart Start a "credible program that delivers substantial good to children and families in the state of North Carolina."

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PHOTOCOPY  
PRESERVATION

# Smart Start

## PROGRAMS & SERVICES

In each local partnership, planning teams make decisions about the kinds of programs that are developed using Smart Start funding.

Smart Start partnerships have implemented programs in three areas to prepare children for school: Child Care and Education, Health Care and Education, and Family Support Services.

### CHILD CARE AND EDUCATION

One of the goals of all local partnerships is to make high-quality child care available for all children who need it. Approximately 30 percent of Smart Start funds are used to assist families in purchasing child care. Subsidies may be paid for care in any legally operating child care center and family child care home which parents choose.

#### Paying Subsidies for Child Care ♦

In order to support the cost of higher quality child care, some local partnerships subsidize the care at a rate which is higher than the county market rate. Most partnerships have also raised the eligibility limit for subsidies to help working poor families.

#### Increasing the Availability of Child Care

**Spaces ♦** Many communities do not have adequate child care and are adding additional spaces through a grants program. Sometimes more spaces may be needed for particular age groups, such as infants and toddlers, or for families who work extended hours.

#### Improving the Quality of Child Care ♦

A major focus of Smart Start is to improve the quality of all child care. One project which has been very successful assesses the quality of a child care classroom using a nationally recognized environmental rating scale. Following the

### Smart Start is:

- ♦ improving the quality of child care services
- ♦ better access to child care
- ♦ more affordable child care
- ♦ education and training for parents
- ♦ preventive health care for children.

Because all children deserve the chance to enter school as prepared as possible, we have the responsibility to help our children succeed in every way.

**Smart  
START**



classroom assessment, a plan is developed to improve the classroom environment. Smart Start grant funds are then used to purchase needed equipment and materials.

**Inclusion of Children with Special Needs** ♦ Educating teachers and giving technical assistance in working effectively with children with disabilities is encouraged through Smart Start. One project purchases special equipment to enable children with disabilities to function more easily in classrooms of typically developing children.

Smart Start initiatives designed especially for teachers have emerged because of the high turnover rate and low wages paid to teachers of young children. Career ladders are being developed that link training and education to certificates, diplomas and degrees. A very successful program funded through Smart Start is the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Project. It assists child care teachers and directors in furthering their education by linking a higher level of education to better compensation.



#### HEALTH CARE AND EDUCATION

In order for a child to enter school prepared for success, the child must be healthy. Activities which improve health include preventive health care, treatment for particular health conditions, and health education.

**Support for Immunizations** ♦ One of the challenges of getting young children properly immunized is making immunizations accessible. Through Smart Start, communities set up satellite sites in rural areas and provide immunizations in convenient locations. Outreach nurses care for children's health needs in child care programs and follow up to assure that immunizations are given on time.

**Health and Developmental Screenings** ♦ Some local plans include health and developmental screenings in child care programs. Besides the health benefits and convenience for working families, children are more comfortable in these settings. Smart Start screenings include vision,

hearing, speech, developmental, and dental. Correcting problems early gives children a better chance of future school success.

**Education for Parents and Child Care Providers** ♦ A variety of educational opportunities in health-related areas are available to parents and child care providers. These include First Aid and CPR training, nutrition education, and training about infectious disease. Special programs are available to parents of newborns, including teen parents, to help them care for their newborns and learn about child development.

#### FAMILY SUPPORT SERVICES

Many Smart Start programs provide families with information, education, and other services to help their children be prepared for success in school.

**Child Care Resource & Referral Services** ♦ Child care resource and referral services are a critical part of each Smart Start community. These programs offer a broad range of services and technical assistance to families, child care, providers, and businesses. For example, families can talk to a counselor at their local child care resource and referral agency and learn about high quality care and find out where it is available.

**Family Resource Centers** ♦ Many local partnerships have discovered that the most effective way to serve families is to provide needed services in family resource centers located within communities. These centers range in size and services offered. In one rural community, a family resource van visits small communities on a regular basis, taking enrichment programs and health services to isolated areas.

**Family Literacy Programs** ♦ Children who grow up in families that are literate are more likely to be good readers. Through Smart Start, family literacy programs are helping family members learn to read and are encouraging them to read to their young children.

**Transportation** ♦ Because many of North Carolina's children live in very rural areas, transportation is a barrier to getting the services they need. Smart Start partnerships are funding ways to make transportation available to children and their families.



## Building brighter futures for North Carolina's children

### What is Smart Start?

Smart Start is a comprehensive public-private initiative to help all North Carolina children enter school healthy and ready to succeed. Smart Start programs and services provide children under age six, access to high-quality and affordable child care, health care and other critical family services.

Smart Start was launched in 1993 by Gov. Jim Hunt and is the only program of its kind because it is a comprehensive approach to preparing children for school. Local partnerships determine programs and services that best meet local needs. The North Carolina Partnership for Children is the nonprofit organization which sets guidelines as well as provides oversight and technical assistance to local partnerships across the state.

### FACTS

- High quality child care makes a difference. **Smart Start has increased the overall quality of child care** in the 18 counties which first started providing programs and services. *(FPG study)*
- The number of top quality child care centers in the state has increased by more than 60 percent in Smart Start counties.
- Smart Start program and services are currently in 55 counties. This year the remaining 45 counties will enter the planning phase, expanding Smart Start to all 100 counties.

### Getting results throughout the state

In **Ashe County**, 58 of the 69 child care teachers in the county (85 percent) have received a higher level of education, through a credential or degree program, because of the T.E.A.C.H. Early Childhood Project.

In **Orange County**, 182 child care teachers and directors received salary supplements to increase their education and to encourage them to remain in their programs. As a result, there was a 22 percent decrease in the turnover rate in the county.

In **Wilkes County**, every child care center in the county and 50 percent of its family child care homes are participating in Smart Start programs designed to improve the care for children. These improved services are affecting the care of approximately 1,234 of their young children.

Because of the collaboration initiated through Smart Start, the local community college in **Cleveland County** has established an early childhood associate degree program, a child care administrators certificate program as well as the child care credential program. None of these were in place prior to Smart Start.

In **Person County**, an assessment was conducted of children who were not recommended for promotion to kindergarten. No child identified as unready was involved in Smart Start services.

In **Cumberland County**, 3,578 new spaces are available for children in licensed family child care homes and centers, Head Start, and other early intervention programs.

*(continued on back)*

### OUR GOAL

Smart Start reaches children during the most critical years of development, with the intent that they arrive to school healthy, motivated and ready to succeed. Our goal is to ensure that every child in North Carolina has this opportunity for a brighter future.

### CORE SERVICES

- **Child care:**
  - high quality**  
(incentives for higher quality, TEACH, classroom assessment, technical assistance)
  - accessible**  
(resource & referral, transportation, additional child care spaces)
  - affordable**  
(financial help for low-income working families)
- **Health**  
(vision, dental, hearing screenings, immunizations)
- **Family Support**  
(family resource centers, resources/information for parents)

## FACTS

In 43 Smart Start counties:

- more than 37,000 children have received child care subsidies so their parents can work.
- more than 32,000 spaces in child care and education programs have been created.
- more than 87,000 children have received early intervention and preventive health screenings.
- more than 26,000 teachers have received additional training through Smart Start educational programs.

- Smart Start should be expanded statewide:

Eighteen percent of kindergartners in 1995 were not ready to participate successfully in school, according to their teachers. (UNC-CH)

- The NC Partnership adopted and implemented an accountability plan to ensure the fiscal integrity and accountability for all Smart Start funds and programs.

- The NC Partnership raised \$3.5 million this year for the fiscal year 1996-'97. In-kind contributions were \$4.5 million. There were more than 107,000 hours of volunteer time donated. In total, more than \$18 million in cash has been raised since Smart Start began.

In **Halifax County**, a large rural county, a child care and education program was established in 1995 through Smart Start and now serves 160 children in four Head Start classrooms and three child care classrooms. The school system makes the school available at no cost and blends funds with Smart Start to pay for the food program, cafeteria, custodial staff and transportation.

Six pre-kindergarten classes have been established in **Jones County** to teach readiness skills to young children who have never been exposed to learning activities. In addition, eight learning groups have been established for very young children in area churches to allow them to have readiness experiences.

In **Catawba County**, almost 1,000 children receive subsidized child care every month with funds provided through Smart Start and the waiting list for child care has been completely eliminated. This county has allocated 79.3 percent of their total Smart Start funds to pay for subsidies and to improve the quality of child care.

**Mecklenburg County** spends more than 80 percent of their Smart Start funding to subsidize child care. Last year nearly 7,000 children were involved in programs that received Smart Start enhancements to improve the quality of their care.

In **Burke County**, prior to Smart Start, more than 33 percent of the children entering kindergarten needed dental treatment. Through Smart Start, a public dental health clinic was established, bringing together local dentists and the health department, to provide dental treatment for children and dental education for parents. More than 200 children have had corrective treatment done in the clinic so far.

Smart Start has made it possible for nearly 1,400 children in **Lenoir and Greene counties** to have health and developmental screenings.

In **Nash and Edgecombe counties**, 2,265 families with young children have been identified through the Smart Start outreach project and have received parent education and support.

## Smart Start cited a national model

North Carolina is **one of only eight states** in the nation with a comprehensive, focused plan to promote the well-being of children, according to Columbia University.

Research conducted by the Frank Porter Graham Child Development Center determined that **Smart Start has increased the overall quality of child care** in the 18 counties which first started providing programs and services.

*Working Mother* magazine recognized North Carolina as working harder than any other state in the nation to improve the quality of child care and expand services to children and families. In 1995, the magazine called North Carolina the "**Most Exciting State**" because of Smart Start.

The *Pittsburgh Gazette*, *The New York Times*, and *Appalachia* magazine have recognized Smart Start and North Carolina as a **model for early childhood initiatives**.

Through its efforts with Smart Start, Wilkes Community College was selected among 12 other programs in the nation to receive the Secretary's Award for Outstanding Adult Education and Literacy.

A Coopers & Lybrand Performance Audit called for the expansion of Smart Start and confirmed that it is a "**credible program that delivers substantial good to children and families in North Carolina.**"





## How Smart Start Helps All Children in North Carolina

North Carolina cannot continue to move forward unless all children have the opportunity to receive the quality early childhood education they need. Today, most children under age 5 live in families that work hard every day to be successful. There is a strong need for many children to have access to child care so parents can continue to work. Smart Start is a welfare prevention tool. Smart Start funding is used to provide child care for these reasons and in some instances counties have expanded eligibility to include other families with additional needs who otherwise might fall through the cracks.

Smart Start currently focuses on providing services to the children with the greatest need. However, when the quality of child care is improved, all children benefit. These examples indicate how Smart Start is improving the lives of all children.

### Quality Improvement Projects in Child Care Centers

- ⇒ The *W.A.G.E.\$ Project*, started in **Orange County** improves the care children receive by providing salary supplements and incentives for teachers to remain in the profession. As a result of W.A.G.E.\$ in Orange County, 182 child care teachers and directors received salary supplements to increase their education and the turnover rate decreased by 22 percent.
- ⇒ Because of the collaboration initiated through Smart Start, a number of local community colleges, like **Cleveland County's**, have established programs for the early childhood associates degree, a child care administrators certificate as well as the child care credential program. These programs are making early childhood education available to child care teachers and administrators who have not had access in the past.

### Quality Improvement Grants to Child Care Centers

- ⇒ *Quality improvement grants* are provided by Smart Start partnerships to child care centers and homes and are used to purchase additional education materials, supplies and equipment to improve the quality of care and better serve all the children in these programs. For example, nearly 7,000 children in **Mecklenburg County** were involved in child care programs that received Smart Start enhancements to improve the quality of child care.
- ⇒ The *Playground Safety Project* in **Chatham County** assesses playground equipment at each child care center and home in the county and repairs or purchases new equipment that meets all the safety standards. This project provides a safe play environment for every child in child care.

### Parenting Education

- ⇒ Parenting Education programs are operating in many Smart Start counties and provide information to all parents as soon as the child is born. Counselors meet with new parents to answer important questions, make referrals to resources and follow-up with parents. In **Forsyth and Davidson Counties** home visits and health checks are available to newborn babies and mothers after leaving the hospital. In Forsyth County, the parents of every child born in the county receive parenting education materials.

### **Child Care Resource and Referral**

- ⇒ Each Smart Start county has a *child care resource and referral* office that makes free referrals to parents about child care in their community. Counseling and information on how to find quality child care is also available for all parents through CCR&R offices. Many CCR&Rs keep a database of child care providers in the community to help parents find the best center or home for their child, that meets the parents' needs and goals for their child.

### **Health Screenings**

- ⇒ *Vision screenings* are provided to all children in child care centers in 11 Smart Start counties across the state. More than 27,000 children in 11 counties were checked last year for potential vision problems and follow up referrals were made for children that need them.

### **Increased Child Care Spaces**

- ⇒ More than 22,000 child care spaces have been created in Smart Start counties where there is a need for additional child care. This makes child care more accessible to all children and parents who are in need of care. In **Cumberland County**, for example, 3,578 new child care spaces are available for children in licensed family child care homes and centers, Head Start and other early intervention programs.
- ⇒ Some counties focus on creating new spaces for target populations such as infants, toddlers and extended hours.

### **Family Resource Centers**

- ⇒ *Family Resource Centers* are available in communities and offer information and support to families. Parenting information, educational videos, materials and training are offered in many family resource centers through Smart Start. All families have the opportunity to take advantage of these materials.

### **Storytelling, Art & Music Programs**

- ⇒ In collaboration with the local county library, the **Lenoir-Greene Partnership for Children** sponsors *storytelling* at each child care center and home in the two-county area, two times each month. The storyteller, provided by the library, involves children in role playing to act out each story. Child care providers are also trained on how to be good storytellers.
- ⇒ The *Music Program* developed by **Avery County Smart Start** provides music classes to every child enrolled in a child care center and home each week. This program has been successful with children with special needs that have responded well to music.

### **Lending Libraries**

- ⇒ The **Ashe County Partnership for Children** and many other Smart Start partnerships offer *resource libraries* for families and child care providers to check out educational books, materials, toys and games. Materials at the library are available at little or no cost to parents and teachers.

### **Cooperative Playgroups and Half-Day Preschool Programs**

- ⇒ **Catawba County Partnership for Children** supports a *half-day preschool program* for parents whose children are not in full-time child care but need a group learning experience prior to entering school. This program helps children develop social skills and prepare them for kindergarten.
- ⇒ Organized *playgroups* in **Stanly County** involve children and parents in the Locust and Albemarle communities and provide art and learning activities each month. Children with special needs benefit from these playgroups because they can interact with other typically developing children and their involvement in activities that focus on developing fine motor skills.



# Outcomes that Indicate Success

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## **Overall goal of Smart Start:**

### **Children will arrive at school healthy and prepared for success**

- The success of this goal and the overall Smart Start initiative is being evaluated by Frank Porter Graham/UNC
- Baseline data on the health and readiness of children was collected in 1995 and a follow-up comparative data collection will take place in the fall of 1997
- An initial report on improvements to day care quality showed significant improvements to the quality of child care

**Research tells us that high quality child care does make a difference, resulting in improved outcomes for children, including cognitive and language improvements. Comprehensive health services result in the best possible health outcomes for children and reduce the excessive costs of more expensive emergency care.**

## **Smart Start is assuring successful long-term outcomes in the following ways:**

### **Improving the quality of child care programs**

- Teachers are improving their knowledge and education through T.E.A.C.H. scholarships
- Teachers are remaining in classrooms for a longer period of time because of compensation projects such as W.A.G.E.\$, resulting in more consistent care-giving for children
- Child care programs are upgrading the quality of child care environments through assessments, better learning materials, and training programs

### **Making child care available for every child who needs it**

- Families who can't afford to pay the full cost of care are now receiving subsidies (most recent data indicate that more than 42% of all Smart Start money is spent for child care subsidies)

### **Making child care and services accessible for every child who needs them**

- The number of child care spaces is increasing
- The number of inclusive spaces for children with special needs is increasing
- Transportation services are being coordinated and are therefore available for children who need them

### **Delivering family support services**

- Families are finding good child care through child care resource and referral services
- Parents are learning to read and are reading to their

children because of literacy programs

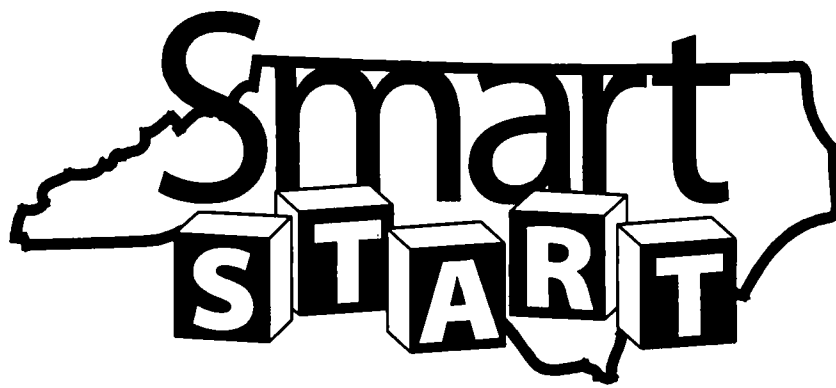
- Parents are improving their parenting skills through parent education classes
- Families are better able to access existing community resources through family resource centers that serve as neighborhood hubs for programs and services and links to services outside neighborhoods

### **Comprehensive health care and education**

- Health services are being integrated with other services in communities to assure the best possible health outcomes for children
- Children are being screened at an earlier age for health and developmental problems such as vision, hearing, dental, and appropriate development and are receiving appropriate immunizations
- Children are receiving earlier treatment for health and developmental problems

### **Additional Overall Impact of Smart Start**

- An infrastructure of services for children and families is being created
- Services to children and families are being coordinated and gaps in services and resources are now being addressed
- Fragmented services are being reduced
- Local community agencies and organizations are becoming more accountable to the community for the services they provide because of Smart Start planning. Emergency situations for children are being handled more quickly and in a more coordinated way



**Building brighter futures  
for North Carolina's children**

*Press clippings*

## Editorials

# SMART MONEY

Let's show the nation how it's done

**F**inally, Smart Start in Cumberland County has the opportunity to prove in a big way what it can do for preschoolers. The program that offers health screening, reading programs and training for day-care providers is again on center stage with a budget that has been more than doubled.

Already, Smart Start has made a measurable difference in Cumberland County. Scores of day-care providers have completed the North Carolina Credential Course. The teachers have a resource to rely upon for advice and for child enrichment programs. Day-care centers are better equipped. Parents are noticing the difference.

The health screenings, one of the more controversial parts of Smart Start, are among its most notable successes. Screenings have detected vision, hearing and speech difficulties in children — problems that otherwise could have interfered with their learning. Partnership for Children, the organization that administers Smart Start, helped fund the expansion of the United Cerebral Palsy Development Center. It can accept more children.

That was done with less than half the budget it will have this year. Just think what Smart Start will be able to do next.

For one, the work of Smart Start will begin to touch a child's life almost from the

day he or she is born. Parents will be given packets explaining why reading to a child, even to babies, is important for language development. The library will start a new story hour tailored for one-year-olds. Eva Hansen, the director of Partnership for Children, wants Smart Start to be able to help the parents of children with special needs find suitable child care.

Especially important this year is the additional money available to help working parents offset the costs of day care. Welfare reform won't work if young parents who cannot find child care safe and affordable must quit work.

But if there's any advice to give to Smart Start, it is for the local program to continue being scrupulous so that every dime of the \$9.3 million budget can be accounted for and fully justified. Cumberland County's program is strong and has been accountable, which is a credit to the Partnership. Other counties, however, have made mistakes. You can assume any of Cumberland County's failures or successes would be noticed more.

We are, after all, the state's model — the place where the concept of Smart Start took shape, where the pilot project began. Other states are watching North Carolina's experiment with Smart Start, meaning their eyes are on us, too. That's pressure to perform. But it's show time. Let's shine in the spotlight.



Walt Uns



## Smart Start is a national model for preparing young children

In 1993, Gov. Jim Hunt launched Smart Start in North Carolina based on the premise that children should enter school healthy, motivated and prepared to succeed. Today, Smart Start is hailed as a national model for comprehensive early childhood initiatives.

Smart Start reaches children during the most critical years of development, from birth through age five. Research shows that the majority of brain development — and much of a child's emotional and intellectual growth — occurs in the first three years.

As the governor has said, "North Carolina ought to be the first state to see that every child in every county gets access to quality early childhood education. The most important thing we can do for our children is help all of them come to school healthy and ready to learn."

The hallmark of Smart Start is that local communities bring parents, teachers, child care providers, business, community and religious leaders together to determine how best to meet the needs of their children and families.

Smart Start is different from other early childhood initiatives across the country because of its comprehensive and public-private approach. This year the private sector donated more than \$3.5 million to Smart Start. In total, more than \$15 million in private contributions have been received since it began. Smart Start received \$68.7 million in state funds this year.

Smart Start programs are established at various stages in 55 North Carolina counties, and the remaining 45 counties have been recommended to receive Smart Start planning funds, contingent on action by the N.C. General Assembly.

The core services are to make quality child care programs available and accessible to every child who needs them and to deliver family support services and comprehensive health care and education. Before Smart Start became available in Jones County, for example, children and families had to travel to neighboring counties to get some basic health services. Now, a doctor comes to the local health clinic weekly to attend to young children.

For more information about Smart Start programs and services, contact the North Carolina Partnership for Children at (919) 821-7999 or write for more information: 1100 Wake Forest Road, Suite 300, Raleigh, NC 27604. The World Wide Web site is at [www.smartstart-nc.org](http://www.smartstart-nc.org).

— Monica Harris

Smart Start Stats.  
Since Smart Start operations began in 1994:

- More than 37,000 children have received child care subsidies so their parents can work.
- More than 32,000 spaces in child care and education programs have been created.
- More than 87,000 children have received early intervention and health screenings.
- More than 26,000 early childhood teachers and directors have received additional training.

# North Carolina

THE VOICE OF BUSINESS, INDUSTRY AND THE PROFESSIONS SINCE 1943

A LETTER FROM PHIL KIRK

## Why It's Smart for Us to Support Smart Start

**S**MART Start, Gov. Jim Hunt's ambitious early childhood education program, is piling up some mighty impressive statistics and success stories in its early days. It is receiving national recognition, although it continues to have its share of critics within the state.



But several critical factors point to the need for our continued support of a program like Smart Start. For example, North Carolina has the highest percentage of working mothers in the nation—67 percent. We also have a high incidence of poverty, and children who grow up in such households often lack the social and thinking skills necessary to succeed in today's world. Many drop out of school and face a lifetime of poverty.

In just three years, more than 154,000 children have received high-quality early education and care. More than 34,000 have received child care subsidies so their parents can work. More than 72,000 children have received early intervention and prevention health screenings.

For the record, I agree with critics who say parents, not the government, should be the ones teaching and training their own youngsters. Sadly, this is not practical in today's world, where too many young parents don't have the ability or the time to perform the tasks many of our parents did many years ago. But it is crucial that these children be nurtured and stimulated: Studies show that 80 percent of a child's intellect, personality and social skills are formed by age five. So it is imperative that a program like Smart Start makes certain that every child comes to kindergarten ready and anxious to learn.

In the first two years, 32 counties have provided Smart Start services by bringing together families, educators, non-profits, businesses, churches, local and state government. Money from the business community has been added to a \$57 million appropriation from the legislature in 1995-96. Last year the General Assembly added \$10.1 million in expansion funding.

Statistics and many examples should convince the program's critics that it is working. The legislature ordered a performance audit of the program that called Smart Start "a credible program that delivers substantial good to children and families in the state." *Working Mother*

magazine has called North Carolina the "most exciting state" because of Smart Start and has recognized our state as working harder than any other to improve the quality and availability of child care and education. Other comments or praise have come from a Columbia University study, the National Center for

Children in Poverty, the Carnegie Corporation and many other groups.

N.C. Citizens for Business and Industry has been a strong supporter of Smart Start from the beginning. As a Smart Start board member, I currently serve as treasurer, member of the executive committee and personnel committee, as well as chairman of the accountability committee for the N.C. Partnership for Children.

We are dedicated to holding administrative costs down and to raising private dollars as required by the legislature. We are working to implement regionalization, some centralization of administrative and compliance functions and other recommendations from the performance audit. This program relies on local initiative, and we must be careful that in our zeal to eliminate local errors from the past, we do not ruin the emphasis on local decision-making.

Some supporters were critical of the efforts by the House Republican leadership to mandate change in the program during the last session. I am not in that group. While some of the rhetoric was a little strong, the overall efforts to bring tighter administrative and financial controls, to more closely monitor contracts, to hold down unnecessary administrative costs, to mandate a look at regionalism and to give the N.C. Partnership for Children more responsibility and authority are all steps in the right direction.

Every child in North Carolina needs access to Smart Start, and we must not stop until this ambitious goal is accomplished. The several hundreds of millions of dollars needed to fully fund Smart Start is a concern, but so is the current level of funding for remedial education, punishment and incarceration, drop-out prevention, alternative schools and other programs that often are necessary because of a lack of early childhood education programs.

# Smart Start gets boost from study

By RUTH SHEEHAN  
AND JOHN WAGNER  
STAFF WRITERS

For supporters of the governor's hotly debated early childhood initiative, the timing was fortuitous.

On the day the state Senate unveiled its budget, giving the governor almost all that he asked for on Smart Start, a UNC evaluation of the program showed it has significantly improved child care in the first 18 counties to participate.

"What we can say is if you put money in child care, there will be a payoff," said Donna Bryant, study director and a researcher at the Frank Porter Graham Center at UNC-Chapel Hill.

The study, an annual evaluation required by the General Assembly, indicated that between 1994 and 1996, the quality of care in the first counties to receive Smart Start money increased 7 percent overall on a rating scale that measures classroom environment as well as the interactions between children and the people who care for them. In particular, Bryant said, researchers saw improvement in the materials used and the way caregivers structured the day to maximize children's learning.

The results, culled from visits to 187 centers, showed that the number of centers rated "good" on the scale increased to 25 percent — up from 14 percent in 1994. Also, the number of centers seeking the state's highest standard of AA increased by 11 percent in those 18 counties.

Bryant said the quality increased most dramatically in counties that received a higher percentage of the funding they had requested from the legislature, and in the counties that used more of their Smart Start money for child care, rather than health or parent education.

One challenge still facing Smart Start, Bryant noted, is to get corporate leaders, as well as parents with young children, more involved in program planning.

But there was positive news on that horizon too Tuesday. At an afternoon news conference with Gov. Jim Hunt, CP&L announced it would contribute \$1 million to Smart Start over the next four years.

"I don't think there's any better place that we can put our time or money than this," said CP&L Chief Executive Officer William Cavanaugh III, appearing with Hunt at Learning Together Inc., a day care center in southeast Raleigh.

CP&L's contribution will be spread among 19 counties in its service area. In addition to \$800,000 in cash, the company is donating the use of a building in Selma for the next 10 years. The lease is valued at \$200,000.

"This is a marvelous gift," Hunt told an audience that included a dozen preschoolers sitting on the floor. "This is the best thing CP&L has done since they cleaned up after Hurricane Fran."

Hunt took the opportunity to applaud the Senate for earmarking \$22.2 million for Smart Start expansion next year.

"I'm hoping the House will do the same thing," Hunt said.

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## STATE &amp; LOCAL

# Better child care is helping Smart Start

## Improvements prepare youngsters for kindergarten, researchers say

THE ASSOCIATED PRESS

Child-care improvements in the 18 counties where Smart Start began bode well for the primary goal of the early childhood education initiative — better-prepared youngsters entering kindergarten, researchers said yesterday.

Researchers at the University of North Carolina at Chapel Hill said their evaluation of child-care programs suggests that Smart Start's goal of ensuring that youngsters are ready to begin school is attainable.

Researchers at the Frank Porter Graham Child Development Center at UNC-CH won't begin collecting data that will help determine whether Gov. Jim Hunt's signature education initiative has increased kindergartners' skills and health until this fall.

They said yesterday, however, that Smart Start has helped increase the overall quality of child care in the first 18 counties to sign up for the program.

Twenty-five percent of the 187 child-care centers studied in 1996 attained a score of 5, the benchmark signifying "good" on a 7-point scale developed by Frank Porter Graham researchers to rate 37 child-care indicators. That compares with 14 percent of the 180 centers measured in 1994. Among the 91 child-care centers studied in both years, the percentage rated good or better rose from 13 percent in 1994 to 22 percent in 1996.

As a group, the pilot Smart Start counties increased its score for day-care quality from 4.25 on the 7-point scale in 1994 to 4.52 in 1996.

Smart Start advocates say that improvements in child care, as well as in other areas such as health services and family programs, will help ensure that youngsters are ready to begin school.

"The fact that an intermediate outcome is changing is positive," said Donna Bryant, the principal investigator of the study. "We have several other studies to show that child-care quality is related to children's cognitive and social outcomes."

Bryant said that the improvement in child care appears to be related to the proportion of Smart Start money that a local partnership spends on child care, the percentage of all money received by the partnership and the number of activities offered by a child-care center.

"THIS IS DYNAMITE stuff," said Stephane Farjul, the director of the N.C. Division of Child Development. "We've been hearing this from my inspectors who go out and look at programs, but that's not research data, that's just their experience."

David Walker, the executive director of the N.C. Partnership for Children, a nonprofit group that oversees the Smart Start program, said that the findings encouraged him.

"I would say the results are very, very promising and will certainly support our effort toward expansion," he said.

Investigators did note that some local Smart Start partnerships still complain about a lack of local decision-making.

"There's still some grumbling out in the hin-

terlands about the level of local autonomy," Bryant said. "It's certainly not as great a concern as it was two years ago. . . . The complaint sometime is, there's less willingness to try innovative ideas and strategies."

Part of that concern is linked to the General Assembly's requirements on how Smart Start money is spent.

After initially promising local partnerships wide latitude in decision-making and spending, the General Assembly last year set limits on the amount of money that local groups can spend on capital expenditures. Lawmakers also required that every partnership spend at least 30 percent of its money on child-care subsidies for low-income families.

Researchers released the results of their findings on the same day that Carolina Power and Light Co. announced that it will contribute \$1 million to the Smart Start program. Also yesterday, the N.C. Senate agreed to restore about \$3 million that it had cut from the \$23 million that Hunt wants to spend on Smart Start in the next fiscal year.

North Carolina now has 47 local Smart Start partnerships representing 55 counties. Applications for participation were sent last month to the remaining 45 counties.

Meanwhile, researchers will begin collecting data this fall on the health and skills of kindergartners in Smart Start counties. They will compare the data to information gathered two years ago on kindergartners in 44 Smart Start counties to determine whether the program is working.

# WHO CARES?

## DAY CARE IN AMERICA

Day 8: June 9, 1996

The Smart Start program in Cumberland County, N.C., provides teachers with mobile art trunks assembled especially for preschoolers by the Fayetteville Museum of Art. There are folk art, musical instrument and costume trunks.



# One state breaks the mold

*Smart Start creates new hope for improving day care in North Carolina*

**T**he Church of God of Prophecy's day care center is hardly state of the art.

The rooms in the modest brick building are small, the lighting mostly fluorescent, the furniture plain. The children who go here are the sons and daughters of workers at the local Purolator or Black & Decker plant, without the means to pay high fees.

So when Prophecy's pastor, Steve Gilmer, decided that the center needed some help with improvements, he turned to Smart Start, a nationally praised, state-taxpayer-funded program created to lift North Carolina's children out of the bottom of the statistics heap.

Over the past 18 months, the church's day care center has purchased much-needed playground equipment and a new stove. It has sent

story by  
*mackenzie carpenter*



photographs by  
*annie o'neill*

two of its teachers to school for associate's degrees in early childhood education, with the promise of salary bonuses if they complete their training.

Doctors and nurses have visited the facility to provide free medical screenings for children, and librarians have come too, bearing free books and expertise on reading techniques and language development.

Gilmer got a better center, but in doing so, he lost a couple of parishioners, who were offended

by their conservative Christian pastor's decision to take government money.

He has no regrets.

"I guess you could say we're a fundamentalist-type church getting involved in liberal-type thinking," said the fresh-faced Gilmer, with a chuckle. "But how much involvement will the government have with us? None. Other than health and safety standards, they haven't come in and told us how to do this or that. They leave us alone."

Such is the nature of Smart Start, a \$67 million early childhood initiative that in its two short years of existence has improved training for more than 4,000 child care workers, reduced staff-to-children ratios for infants and toddlers and provided quality improvement grants to nearly 1,000 centers across the state.

It has also spurred unlikely local al-

# WHO CARES?

## DAY CARE IN AMERICA

Day 8, June 9, 1996

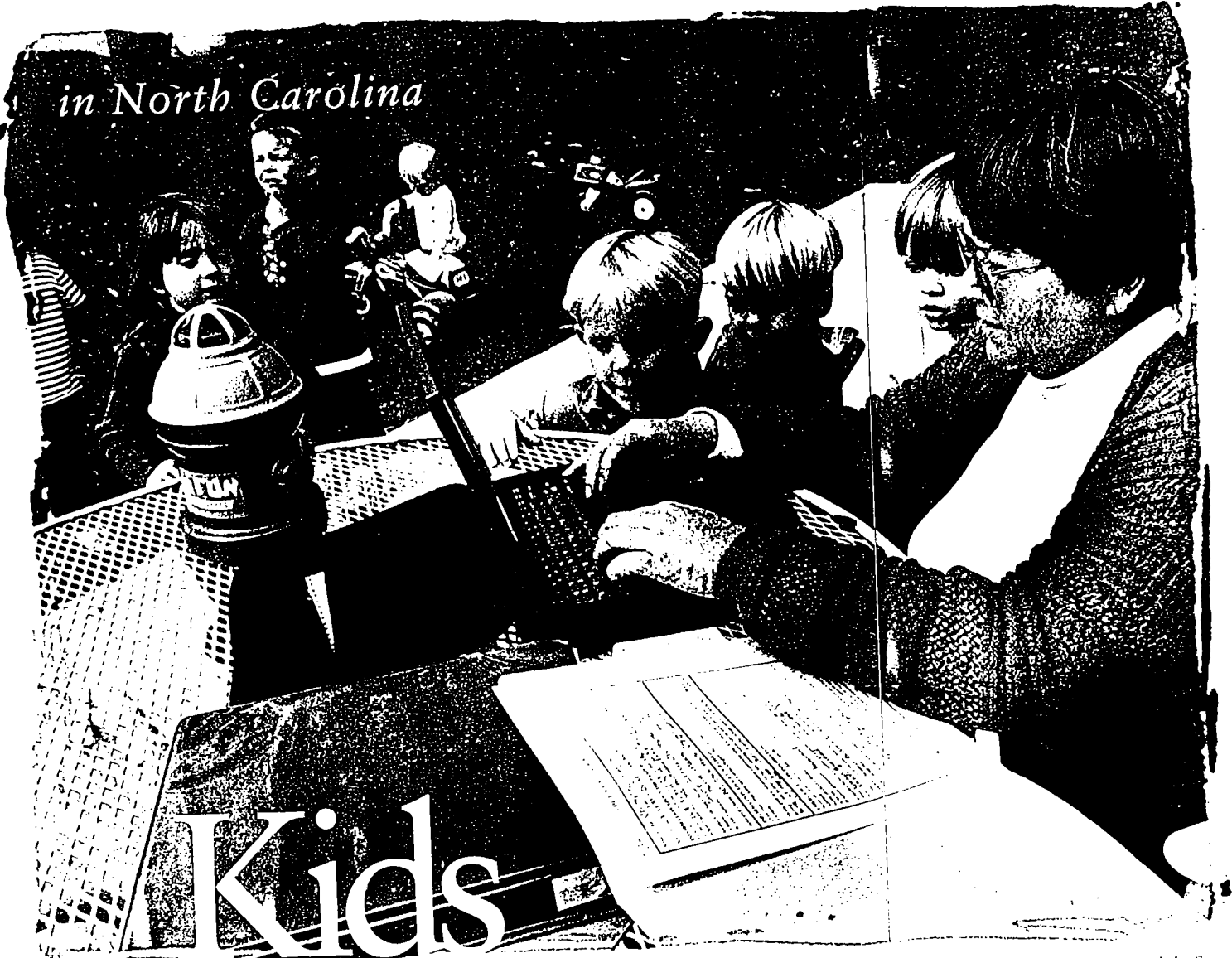


Trina Spencer of Trinity Child Care in Fayetteville reads to her class using books provided by the Smart Start-sponsored "Read-to-Me" program. Librarians from the Cumberland County Public Library go to the centers and train teachers in creative storytelling and language development. The centers are allowed to keep the books when their training is complete. Above, a student at Trinity Child Care practices fatherhood duties during play time.



Appalachia Magazine  
Sept-Dec. 1996

in North Carolina



# Kids Get a Smart Start

by Carl Hoffman  
Photography by Marvin Jones

North Carolina initiated the Smart Start program to help communities improve and mobilize local resources to address children's needs. Registered nurse Mary Woodcock updates health records on the children at the Little Dreamers day-care center, one of the 27 participating Smart Start facilities she visits in Haywood County every two weeks.



*North Carolina initiated the Smart Start program to help communities improve and mobilize local resources to address children's needs. Registered nurse Mary Woodcock updates health records on the children at the Little Dreamers day-care center, one of the 27 participating Smart Start facilities she visits in Haywood County every two weeks.*

**I**N 1990 THE NATION'S GOVERNORS held a summit with President George Bush in Williamsburg, Virginia, to assess the status and the needs of the nation's education system.

One of the strongest recommendations to come from that summit was that every child should be adequately prepared to start school.

When James B. Hunt Jr., who had previously served two terms as North Carolina's governor, was reelected to that post in 1992, he found his state a long way from that goal. Nearly 20 percent of North Carolina's children under the age of six lived in poverty. Every day in the state three babies died, 67 children were abused or neglected, and 38 teenagers dropped out of school. Many children did not receive basic childhood immunizations. And nearly 10,000 families were on the waiting list for subsidized child care.

The national *Kids Count Data Book* ranked North Carolina 39th out of the 50 states on the health and well-being of its children.

Governor Hunt decided to make improvement in conditions for North Carolina children a cornerstone program of his administration. In 1993 the North Carolina legislature funded his vision for Smart Start, a program designed to provide quality early education, health care, and other important family services for every child under the age of six in the state.

"Nothing is more important than providing a better future for our children," says Governor Hunt. "The best way we can do that is give them a solid start in those critical first five years of life. That is what Smart Start is all about: offering a strong foundation and a good beginning to ensure a bright future."

Instead of mandating another new program from Raleigh or handing out money to already existing agencies, however, Smart Start did something radical. It required individual counties

or groups of counties to create local boards of community leaders, which would in turn create local non-profit "Partnerships for Children" to design—and eventually run and administer—local Smart Start programs. Parents and representatives from community colleges, local businesses, churches, civic groups, and already existing social

service agencies such as departments of housing, health, recreation, and mental health would all sit down together and map out a comprehensive, proactive strategy to improve their community's services for families.



There was an extra hitch, however. The creation of the requisite board and nonprofit partnership guaranteed nothing. The partnerships had to compete for a limited pool of state funding to be awarded over the course of several years.

All of this is easier said than done, explains Doris Huffman, intergovernmental liaison for early childhood initiatives at the North Carolina Department of Human Resources. "Before funding can be received, that local nonprofit partnership has to be in place," Huffman says. "Creating it is a new, difficult, and long process involving the cooperation between long-established agencies used to their own roles."

"We had to develop an organization from the ground up," says Sally Morgan Guerard, director of the Mitchell County Partnership for Children, "and it would have been easier for us to have simply not dealt with it at all."

Some thought the process was so difficult that North Carolina's 29 Appalachian counties, many of which have a history of persistent poverty, would be unable to compete with the state's non-Appalachian counties. Enter the Appalachian Regional Commission, which granted \$2.4 million to help North Carolina's Appalachian counties through the arduous planning and analyzing process necessary to create partnerships that would win funding. Today, as Smart Start enters its fourth year, 55 of North Carolina's 100 counties have received Smart Start funding. And thanks to the ARC grants, 19 of those are Appalachian counties. "The Appalachian [part of the state]

has a higher percentage of Smart Start counties than any other area of the state," says Huffman. "A great deal of that is because of the ARC grants, which helped the counties enhance their application process."

### Grassroots Organization

"For us," says Mitchell County's Guerard, "the ARC money has been really important and the development process really healthy; we've developed an organization from the grass roots that is very committed." Although Mitchell County has not yet been chosen for state Smart Start funding,

Guerard says the nonprofit Mitchell County Partnership for Children board has become so committed that it's just plowing ahead anyway. "The ARC has given us seed money to create a community-wide plan and to fund some services which have given us some visibility and trust in the community. Our challenge is to build on that and become self-supporting."

Smart Start has begun to show dramatic results. More than 24,500 children receive subsidized child care so their parents can work. More than 47,000 children have gotten early intervention and preventive health screenings, and more than 150,000

children have been immunized to prevent childhood diseases. The program has helped create 24,000 new child-care slots, and more than 31,000 teachers have gotten additional training through Smart Start training programs. And the number of day-care centers holding North Carolina's highest ranking—AA—has gone from 327 to 532.

Perhaps most exciting for local partnerships is that program management remains local. "Smart Start is very flexible and locally autonomous, and it's different from county to county," says June T. Smith, executive director of the Region A Partnership for Children, which comprises the state's seven west-

ernmost Appalachian counties of Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain, as well as the Qualla Boundary Cherokee Indian reservation.

Today, Region A serves as a model for the program as a whole, one of six partnerships rated "superior" in a recent independent assessment of Smart



(ABOVE AND RIGHT) The Smart Start program has enabled participating day-care centers to upgrade facilities and expand training for caregivers. One such center is run by the Macon Program for Progress New Horizons Center for Children and Families in Sylva, North Carolina.





*With the support of the Smart Start program, the New Horizons Center for Children and Families expanded to become a regional Family Resource Center, offering services such as day care, education and mental-health services, and long-distance training. Among the center's younger clients are Hannah Huebler (left) and Essence Phillips.*

“It has a tremendous impact to go beyond what is a basic level of care. I have a teacher in every room who has a college degree or is working on it.”

Start by the national accounting firm Coopers and Lybrand. Its board of 39 includes everyone from county commissioners to business leaders to parents of children receiving child-care subsidies. “Our two watch words are prevention and intervention,” says executive director Smith. To that end, the partnership’s largest project is subsidizing day care so that more families, especially the working poor who earn too much to qualify for programs like Head Start, can send their children to quality day-care centers, and so that day-care centers will have financial incentives to improve their facilities beyond minimum licensing standards. In addition, the partnership has created a training center where both parents and day-care providers can upgrade their level of care and Family Resource Centers where myriad social services are available in one location; provided funding for seven social workers and three parent counselors to facilitate access to child-care subsidies and other family services throughout the region; developed a computer database of social and family services called the Regional Resource Directory; allowed funds for nurses and mental-health professionals to screen children for health problems at day-care

centers; and provided money for evening, weekend, and summer Head Start services.

A visit to Region A reveals just how intertwined the various programs are. The Macon Program for Progress New Horizons Center for Children and Families in Macon County, for instance, has long been a Head Start program. But now, thanks in part to Smart Start, it has expanded into a regional Family Resource Center offering day care, Head Start preschool classes, literacy and General Equivalency Degree classes, mental-health services, and long-distance training. It even has shower facilities for families who don’t have running water. “Now,” says Lois Sexton, a Smart Start board member and director of the Macon Program for Progress Head Start program, “we’re more family and regionally oriented. We draw many resources together into one place.”

#### **Upgrading Skills and Salaries**

The centerpiece of the New Horizons facility is a regional distance-learning training center, which provides classes to upgrade the level of expertise among child-care providers,

traditionally a low-wage, high-turnover occupation. As many as four locations can participate simultaneously in classes ranging from CPR to curriculum development to language arts for young children. As day-care staff increase their skills, their salaries are increased, with the help of Smart Start money, all part of an effort to reduce turnover and reward expertise.

Sheri Turk, director of the Sylva Infant and Toddler Center in Sylva, North Carolina, has felt the effects of that training firsthand. Her day-care center in a cozy house at the edge of town is the only one in the county exclusively serving infants to three-year-olds. As children that young require a low child-to-staff ratio, serving them is expensive. "I couldn't stay open if it wasn't for Smart Start," says Turk. "It just costs too much. I've got parents who both have jobs and they can barely afford to send one, much less two, children to day care." Thanks to Smart Start, her seven infants are cared for by a staff of three when the state-mandated ratio is one caregiver to five infants, and her 14 one-year-olds have four teachers, again more than the state minimum. Smart Start subsidizes their pay and provides constant training. "It has a tremendous impact to go beyond what is a basic level of care," says Turk. "I have a teacher in every room who has a college degree or is working on it. Smart Start allows me to provide annual raises, health insurance, and retirement benefits. It helps with stability and that's huge; we can go way beyond the institutional setting to create a place that fosters loving and appropriate development."

When it comes to development, nothing is more important than a child's health, which is where Mary Woodcock comes in. A registered

nurse whose salary is 80 percent paid for by Smart Start and 20 percent by Haywood County, Woodcock visits each of the 27 day-care centers in Haywood County every two weeks. On one rainy summer day, she slipped behind a pint-sized table at a private, in-home day-care center called Little Dreamers, set up her laptop computer, and started updating the records on all the children. She keeps track of their immunizations, prods parents whose children need them, and conducts periodic hearing, sight, and developmental screenings. Woodcock's ultimate goal is to catch small problems before they get big. Recently she helped enroll a girl who was having behavioral prob-



lems in speech therapy; it turned out she was simply frustrated by her inability to communicate. As her speech improved, so did her behavior.

The Little Dreamers center, run by Doris Hamilton, is, in fact, a perfect example of Smart Start at work. Using program funds, Hamilton created more activity centers, upgraded her play equipment, gave her staff raises, and improved her child-to-staff ratio, and yet she also increased the number of children enrolled whose parents needed financial help. She and her staff

have received training in management, effective discipline, nutrition, and even the care of children with breathing problems. These changes resulted in an upgrade for the center from A to AA certification. "Getting that AA rating was wonderful for me," says Hamilton. "Improving my child-to-staff ratio would have cost me too much money without the Smart Start subsidy, but going for those higher standards was worth it. The kids get more quality time and the parents have noticed; they take more pride in the center, and I've seen my parent involvement grow."

"I'm a single mom," says Tootsie Rogers, as she picks up her four-year-old son, Jesse. "For people like me who have to work, it's a big help."

The accounting firm Coopers and Lybrand gives solid backing to Rogers's feeling. Smart Start is "a credible program that delivers substantial good to children and families in North Carolina," stated the firm's 1996 performance audit.

Although the real impact of Smart Start may not be known for several more years, as children who are now in preschool move on to higher grades, the program already has all the makings of a model for other states to follow.

"Through Smart Start, we are helping families make sure that their children start school healthy and ready to learn," said Governor Hunt. "Together we must make sure Smart Start is available to every child in every county in the next four years. Only by helping our children achieve their best can we build a stronger work force, a stronger economy, and a brighter future for North Carolina."

*Carl Hoffman is a freelance writer based in Washington, D.C.*

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# Education leaders praise Smart Start

● National child-rights and education officials laud the N.C. program for promoting an early start to rearing healthy children.

BY EMERY P. DALESIO  
*The Associated Press*

RALEIGH — U.S. Education Secretary Richard Riley and children's advocate Marian Wright Edelman on Tuesday plugged the logic behind their host's signature initiative — Gov. Jim Hunt's Smart Start program.

Riley and Edelman spoke at the Emerging Issues Forum, an annual conference at N.C. State where public policy issues are discussed.

Edelman, founder of the Children's Defense Fund, said Hunt and other education activists were correct that the best way to rear "healthy, educated and moral citizens" is to start early. Because not all parents can accomplish that goal, government must help, she said.

"I think there is something that needs to be scrutinized in the family values of a nation that would rather spend \$10,000, \$15,000 or \$20,000 to lock children up after they've gotten into trouble and

won't give \$3,500 that makes sure they get ready for school," she said.

Hunt told the audience of about 800 that without Smart Start or similar programs, other school reform efforts will be like casting seeds on rocky ground.

"Folks, if we don't help our children have the kind of lives, beginning at the very beginning of their lives, that they need to have to be ready to learn, we will never get there," Hunt said. "I don't care how much you reform schools. I don't care how much money you spend. We will never get there if you don't do the right things early."

Smart Start was proposed by Hunt in 1993 to provide early childhood education, health care and other family services. More than 94,000 children are enrolled in the program.

The state spent \$57.5 million in public funds to operate Smart Start in 32 counties this year.

Hunt plans to ask the General Assembly for \$83.5 million so the program can operate in 44 counties during the 1996-97 school year. Hunt has said he wants Smart Start in the state's 100 counties by 2000.

Riley said the Clinton Administration is taking steps to improve the nation's schools with new ideas, some of which will cost money and some of which will not.

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## SECOND OPINION

*Children helped in their formative years have best chance to become productive adults*

# To see program at work is to know lives are being improved

In theory, it's hard to argue with Smart Start. The idea is to provide state money for local initiatives aimed at the proper development of pre-school children. The only people who argued against the theory didn't understand the program and believed that the state was usurping the role of parent.

In practice, too much of the publicity has been about missteps in implementing programs. Money embezzled. Lack of private funds. Administrative shortcomings.

Last week, a group went on a tour of some facilities and programs that have benefited from Smart Start money. There is good news to be told.

Smart Start begins at the hospital, although its programs are coordinated to some extent with pre-natal care efforts. There are 5,000 babies born in Forsyth County in a year, 1,500 of them to first-time mothers. A

quarter of them are born to teen-agers. Seventeen percent are poor.

By next year, Smart Start programs expect to reach every one of them with help depending on individual needs. Parenting skills, health care, practical knowledge about infant behavior and follow-through programs that assure mothers of a safety net in a crisis.

It's amazing, when you think about it, that so little has been done about early childhood development in the past, not in any comprehensive way. We know that



80 percent of a child's intellect, social abilities and personality are formed in the first five years of life. Yet we haven't paid much attention to those years, expecting that this development will be adequately overseen by parents.

Raising a child in its formative years is, many would argue, the most important task an adult performs. We have school and training for virtually everything else we might ever undertake. But parenting? Until recently, we've been on our own.

It's not getting any easier. In Forsyth County, almost

two-thirds of mothers with young children work outside their homes. Almost a third of county children live in single-parent homes, and the same percentage, although not necessarily the same children, need remedial help when they start school. Forsyth County day-care facilities have a population of 13,000 children under age 5.

Smart Start, funded initially just two years ago, now has 50 programs focused on early childhood development. It's too early to pronounce the program an unqualified success, but it's not too early to acknowl-

edge that young lives are being improved. Programs are making parents better; day-care facilities are better, and so are their programs and staff. Basic health care is less and less a hit-or-miss proposition. Help is available in the event of crisis.

All the studies are agreed that dollars spent on early childhood development save spending on social programs later. The effects are even more pronounced when early childhood development is followed by effective public education. The war is far from won. But the good guys have improved their strategic position substantially, and look as if they have a chance now.

All of which is abstract and preachy. If you want to see Smart Start at work, you could do worse than pay a visit to St. Phillips Moravian Church, which has conducted a day-care program for more than a generation. It is bright and cheerful. The children sing; they listen to stories; they finger play. They all do, paying attention even when a group of adults disturbs the morning routine. This is clearly not a painful exercise in which they are participating. The smiles and laughter bespeak a good time.

Five years ago, the program focus was on maintaining control of the children, keeping them as well-behaved as possible. Today, the focus is on activities that stimulate and educate. These children will be ready for school.

There are many poignant success stories that the people who run Smart Start would love to tell you. A full inventory of them is well beyond the scope of a single column. But if you think Smart Start is somehow a bad idea, go take a look. Look at the children. Look at their eyes, at the sparkle there. If you are not at least cautiously optimistic after that, go look again. Open your eyes this time.



John Gates

EDITORIALS

# The right track

## Smart Start auditors: Expand the program

**W**hen the 1995 General Assembly was engaged in a partisan debate over the bipartisan Smart Start initiative for children, Republicans insisted on an outside audit of the program before they committed to expansion.

That audit is now in: Smart Start, auditors at Coopers & Lybrand said, "is a credible program that delivers substantial good to children and families in the state of North Carolina." After making some needed accounting, funding and programmatic changes, the program should not only be continued, the auditors said, but expanded from its current 24 partnerships to an additional 12.

What the audit shows, state officials say, is that the \$58-million-a-year Smart Start program is on the right track in providing services and meeting the needs of children in those communities. But to make Smart Start fulfill its promise, the auditors say, certain changes must be made. Among them:

- Shifting responsibility for program accounting and contract management to the N.C. Partnership for Children.

- Requiring partnerships to allot at least 30 percent of their funds for child care subsidies and restrict brick-and-mortar expenditures to no more than 10 percent.

- Revising Smart Start's funding formula. Some counties like Mecklenburg have been shortchanged. The county's Smart Start needs were calculated at \$20.4 million, but its allocation was only \$3.9 million — about 19.5 percent.

The ideal administrative structure is debatable. But strong internal controls are necessary for public and legislative confidence in the initiative. And revising the funding formula is essential if counties like Mecklenburg are to meet the enormous needs outlined by the state's own formula.

By now, the General Assembly has ample evidence that, despite nagging accounting and programmatic difficulties, Smart Start is neither the political boondoggle Republicans feared nor the intrusive government bureaucracy they forecast. The evidence suggests that Smart Start already has made significant improvements in the quality of care delivered to many children.

Some GOP lawmakers argue that Smart Start needs more analysis. If they really believed that, they would push for more money for assessments by the Frank Porter Graham Child Development Center at UNC Chapel Hill. Coopers & Lybrand recommended just that. Measuring results takes time, because it takes time for children served by Smart Start to grow up. Only through the sort of ongoing analysis that the center provides can the state gather evidence of the program's long-term impact.

Perhaps what GOP House leaders like least about Smart Start is that Jim Hunt thought of it and pushed it into creation — and it's working. Last week House Speaker Harold Brubaker and Majority Leader Leo Daughtry told reporters the audit confirmed their concerns about accountability. But Mr. Brubaker insisted they never questioned "the importance or the good of the program. What we were concerned about is accountability." To provide it, they said, a retired business executive should be put in charge.

Good. They should talk to retired business executive Paul Broyhill, a member of the prominently Republican Broyhill family. Last week Mr. Broyhill, retired Broyhill Furniture Industries chairman, contributed \$100,000 to Caldwell County's Smart Start partnership.

That's a splendid endorsement of an excellent idea. When the General Assembly convenes May 13, lawmakers who really want to do something for children should tighten up the Smart Start program and get on with expanding it.

# Partnership News

SUMMER 1997



NORTH CAROLINA PARTNERSHIP FOR CHILDREN

Vol. 1, No. 2

## SMART START

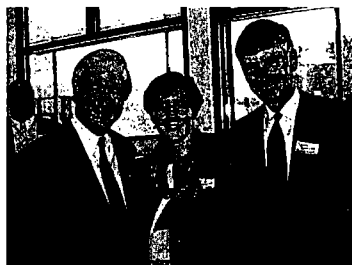
Smart Start is a comprehensive public-private initiative to help all North Carolina children enter school healthy and ready to succeed. Smart Start programs and services provide children under age six, access to high-quality and affordable child care, health care and other critical services.

Smart Start was launched in 1993 by Gov. Jim Hunt and reaches children during the most critical years of development.

The goal of the NCPC is to ensure that every child in North Carolina has this opportunity for a brighter future.

## INSIDE

Private sector commitment:  
\$3.5 million raised page 4



Partnerships honored at  
awards banquet page 6

School Readiness: What  
does it mean? page 8

How does Smart Start help  
all children? page 10

## Remaining 45 counties selected for Smart Start



**"The most important thing we can do for children in North Carolina is to assist them and their families to prepare them to come to school healthy, motivated and prepared for success."**

-- Ashley O. Thrift

## NCPC NEWS

Smart Start could be expanded to all 100 counties by the end of the year if the N.C. General Assembly approves a budget for Smart Start expansion. The N.C. Partnership for Children's Board of Directors approved applications from the remaining 45 counties. If an expansion budget is approved, these counties will receive planning funds during the 1997-'98 fiscal year. Gov. Hunt's budget request included \$22.9 million for Smart Start expansion.

"Smart Start is on the right track but we're not reaching enough children," said Gov. Hunt. "North Carolina ought to be the first state in the nation to see that every child gets the quality early childhood education he or she needs in order to be successful."

The Senate's budget includes the expansion funds for the new 45 counties to begin planning, as well as funds for direct services for 12 more counties. The House budget includes \$1 million less in funds for expansion. This difference would be taken from the expansion of partnerships currently providing programs and services.

The amount of funding each new county will receive will be determined when the Smart Start budget is complete. The committee based the recommendation to select all 45 unfunded Smart Start counties on applications submitted to the state partnership.

"The most important thing we can do for children in North Carolina is to assist them and their families to prepare them to enter school healthy, motivated

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In today's world, children need to be as prepared as possible to enter school.

Smart Start is a comprehensive public-private initiative to help all North Carolina children enter school healthy and ready to succeed and, ultimately, to provide our state a stronger work force.

This initiative, launched in 1993 by Gov. Jim Hunt, is unique to North Carolina and unique in the way it works. It's the only program of its kind and has been highly acclaimed by early childhood development professionals across the country.

#### WITH SMART START

- ◆ working families have access to better child care
- ◆ poor families are getting more affordable child care, which can allow them to work
- ◆ children are getting preventive health care
- ◆ transportation is provided to child care in remote areas
- ◆ parents are getting education to support strong families
- ◆ families are getting better access to information

formed by age five. Smart Start is already making a difference in the lives of thousands of North Carolina children during these most critical years of development.

They should be healthy, alert and motivated, because children who start off on the right foot have a better chance of leading productive lives. Not every child, however, has that chance. And that's where Smart Start comes in.

It involves both state and private funding and is administered by local agencies and organizations — by people who best know what children and families in their communities need. These local partnerships bring together parents, educators, child care providers, nonprofits, churches, and business people to help build brighter futures for children and families in North Carolina.

Studies show that much of a child's intellect, personality, and social skills are



#### ACCOMPLISHMENTS AND RECOGNITION

◆ In just three years, more than 154,000 children have received higher quality early education and care statewide. More than 34,000 children have received child care subsidies so their parents can work. More than 72,000 children have gotten early intervention and preventive health screenings.

◆ North Carolina has the highest percentage of working mothers in the nation — 67 percent — and our families and children deserve the best care we can provide. In just three years, Smart Start has increased the number of top quality child care centers by nearly 60 percent in the 32 Smart Start counties.

◆ A Performance Audit, conducted by the big six accounting firm, Coopers & Lybrand, at the request of the North Carolina General Assembly, calls Smart Start "a credible program that delivers substantial good to children and families in the state of North Carolina."

◆ A study from Columbia University cited North Carolina as one of only eight states in the nation with a comprehensive, focused plan to promote the well-being of young children — because of Smart Start.

◆ *Working Mother* magazine recognized North Carolina as working harder than any other state in the nation to improve the quality of child care and expand services to children and families. In 1995, the magazine called North Carolina the "Most Exciting State" because of Smart Start.

◆ Some of the top corporations in the state have given their largest donations to date to

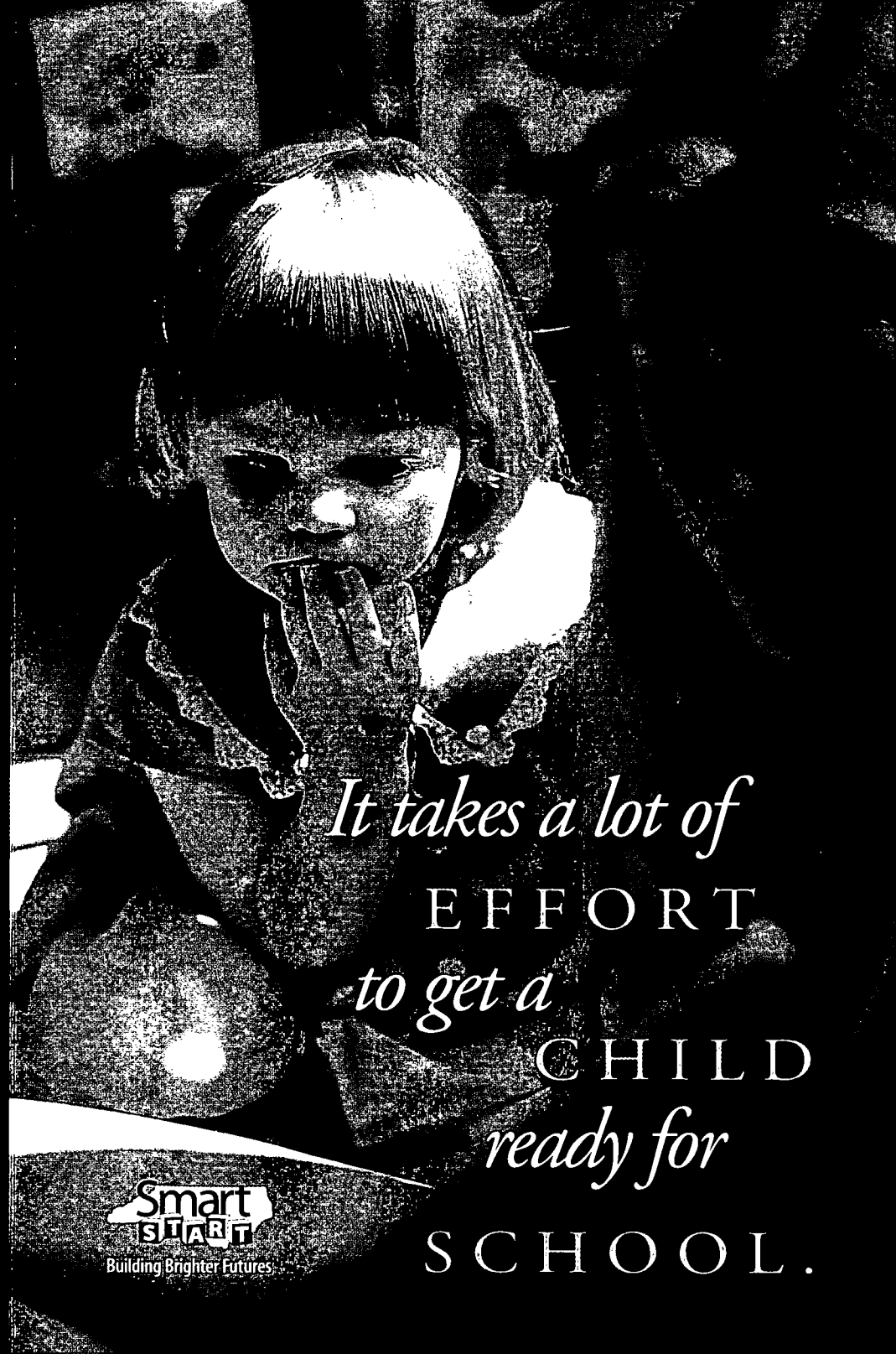


Smart Start. In 1995-96, Smart Start received more than \$2.9 million in cash and nearly \$3 million in in-kind contributions.

◆ Business, church and community leaders are volunteering thousands of hours on behalf of Smart Start, helping children and families in their communities. Organizations like the Jaycees have endorsed Smart Start, and Blue Cross and Blue Shield and The Caring Program have partnered to provide insurance to children identified through Smart Start.

The North Carolina Partnership, the statewide nonprofit organization that provides oversight of Smart Start partnerships, is committed to ensuring the success and accountability of Smart Start programs and funds.

Working together, we can build a brighter future for our children and for the state of North Carolina.



*It takes a lot of*  
EFFORT  
*to get a*  
CHILD  
*ready for*  
SCHOOL.

For more information about Smart Start,  
contact the North Carolina Partnership  
for Children at (919) 821-7999 or visit  
<http://www.smartstart-nc.org>

N.C. Partnership for Children  
1323 Capital Blvd., Suite 102  
Raleigh, NC 27603



Building Brighter Futures



Building Brighter Futures

# **T.E.A.C.H. Early Childhood®**

## ***FACT Sheet***

### **WHAT WE ARE**

The T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® Project is an umbrella for seven different scholarship programs to help child care providers complete coursework in early childhood education and increase their compensation. In 1990, Day Care Services Association (DCSA) began the T.E.A.C.H. Early Childhood Education® Project as the first program of its kind in the country.

### **WHERE WE ARE**

The T.E.A.C.H. Early Childhood® Project has provided scholarships to recipients in each of the 100 counties in North Carolina. DCSA has licensed the T.E.A.C.H. Early Childhood® Project in Georgia, Florida, Illinois, New York and Colorado.

### **WHO PARTICIPATES**

Any teacher, director or family child care home provider working in a state regulated child care setting is eligible to apply for a scholarship. More than 5,000 child care providers in North Carolina have participated in the program.

### **WHY WE ARE NEEDED**

The most critical indicator of quality child care is the level of education of child care teachers. In North Carolina, 50% of directors and 70% of teachers have no degree beyond a high school diploma. A child also needs stability during his child care experience. North Carolina has a child care center staff turnover rate of 42% per year, partially because child care teachers receive very low wages.

### **HOW WE HELP**

T.E.A.C.H. Early Childhood® Project assists teachers, directors and family child care providers in going back to school to receive more education, provides increased compensation with more education, and requires that participants agree to remain in child care for a year following training. For example, in fiscal year 1997 participants in the Associate Degree Program completed an average of 18 credit hours, received a 10 percent increase in wages and turned over at a rate of less than 10% during the year.

### **HOW WE ARE FUNDED**

T.E.A.C.H. Early Childhood® Project, the participant and their sponsoring child care program each pay a portion of the cost. Funding for T.E.A.C.H.'s portions of the cost has come from foundations, corporate contributions, federal funds and state dollars from the N.C. General Assembly.

### **WHO BENEFITS**

Children are the main beneficiaries. They are able to bond with a provider who has made a commitment to the field, who is a specialist in early childhood education, who understands child development and who is sensitive to the needs of the very young. Providers benefit by increasing their knowledge and compensation.

## **FOR MORE INFORMATION CONTACT**

DAY CARE SERVICES ASSOCIATION, INC.

P.O. Box 901, Chapel Hill, NC 27514

(919) 967-3272

**Day Care Services Association**  
**T.E.A.C.H.**  
**Early Childhood® Project**

## **The Problem**

- The most critical indicators of the quality of a child's experience in child care are the education, compensation and consistency of his/her teacher.
- In North Carolina 50% of child care center directors and 70% of teachers have no formal education past high school. Almost one out of five family child care providers does not have a high school diploma,
- Child care center teachers and directors earn \$5.25 and \$8.71 per hour, respectively; family child care home providers earn about \$3.97 per hour.
- North Carolina has a child care center teacher turnover rate of 42% per year.

## **The Purpose**

- To provide educational scholarship opportunities for people working in regulated child care centers and family child care homes;
- To increase the knowledge base of early childhood professionals working with young children, thus improving the care these children receive;
- To encourage child care programs to support the continuing education of their staff;
- To provide increased compensation that is directly related to increased education;
- To reduce staff turnover by supporting the above goals while also requiring from participants a one year commitment to child care after their scholarship year;
- To provide a sequential professional development path for teachers, directors and family day care home providers currently in the field; and
- To create a model of partnership for improving the quality of care that children in child care programs in North Carolina receive.

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***T.E.A.C.H. Early Childhood® Project  
1996-97 Summary Information***

**Participants in each scholarship program**

|                                                        |      |
|--------------------------------------------------------|------|
| N.C. Early Childhood Credential Scholarship Program    | 1120 |
| Early Childhood Associate's Degree Scholarship Program | 753  |
| Early Childhood Bachelor's Degree Scholarship Program  | 37   |
| CDA Rural Scholarship Collaborative                    | 31   |
| Early Childhood Model/Mentor Teacher Program           | 22   |
| CDA Assessment Scholarship Program                     | 26   |
| T.E.A.C.H. Early Childhood Scholars Program            | 14   |

**Total participants                      2,003**

**Distribution of participants by ethnicity**

|                          |     |
|--------------------------|-----|
| European-American        | 51% |
| African-American         | 41% |
| Latino                   | <1% |
| Native American          | <1% |
| Asian-American           | <1% |
| Other                    | 2%  |
| No information available | 6%  |

**Average annual family income for all participants  
\$11,864**

**Child care programs sponsoring participants**

|                         |     |
|-------------------------|-----|
| Child Care Centers      | 653 |
| Family Child Care Homes | 172 |

**Distribution of child care centers by auspice**

|                            |     |
|----------------------------|-----|
| For Profit                 | 49% |
| Independent Not-for-profit | 27% |
| Head Start                 | 10% |
| Church affiliated          | 13% |
| Public Not-for profit      | 1%  |

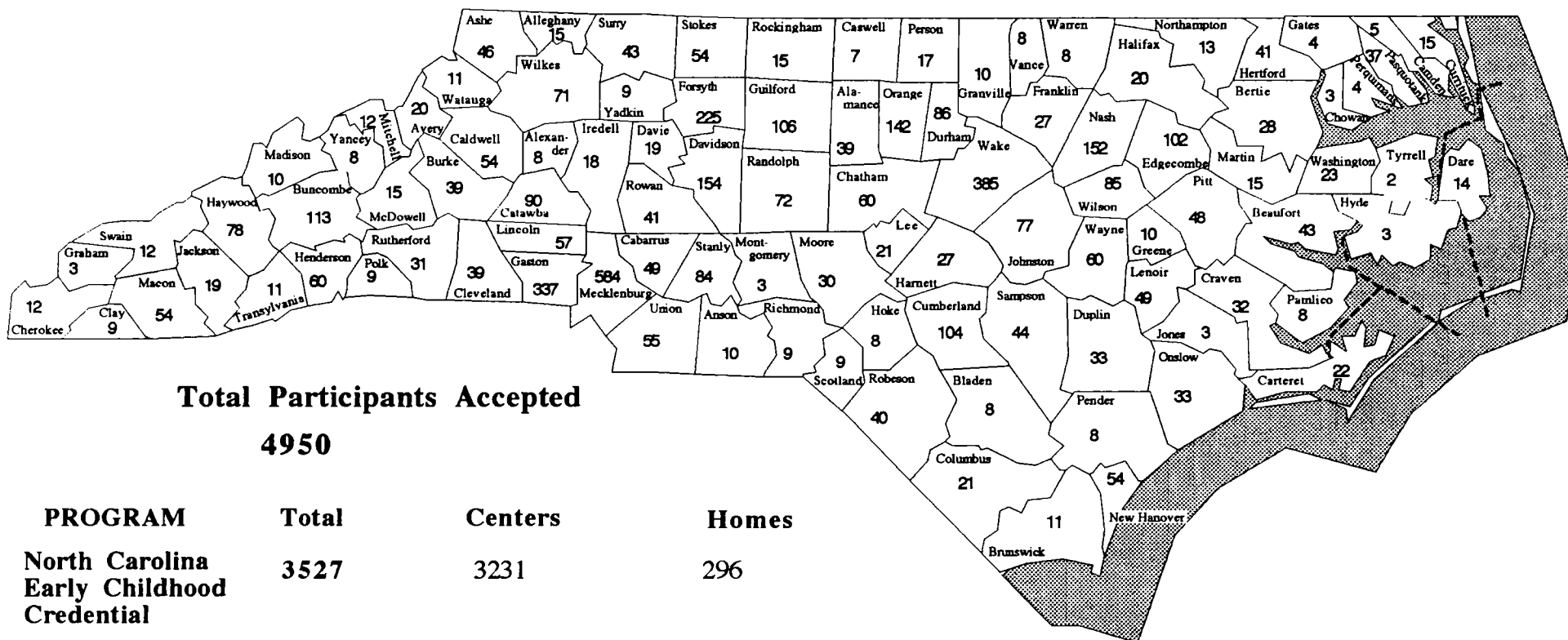
**Distribution of family child care homes by auspice**

|                            |     |
|----------------------------|-----|
| For Profit                 | 94% |
| Independent Not-for-profit | 6%  |

**Children served in programs sponsoring participants   40,219**

# T.E.A.C.H. Early Childhood® Project

## January 1993 - September 1997



**Total Participants Accepted**  
**4950**

| PROGRAM                                   | Total | Centers      |               | Homes |
|-------------------------------------------|-------|--------------|---------------|-------|
| North Carolina Early Childhood Credential | 3527  | 3231         |               | 296   |
| CDA Rural Scholarship Collaborative       | 71    | 64           |               | 7     |
| Early Childhood Associate Degree          | 1239  | 939 teachers | 145 directors | 155   |
| Early Childhood Bachelor's Degree         | 48    | 33 teachers  | 15 directors  |       |
| Early Childhood Model/Mentor Teachers     | 65    |              |               |       |

T.E.A.C.H. Early Childhood® Project  
Associate Degree Scholarship  
1996-97 RESULTS FOR TEACHERS

### Increased Education

- 21 credit hrs. completed after one contract
- 40 credit hrs. completed after two contracts
- 58 credit hrs. completed after three contracts
- 73 credit hrs. completed after four contracts

### Increased Compensation

- 12% increase in earnings after one contract
- 21% increase in earnings after two contracts
- 37% increase in earnings after three contracts
- 40% increase in earnings after four contracts

### Reduced Turnover

- 10% turnover after one contract
- 5% turnover after two contracts
- 3% turnover after three contracts
- 7% turnover after four or more contracts

# **DAY CARE SERVICES ASSOCIATION, INC.**

## **FACT SHEET**

### **WHO WE ARE**

Day Care Services Association, Inc. (DCSA) is a private, nonprofit, tax exempt corporation dedicated to promoting affordable, accessible, high quality child care for all families.

### **WHAT WE DO**

DCSA performs three major functions: service, research and advocacy. These activities include:

- family support services such as child care referral for all families and child care subsidy to help low income working families who cannot pay the full cost of quality child care;
- support services that help child care providers operate more efficiently;
- quality enhancement services such as scholarships for child care providers to take courses, salary supplements to improve the wages of child care workers and reduce turnover in programs, technical assistance and training; and
- public policy research to understand the complex issues facing the early care and education system; and advocacy to improve the affordability, quality and accessibility of child care for all families.

### **WHO WE SERVE**

DCSA is committed to serving children and their families. Additionally, services are targeted to child care providers through whom better quality services can be rendered to children and their families. DCSA administers programs that operate in Orange County, in specific counties in North Carolina and statewide.

### **HOW WE ARE FUNDED**

DCSA receives funding from a variety of sources including federal, state and local governments, foundation grants, fund raising events, and fees for services.

### **HOW WE OPERATE**

DCSA is directed by a Board of Directors made up of individuals who have various levels of expertise in children's services. DCSA employs an executive director and 45 other staff members, in addition to eight AmeriCorps members.

### **SAMPLE PROGRAMS**

|                                     |                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| T.E.A.C.H. Early Childhood® Project | provides scholarships statewide that link education and compensation for child care providers to earn credentials and degrees        |
| DCSA Child Care Scholarship Program | provides scholarships for low to moderate income families for child care                                                             |
| Child Care W.A.G.E.\$               | provides salary supplements to child care professionals based on attained education to help improve compensation and reduce turnover |
| Child Care Referral                 | helps families locate child care that meets their needs and the needs of their children                                              |

### **CONTACT**

Day Care Services Association  
P. O. Box 901  
Chapel Hill, NC 27514  
(919) 967-3272



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# Partnerships

6th Edition

May 1997

A Quarterly Newsletter of  
Day Care Services Association  
P.O. Box 901  
Chapel Hill, NC 27514  
(919) 967-3272

## DCSA's Leadership Recognized at Smart Start Awards Banquet

On May 20, 1,000 Smart Start supporters from all 100 counties gathered to recognize those programs, funders and leaders that have exemplified its potential. Governor and Mrs. Hunt, Representative Carolyn Russell and Senator Leslie Winnier served as the evening's hosts.

Six programs were honored for their innovativeness and ability to produce meaningful positive change. The Child Care W.A.G.E.\$ Project, created and implemented by DCSA, was honored for improving overall affordability of child care by addressing compensation of the early childhood work force.

The Child Care W.A.G.E.\$ Project was one of the first programs funded by the Orange County Partnership for Young Children in 1994. The Project provides direct salary supplements to child care teachers, directors and family child care providers who have credentials or a degree and remain working in their child care programs.

A survey at the outset of the project indicated that 36% of child care workers who would have been eligible for the W.A.G.E.\$ Project left their employers during the year. With a turnover rate of less than 12% a year, W.A.G.E.\$ is helping keep the best educated child care providers working in the Orange County community!

Because the amount of the salary supplement is linked to a provider's level of education, participants are encouraged to go back to school to get more education.

The success of the W.A.G.E.\$ Project spread quickly across the state. DCSA is administering a salary supplement program in six other Smart Start counties, and versions of the Project are being replicated in many other counties. The Award recognized this initiative for addressing the most difficult problem facing the delivery of high quality child care: the education, compensation and consistency of the work force. W.A.G.E.\$ has produced results and is making its impact felt in multiple Smart Start communities.

Other Smart Start Program Awards included Mecklenburg County for the AA Plus program which addresses the overwhelming need to increase the quality of care for thousands of preschool children. Child Care Networks in Chatham County received an award for their efforts to meet the needs of Spanish-speaking residents. The BRIDGES project in Cumberland County connects families to agencies designed to

address problems of crime, drugs, teen pregnancy, high infant mortality rates, prostitution, child abuse, unemployment and illiteracy. The Children's Dental Health Services program in Burke County is helping its young children with dental care. Finally, the Collaboration Award went to Ashe County where participants have come together to break down barriers and relinquish "turf" issues.

In addition to Program Awards, DCSA's Executive Director, Sue Russell, received one of three Smart Start Champion Awards. Sue, along with Dr. Richard Clifford from the Frank Porter Graham Child Development Center and Dr. Alton Anderson from Halifax County, was recognized for her work in improving the child care system through such programs as the T.E.A.C.H. Early Childhood® Project and for her service in the field, serving on the boards of the Orange County Partnership for Young Children and the N.C. Partnership for Children. When asked to comment on the award, Sue said, "the real champions of Smart Start are the women who have worked as teachers, directors, family child care providers and community advocates over the course of many lifetimes in our communities, state and nation."

*"[W.A.G.E.\$] means that the job I do is appreciated and when I feel appreciated, I strive to keep improving."*  
-Orange Co. provider

**Comparison of T.E.A.C.H.. Early Childhood Projects in Six States**

| State | Funding Type<br>1997-98                             | Funding Amt.<br>1997-98 | Active State-<br>wide Adv. Com.<br>Yes or No | Membership<br>Statewide<br>Adv. Comm                                                                                                                                                                                                                                                   | Expected<br># of FTE<br>Staff/97-98 | Expected<br># of Scholar-<br>ships/97-98 | Type of<br>Scholarships<br>Available                                                                                                                                                                                                              | # Community<br>Colleges in<br>97-98 | # Universities<br>in 97-98 |
|-------|-----------------------------------------------------|-------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|
| NC    | State General<br>Assembly,<br>Foundation,<br>CCDBG  | \$1,510,500             | Yes                                          | Local Com.<br>Coll and<br>Univ.; State<br>Dept. of Com.<br>Coll and Child<br>Dev.; Coop.<br>Ext; Head Start<br>Collaboration;<br>teacher, dir.<br>and fam. child<br>care prov.<br>recipients;<br>DCSA BOD;<br>Scholastic<br>Rep, N.C.<br>Early<br>Childhood<br>Prof. Dev.<br>Institute | 12.15                               | 3200                                     | N.C. Early<br>Childhood<br>Credential;<br>CDA Rural;<br>CDA<br>Assessment;<br>N.C. Early<br>Childhood<br>Admin.<br>Credential;<br>Associate<br>Degree;<br>Bachelor<br>Degree;<br>Model/Mentor<br>Teacher;<br>TEACH Early<br>Childhood<br>Scholars | 58                                  | 9                          |
| CO    | CCDBG, Head<br>Start Collabora-<br>tion;<br>ABC/WFD | \$235,000               | Yes                                          | Gov. Office;<br>Head Start<br>Coll.; 3 child<br>care assns.;<br>Com. Coll.;<br>DOE; Div. of<br>Child Care;<br>Coop. Ext.                                                                                                                                                               | 1.5                                 | 97                                       | 3, 6 and 12<br>credits toward<br>AAS or BS in<br>ECE                                                                                                                                                                                              | 11                                  | 7                          |
| IL    | State of Illinois,<br>ABC/WFD                       | \$352,000               | Yes                                          | CCR&Rs, IL<br>DHS, WFD<br>and will be<br>expanded                                                                                                                                                                                                                                      | 1.5-2.0                             | 129-160                                  | AAS in ECE                                                                                                                                                                                                                                        | 32                                  | 0                          |
| NY    | ABC/WFD;<br>Head Start<br>Collaboration             | \$96,000                | No                                           | N.A..                                                                                                                                                                                                                                                                                  | 0.65                                | 57                                       | Coursework<br>toward a<br>certificate, AAS<br>or BS in<br>CD/ECE                                                                                                                                                                                  | 5                                   | 6                          |
| GA    | CCDBG,<br>Foundation,<br>ABC/WFD,<br>Donations      | \$82,000                | Inactive                                     | Head Start,<br>Tech. College,<br>R&R,<br>Recipients,<br>Coop Ext.                                                                                                                                                                                                                      | 0.5                                 | 50                                       | Coursework<br>toward<br>Diploma, AAS<br>or BS                                                                                                                                                                                                     | 6                                   | 5                          |
| FL    | ABC/WFD                                             | \$63,000                | No                                           | N.A..                                                                                                                                                                                                                                                                                  | 0.6                                 | 30                                       | AAS;<br>CDA/CDA<br>Equivalency                                                                                                                                                                                                                    | 2                                   | 1                          |

**T.E.A.C.H. Early Childhood® Project  
Child Development Associate (CDA)  
Assessment Scholarship**

**What is a CDA Credential?**

The CDA Credential is a nationally recognized credential awarded to individuals who have demonstrated competency through both experience and education in working with young children ages 0-5. The CDA Credential is awarded to infant/toddler child care teachers, preschool teachers or family child care providers.

**Who awards the CDA Credential?**

The Council for Early Childhood Professional Recognition (The Council) administers the CDA credentialing program and awards the CDA Credential.

**Who administers the CDA Credential Assessment Scholarship Program?**

The CDA Credential Assessment Scholarship Program is made available through the T.E.A.C.H. Early Childhood® Project and is administered by Day Care Services Association.

**Does the CDA Credential have to be renewed?**

Yes. The CDA Credential is valid for 3 years from the date of award. At the end of that period, a CDA may apply for renewal. When renewal is granted, the Credential becomes valid for an additional 5 years.

**What are the eligibility requirements?**

Candidates for the CDA must meet the following four criteria: be 18 years or older, have a high school diploma or equivalent, have 480 hours of experience working with young children within the past five years and have 120 hours of formal child care education and training within the past five years in the CDA training content areas.

**Who is eligible for a CDA Credential Assessment Scholarship?**

Individuals earning less than \$12 per hour while working in a licensed child care center or a registered family child care home for at least 20 hours per week are encouraged to apply.

**How do I earn the CDA Credential?**

In order to receive the CDA Credential, an individual must meet the eligibility requirements and complete or facilitate the completion of the following: a professional resource file, parent opinion questionnaires, a formal observation, an oral interview and a written assessment.

**What will the CDA Credential Assessment Scholarship cover?**

The CDA Assessment Scholarship will pay 85% of the assessment fee.

**What kind of commitment is required of recipients of the CDA Assessment Scholarship?**

Scholarship recipients are asked to remain with their sponsoring programs or in the field for an additional 3-6 months after the CDA Credential has been received.

**Will I be compensated for earning the CDA Credential?**

Yes. Day Care Services Association will award a \$200 bonus to individuals who attain the CDA Credential.

**What kind of commitment is required of the center?**

The center may be required to pay a portion of the assessment fee. Centers allow teachers to be formally observed in the classroom by a representative from the Council.

**What kind of support does Day Care Services Association provide?**

DCSA provides counseling and administrative support. DCSA reviews assessment application materials and submits them to the Council.

For more information, contact  
Day Care Services Association  
PO Box 231  
Chapel Hill, NC 27514

(919) 967-3272

## **DAY CARE SERVICES ASSOCIATION, INC.**

### **T.E.A.C.H. Early Childhood® Project**

The T.E.A.C.H. Early Childhood® Project is a statewide program designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers who work in regulated settings. The T.E.A.C.H. Early Childhood® Project offers scholarships to study Early Childhood Education at all 58 community colleges across North Carolina, as well as scholarships at six bachelor degree granting universities. Child care providers can contract for a minimum of 2 classes to earn the North Carolina Early Childhood Credential or can work toward a Certificate, Diploma, Associate or Bachelor Degree in Early Childhood Education. One course for undergraduate or graduate credit is also offered to master teachers to train them to mentor beginning teachers. The following programs are currently available.

#### **North Carolina Early Childhood Credential Scholarship Program:**

This program offers scholarships to child care providers who wish to earn their North Carolina Early Childhood Credential. The credential can be earned by successfully completing two specified entry level courses (total 6 credit hours) at the community college. Scholarships help pay tuition, books and travel. Recipients receive a \$100 bonus and a credential certificate.

#### **Child Development Associate (CDA) Credential: Rural Scholarship Collaborative Program:**

The CDA Rural Scholarship Collaborative is a special initiative designed to help teachers and family child care providers in rural North Carolina counties earn their CDA Credential. This program is a collaborative effort between Day Care Services Association (DCSA) and the Cooperative Extension Service of North Carolina State University. Scholarship recipients are provided additional training needed and are individually guided through the entire process by local agents from the Cooperative Extension Service in preparation for assessment to become a CDA. The scholarship provides assistance with CDA materials, training, fees, paid release time, travel and assessment fees. Recipients receive a \$300 bonus upon earning the CDA credential and agree to remain at the sponsoring child care program for an additional year.

#### **Early Childhood Associate Degree Scholarship Programs:**

Child care providers receive scholarships through this program to work toward a Certificate, Diploma or Associate degree in Early Childhood Education at a local community college. Center-based teachers and family child care providers agree to take a minimum of 9 semester hours per year and receive paid release time. Center directors contract to take a minimum of 12 semester hours per year. In addition to help with tuition, all scholarship recipients receive help meeting the costs of books and travel. Upon successful completion, scholarship recipients receive either a 4% - 5% raise or a \$300 - \$700 bonus. Scholarship recipients agree to remain employed in their sponsoring child care program or continue to operate their family child care home for an additional year.

**Early Childhood Bachelor Degree Scholarship Program:**

Articulation agreements with six universities in North Carolina allow teachers with an Associate degree in Early Childhood Education to transfer those credits toward the first two years of coursework for a bachelor degree in Early Childhood Education or Child Development. Recipients agree to take a minimum of 9 semester credit hours per year, receive help paying for tuition, books and travel, may be eligible for paid release time and receive either a raise or bonus upon completion. Recipients agree to remain in the sponsoring child care field for two years and in their sponsoring center for at least one of those two.

**Early Childhood Model/ Mentor Teacher Program:**

Experienced teachers who wish to be trained to mentor inexperienced teachers can apply to take the course, Early Childhood Leadership Through Mentoring, offered through UNC-G in various locations across the state. To be accepted as candidates these teachers must have a degree in Early Childhood Education or a related field, two years teaching experience and excellent references. The application requires responding to essay questions and participating in a candidate interview and classroom observation. Teachers who receive a scholarship agree to remain in their classroom at their center for a year following the course. They receive \$700 in bonuses during their first mentoring year, and a 3% salary increase the following year.

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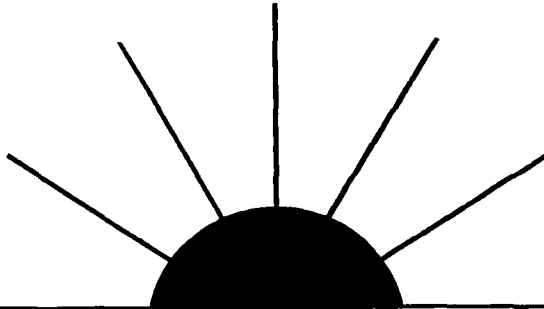
## **DEVELOPING PROGRAMS**

**Child Development Associate(CDA) Credential Assessment Scholarship Program:**

This statewide initiative provides scholarships to CDA candidates to assist with the cost of the assessment by the Council for Early Childhood Professional Recognition. Participants and child care programs have a variety of options from which to choose the level of help paying these fees and ways to provide commitment to their child care program. Scholarship applicants must be able to demonstrate that all prerequisite steps for assessment have been completed by submitting the assessment materials to Day Care Services Association for review.

**T.E.A.C.H. Early Childhood® Scholars Program:**

The T.E.A.C.H. Early Childhood® Scholars Program provides financial awards to full-time undergraduate students who are enrolled in Child Development degree programs in colleges and universities in North Carolina. Modeled after the N.C. Teaching Fellows Program, T.E.A.C.H. Early Childhood® Scholars compete for these awards through a rigorous application process that includes completion of an application form and essays, provision of transcripts and submission of recommendations. To be eligible, applicants be a junior in good standing. In return, upon graduation, Scholars must agree to work in a licensed or registered child care program in North Carolina.

| N.C. Child Care Credential Scholarship Program                                       | Early Childhood Associate Degree Scholarship Program                                      |                                                                                           | Early Childhood Associate Degree Scholarship Program                                          | Early Childhood Associate Degree Scholarship Program                                         | Early Childhood Model/ Mentor Teacher Program                                       | Early Childhood Bachelor's Degree Scholarship Program                                               |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|                                                                                      | Option 1                                                                                  | Option 2                                                                                  | Family Child                                                                                  | Center Director                                                                              |                                                                                     |                                                                                                     |
| 80% Tuition<br>80% Books<br>Travel Stipend                                           | 80% Tuition<br>90% Books<br>Travel Stipend<br>3-6 hours release time/week                 | 50% Tuition<br>50% Books<br>Travel Stipend<br>2 hours release time/week                   | 50% Tuition<br>50% Books<br>Travel Stipend<br>11 hours of reimbursed release time per quarter | 80% Tuition<br>80% Books<br>Travel Stipend                                                   | 50% Tuition<br>100% Books<br>Travel Stipend                                         | 80% Tuition<br>90% Books<br>Travel Stipend<br>3-6 hours release time/week                           |
| N.C. Child Care Credential 6 credit hours at Community College                       | 12-20 credit hrs/yr at Community College in coursework leading to Associate Degree in ECE | 12-20 credit hrs/yr at Community College in coursework leading to Associate Degree in ECE | 12-20 credit hrs/yr at Community College in coursework leading to Associate Degree            | A minimum of 18 credit hrs/yr at Community College in coursework leading to Associate Degree | Undergrad/grad 3 credit hour course, "Early Childhood Leadership through Mentoring" | 9-18 semester credit hrs/yr at a state university in coursework leading to Bachelor's Degree in ECE |
| \$100 Bonus                                                                          | 4-5% Raise                                                                                | \$550-\$700 Bonus                                                                         | \$300 Bonus                                                                                   | \$300-\$600 Bonus                                                                            | \$700 Bonus, Year One<br>3% Raise, Year Two                                         | Raise or Bonus comparable to Associate Degree Program                                               |
| C o m m i t m e n t                                                                  |                                                                                           |                                                                                           |                                                                                               |                                                                                              |                                                                                     |                                                                                                     |
| Additional Year in Child Care in North Carolina                                      | Additional Year in Center                                                                 | Additional Year in Center                                                                 | Additional Year as Provider                                                                   | Additional Year in Center                                                                    | Additional Year in Center or Home                                                   | Additional Year in Center or Home                                                                   |
|  |                                                                                           |                                                                                           |                                                                                               |                                                                                              |                                                                                     |                                                                                                     |

For more information, contact: Day Care Services Association, P.O. Box 901, Chapel Hill, NC 27514, 919-967-3272

# T.E.A.C.H. Early Childhood® Project

## Information Request Form

INFORMATION REQUESTED:

QUANTITY

### General Information:

|                                                                       |  |
|-----------------------------------------------------------------------|--|
| Information sheets - general overview of the project and the programs |  |
| Brochures - available for each scholarship program                    |  |
| North Carolina Child Care Credential                                  |  |
| Early Childhood Associate Degree for Teachers                         |  |
| Early Childhood Associate Degree for Directors                        |  |
| Early Childhood Associate Degree for Family Child Care Home Providers |  |
| Early Childhood Bachelor Degree for Teachers & Directors              |  |
| Early Childhood Scholars Program                                      |  |
| Early Childhood Model/Mentor Teacher                                  |  |

### Applications:

|                                                          |  |
|----------------------------------------------------------|--|
| North Carolina Child Care Credential                     |  |
| Early Childhood Associate Degree                         |  |
| for Teachers                                             |  |
| for Directors                                            |  |
| for Family Day Care Home Providers                       |  |
| Early Childhood Bachelor Degree for Teachers & Directors |  |
| Early Childhood Scholars Program                         |  |
| Early Childhood Model/Mentor Teacher                     |  |
| CDA Assessment Scholarship Application and Q & A         |  |

Mailing Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number

(    ) \_\_\_\_\_

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Day Care Services Association  
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team-building tips

FALL  
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SCHOOL  
CLOTHES



The Page Family Team:  
Jennifer, Taylor, 6, and Howard

# CHILD CARE HOW DOES YOU STATE RATE

by Betty Holcomb  
with Catherine Cartwright, Shaun Dreisbach  
and Anne L. Fritz

Child care became a new priority for nearly every state this year, with more initiatives than ever before.

Some were bold and breathtakingly innovative. Rhode Island, for example, began to offer health benefits to many family child care providers, in a creative effort to attract more caregivers to the field. One of the key requirements is that caregivers meet licensing standards. This approach is a practical way to meet the needs of both children and child care workers.

In Colorado, child care advocates invented a new source of money for child care—a checkoff on state income-tax forms. When state residents check this box on their income-tax form, part of their tax money is automatically routed to the new Quality Child Care Improvement Fund.

Georgia continues to enhance its impressive prekindergarten program, which is funded through the state's lottery. Last year, Georgia offered care to 62,000 preschoolers—a remarkable achievement. This year, state officials set up an Office of School Readiness, an indication of Georgia's continuing commitment to early education.

Other states made large investments in child care, allocating millions of dollars to help families who had been on waiting lists for subsidized care. Most notably, Washington's Governor Gary Locke proposed a \$100 million increase for child care, and Florida's Governor Lawton Chiles lobbied for \$49 million in new funds and transferred \$89 million in existing budgets to create more child care. This means that tens of thousands of children will now have access to care that their parents could not otherwise afford.

Caregiver training and pay also got attention this year in the majority of the states. From Maine to Oregon, state officials launched new initiatives to see that caregivers receive more training on child development and safety. North Carolina continues to be a leader on this front, with its Teacher Education and Compensation Helps (T.E.A.C.H.) program. Caregivers who complete this training are rewarded with higher pay from the state—which helps keep better-trained caregivers in the field. Happily, the T.E.A.C.H. program is now being replicated in five other states (Colorado, Florida, Georgia, Illinois and New York).

Most of this activity was prompted by the welfare reform package that

Congress passed last year and President Clinton signed into law. While the new law is specifically aimed at moving women off welfare to work, it contained broad new provisions for child care—\$4 billion in federal funds and new authority for the states to decide how such funds are spent. For the next two years, that means many states are actually getting more child care money than they used to. Because of this funding boost, many states have become more active—creating new programs and improving old ones, as you'll read in the pages of this report.

Many child care advocates sound a cautionary note, however. The nation's supply of child care is still woefully inadequate and quality is lacking in far too many programs. As many WORKING MOTHER readers know from personal experience, there is not even an organized way to find licensed, high-quality child care in most communities across our nation.

In the coming years, the demand for child care will increase—and there will be growing pressure on the states

to trade off quality to expand the quantity of child care. In plain English, that means some people will be willing to sacrifice children's safety and development in the name of supplying more care. Already, there is evidence of such pressure. Wisconsin, for example, created a new class of "provisional" caregivers who do not have to meet training requirements. These caregivers will be paid half as much as those who do have training. The idea is that the state's money will go twice, as far and serve twice as many children. Connecticut has also cut some of its funds for inspections, a move that is an additional cause for concern.

While it is true that such measures may save money, you may find your own child's care compromised. It's possible, for example, that your child's center won't be as safe if it is not regularly inspected. You may see a change in the qualifications of your child's caregivers. Without mandated training, they may not be prepared to create activities that challenge and stimulate your child to encourage emotional and

intellectual development. You might even find college-educated caregivers replaced by girls just out of high school. These young women may have the best of intentions, but may be too immature to tolerate the demands of caring for young kids. To make sure these changes don't happen in your state, contact your governor and state legislators and let them know how important caregiver training and health and safety regulations are to you.

While the future holds some questions, the good news is that for this year, at least, our report reveals improvements in nearly every state. Our panel of experts helped to identify the most important changes across the nation and create an updated picture of child care. This careful and thorough investigation of how each state meets its responsibility in caring for kids is simply not available anywhere else: It is a report that readers, advocates and state officials can use to compare their states with others, and work to further improve programs and services for our nation's children.

## KEY TO THE RATINGS

**A** **Number of children under 6** reports the total number of children under the age of six in each state. These figures were provided by Columbia University's National Center for Children in Poverty.

**+** **Number of accredited centers** indicates how many child care centers in the state are accredited by the National Association for the Education of Young Children (NAEYC), the nation's preeminent organization of early-childhood educators. To gain accreditation, a center must be inspected and meet a wide range of standards, including teacher training, adult supervision and a curriculum that encourages children's development. An accredited program is especially valuable in a state with poor standards for adult supervision and caregiver training—parents can rest easier knowing such a center meets NAEYC standards.

**H** **Number of accredited family child care homes** indicates how many family child care providers in the state meet standards set by the National Association for Family Child Care, the leading organization for family child care providers. Many states exempt family child care providers from all licensing requirements, including basic health and safety measures, even when they are caring for four or five children besides their own. Accredited caregivers must pass muster in measures of safety and health, be rated as respectful and responsive to children and offer appropriate activities.

**★** **QUALITY:** To evaluate each state, we looked at three key factors identified by researchers as crucial measures of quality:

- **Number of children one adult can care for:** Kids need plenty of attention and supervision to thrive emotionally and to stay out of danger. We used the standards set by NAEYC for child care centers as our ideal for younger children: 3 to 4 infants • 4 to 6 toddlers • 7 to 10 preschoolers. We used recommendations from the National School-Age Care Alliance (NSACA) for school-agers: 8 to 10 children under 6 • 10 to 15 children 6 and older.

- **Group size:** Studies show that children do best in smaller groups, with less noise and chaos. States that meet the group limits set by NAEYC and NSACA are noted as having "Good standards." Those that set some limits are noted as having "Mediocre" to "Poor" standards. States that set no limit at all have "No standards."

- **Caregiver training** is one of the most important indicators of quality, according to the latest research. Child care workers who are familiar with the

stages of child development prove far more responsive than those who are unaware of such information. Wheelock College, one of the nation's leading institutions of early education, provided us with a state-by-state analysis of how much education caregivers are required to have. We report the training as either "hours" or "college credits." In practical terms, three college credits (the equivalent of one college course) works out to about 45 hours of training. We also note which states require center directors to have some management training; a director with good business and employee-management skills can improve the quality of a child care center by creating a stable, upbeat environment for children, staff and parents. We also recognize the special efforts states make to encourage training, such as scholarships or other funding for training.

*No state could receive the highest rating in this category without meeting NAEYC standards for adult-to-child ratios and group size, and requiring at least some workers in child care centers to have some college credits in child-hood development.*

**+ SAFETY:** A number of key factors help keep kids safe:

- **Adult supervision:** Limiting the number of children an adult can care for (see "Quality" section) also helps to limit injuries in child care. A "Good" rating means the state licensing standards meet or are very close to NAEYC standards; "Mediocre" means that the state's standards allow for only modest supervision; "Poor" means it would be hard for any caregiver to assure a child's safety if she takes in the maximum number of kids the state allows.

- **Size at which family child care is regulated:** The number here indicates how many children a caregiver may take into a private home before she is required to be registered or licensed and therefore meet basic health and safety rules. A plus sign (+) indicates she may take in additional children, under some circumstances. She may, for

example, not have to count her own children or other children related to her, such as nieces or nephews.

- **Immunizations:** Starting in 1995, both the Centers for Disease Control (CDC) and the American Academy of Pediatrics recommend that all children attending an out-of-home program have a full battery of immunizations, including protection against hepatitis B (HepB) and meningitis (HIB). Still, only about half the states have this requirement. Two plus signs (++) indicate the state requires all recommended shots prior to entry; one plus sign (+) means the state requires all recommended shots within 30 days; a minus sign (–) means not all



## HOW DOES YOUR STATE RATE

shots are required. We also report when a state allows more than 30 days for proof of vaccinations.

• **Playground surfaces** are important because falls onto hard surfaces are the leading cause of the most severe injuries in child care. States get a plus (+) when they require a surface on outdoor play areas that helps to prevent injuries. States that don't require such surfaces get a minus (-).

• **Hand-washing:** Studies show that the spread of illnesses in child care can be prevented if caregivers wash their hands before preparing food and after diaper changes, toileting and wiping children's noses. States were rated "Good" if they require hand-washing at all key times; "Fair" if they leave out nose wiping or if they don't specify exact times; and "Poor" if they don't require hand-washing before preparing food or after toileting or diapering.

• **Healthy Child Care America:** A plus (+) indicates that the state runs a program funded by the U.S. Department of Health and Human Services to link child care to local health care professionals. Programs vary from state to state, to meet the needs of both kids and child care providers. In some cases, the program may strive to see that all kids get their shots before enrolling in child care; in others, it may set up a registry of health professionals willing to provide advice to caregivers about kids' health needs.

• **Inspections:** This entry explains how frequently states inspect child care providers and whether caregivers have advance warning of those inspections. The best system is, of course, one in which inspectors arrive unannounced—and see how a caregiver operates when no other adults are around.

To get the highest rating in this category, a state had to have "Good" adult supervision, require that family child care providers meet health and safety standards once they care for three children, have unannounced inspections, and rate highly on standards for immunizations, playground surfaces and hand-washing.

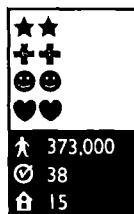
☺ **AVAILABILITY:** In this section we note special efforts states make to create more child care. We focused on the growing number of pre-K and school-age initiatives. We also note the truly ambitious efforts, such as Smart Start in North Carolina, which aims to provide high-quality care to every one of its children.

• **State investment:** This figure shows the amount the state spends on child care out of every \$100 collected in state tax revenues. This information was supplied by the Children's Defense Fund. To get the highest rating in this category, a state had to have a major initiative in place to expand its supply of child care.

• **Resource & Referrals (R&Rs):** Child care resource & referral agencies often play a key role in making child care available to residents. All track the supply of child care in their local communities and refer parents to openings. Some also provide counseling on how to evaluate that care. The National Association of Child Care Resource and Referral Agencies has provided us with information about whether there is a statewide network of R&Rs. A plus (+) indicates the network has funding and staff; a minus (-) indicates the network operates without government funding or a staff.

♥ **COMMITMENT:** Here, we look at whether state officials make child care a high priority. We are especially interested in the actions of the governor and state lawmakers, who have the power to both make policy and set aside money to improve and expand child care.

### ALABAMA

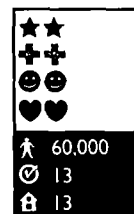


★ **Number of children one adult can care for:** 6 infants • 8 toddlers • 12 preschoolers • 22 (6&7), 25 (8&9) school-agers. **Group size:** Good standards, except for school-age care. **Caregiver training:** Center directors: 20 hours in administration and management of child care centers to start; 8 hours annually. **Center staff:** None to start; 4 hours annually. **Family child care providers:** None to start; 4 hours every 2 years. **Adult supervision:** Poor. **Size at which family child care is regulated:** 1+ children. **Immunizations:** - (no HepB). **Playground surfaces:** -. **Hand-washing:** Poor. **Healthy Child Care America:** +. **Inspections:** All licensed programs have unannounced inspections every 2 years. ☹ This state still has no broad initiatives to increase the supply of child care. **State investment:** 18¢ for every \$100. **R&Rs:** Statewide network (-). ♥ Alabama remains a state with a low commitment to child care.

As we went to press, state lawmakers were considering a proposal to improve the state's very low standards. If it passes, it will improve adult-to-child ratios in child care centers and boost training requirements for family child care providers.

Meanwhile, there was good news in the private sector: Seventeen companies in Lee county banded together to help expand the supply of child care in their community. And the city of Birmingham collaborated with 18 employers there to build and run a new child care center.

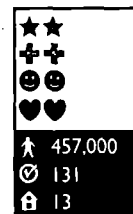
### ALASKA



★ **Number of children one adult can care for:** 5 infants • 6 toddlers • 10 preschoolers • 20 school-agers. **Group size:** No standards. **Caregiver training:** Center directors: 12 college credits to start; 15 hours annually. **Center staff:** None to start; 15 hours annually. **Family child care providers:** None to start; 9 hours annually. **Adult supervision:** Mediocre. **Size at which family child care is regulated:** 5+ children. **Immunizations:** - (no HepB). **Playground surfaces:** +. **Hand-washing:** Good. **Healthy Child Care America:** +. **Inspections:** All licensed programs have announced inspections every other year. ☹ The Alaska Children's Trust will make modest investments in child care. **State investment:** \$1.70 for every \$100. **R&Rs:** Information on network not available. ♥ A new program to encourage caregiver training is high on the agenda of Governor Tony Knowles.

Alaska is working to create an ambitious statewide education and training program for caregivers. Details aren't final, but the new initiative sounds promising. "This seems particularly noteworthy in a state such as Alaska, where the next town over is often an airplane ride away," says Claudia Shanley, formerly of the Department of Community and Regional Affairs. "Because of this isolation and lack of access to training, it's much more difficult for caregivers to find the programs they need." Child care will also get a modest boost from the Children's Trust, a fund created by the state which will award \$250,000 in grants to many children's projects.

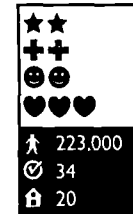
### ARIZONA



★ **Number of children one adult can care for:** 5 infants • 8 toddlers • 13 preschoolers • 20 school-agers. **Group size:** No standards. **Caregiver training:** Center directors: 90 hours to start; none annually. **Center staff:** None to start; 12 hours annually. **Family child care providers:** None. **Adult supervision:** Poor. **Size at which family child care is regulated:** 5+ children. **Immunizations:** - (no HepB). **Playground surfaces:** -. **Hand-washing:** Fair. **Healthy Child Care America:** +. **Inspections:** Centers have unannounced inspections once a year; family child care homes have unannounced inspections twice a year. ☹ The state's pre-K program serves 4,200 children. **State investment:** 32¢ for every \$100. **R&Rs:** No statewide network. ♥ Lawmakers repeatedly fail to fund initiatives that could improve quality and safety.

Arizona has lively advocates who have produced wonderful studies showing how kids benefit from high-quality child care. And these advocates have made some progress. This year, for example, they convinced reluctant lawmakers to pass a bill that requires all school-age programs to be licensed. Yet the legislature still refused to fund additional inspectors to oversee these programs. Without funds for new staff, the average inspector's job caseload jumps by a third—giving them each more than 100 programs to visit.

### ARKANSAS



★ **Number of children one adult can care for:** 6 infants • 12 toddlers • 12 preschoolers • 20 school-agers. **Group size:** No standards. **Caregiver training:** Center directors: None to start; 10 hours annually. **Center staff:** None to start; 10 hours annually. **Family child care providers:** None to start; 6 hours annually. **Adult supervision:** Poor. **Size at which family child care is regulated:** 6+ children. **Immunizations:** +. **Playground surfaces:** Centers: +. **Family child care homes:** -. **Hand-washing:** Centers: Fair. **Family child care homes:** Poor. **Healthy Child Care America:** +. **Inspections:** All licensed programs have inspections 4 times a year (at least 3 unannounced). ☹ This state continues to fund pre-K for thousands of children, but has no other broad initiatives to expand child care. **State investment:** 35¢ for every \$100. **R&Rs:** No statewide network. ♥ This state still lags behind others on many measures, but state officials have worked hard to improve quality in the past year.

Arkansas made some encouraging progress in helping centers get accredited and getting caregivers to seek more education. With state aid and technical assistance, the number of state-accredited centers grew tenfold in the past year and a half, from 21 to 270. (The state's accreditation standards are not quite as demanding as NAEYC's, but this is still a initiative that boosts quality.) Parents who use accredited centers can double the state tax credit they take for child care. The state also uses \$400,000 in federal funds to award scholarships to 300 caregivers who wanted to work toward a Child Development Associate degree.

## HOW DOES YOUR STATE RATE

ities, and we're pleased that children were one of her priorities," says Ciro Scalera, executive director of the Association for Children of New Jersey.

The governor wants to spend the great majority of the money to help thousands more families with the cost of child care. Like many states, New Jersey wants to move some women from welfare to work as child care providers—a controversial concept. New Jersey is approaching the idea with some important safeguards, however: These new providers will have to meet health and safety standards and take special training sessions. The state will also pair providers with mentors and pay for them to join an association of family child care providers.

### NEW MEXICO



★ **Number of children one adult can care for:** 6 infants • 12 toddlers • 12 preschoolers • 15 school-agers. **Group size:** No standards. **Caregiver training:** 24 hours annually. **Center staff:** None to start; 24 hours annually. **Family child care providers:** None to start; 6 hours annually.

**Adult supervision:** Poor. **Size at which family child care is regulated:** 5+ children. **Immunizations:** +. **Playground surfaces:** Centers: +. **Family child care homes:** -. **Hand-washing:** Good. **Healthy Child Care America:** +. **Inspections:** All licensed programs have unannounced inspections twice a year. ☹️ This state still has no major initiative to expand the supply of child care. **State investment:** 24¢ for every \$100. **R&Rs:** Statewide network (-). ♥️ State officials here have not made child care a high priority.

New state rules for child care facilities went into effect last spring. The maximum number of toddlers one teacher can care for was reduced from 12 to 10 in many centers. That's still too many, but it's a start. New Mexico also launched a new measure to promote quality: child care centers meeting higher standards can now get more state money.

But parents may have trouble finding these centers: The state has completely eliminated funding for resource and referral. Existing state-funded R&Rs no longer help families find care; they are now devoted to training and technical assistance for caregivers and some consumer education for parents. Such training and education is valuable, but now parents will have a harder time finding good care even when they know what it is.

### NEW YORK



★ **Number of children one adult can care for:** 4 infants • 5 toddlers • 7 preschoolers • 10 school-agers. **Group size:** Mediocre to poor standards. **Caregiver training:** Center directors: Bachelor's degree with 18 credits in early-childhood education and experience to start; 15 hours in first year and then 15 hours every 2 years. **Master teachers:** Bachelor's degree with 6 courses in early-childhood education to start; 15 hours annually. **Center staff:** None to start; 15 hours annually. **Family child care providers:** None to start; 15 hours in the first year, then 7.5 hours annually.

☹️ **Adult supervision:** Good. **Size at which family child care is regulated:** 3+ children. **Immunizations:** ++. **Playground surfaces:**

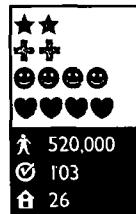
**faces:** -. **Hand-washing:** Good. **Healthy Child Care America:** -. **Inspections:** Centers and large family child care homes have unannounced inspections every 2 years; 20% of small family child care homes have unannounced inspections once a year. ☹️ New York funds many child care programs, but funding did not increase by much this year. **State investment:** 90¢ for every \$100. **R&Rs:** Statewide network (+). ♥️ Governor George Pataki's commitment to child care continues to be weak, but an infusion of federal funds will probably help the state expand the supply of care this year.

Governor Pataki recommended that child care aid be available only to parents with kids under the age of six. This proposal would obviously save New York State money—but it would be a blow to many working moms, and a big loss to school-age programs across this state.

State lawmakers did provide some minimal help for many families. In 1996, the legislature expanded the state child care tax credit by allowing it to be added to parents' tax refunds. That will provide many families with a refund as high as \$432.

Over all, child care in New York seems to be in a holding pattern. Nearly a million kids in this state will need state-subsidized child care in 1997; so far, only 110,000 receive it.

### NORTH CAROLINA



★ **Number of children one adult can care for:** 5 infants • 10 toddlers • 15 preschoolers • 25 school-agers. **Group size:** Mediocre standards. **Caregiver training:** Center directors: None to start; 20 hours annually. **Center staff:** None to start; 20 hours annually. **Family child care providers:** None.

☹️ **Adult supervision:** Poor. **Size at which family child care is regulated:** 3+ children. **Immunizations:** +. **Playground surfaces:** -. **Hand-washing:** Centers: Good. **Family child care homes:** Poor. **Healthy Child Care America:** +. **Inspections:** Centers have 1 announced inspection a year; 5% of family child care homes have announced inspections every 2 years. ☹️ The state continues to expand its supply of child care, with more than \$21 million in new funding. **State investment:** 58¢ for every \$100. **R&Rs:** Statewide network (+). ♥️ Governor Jim Hunt remains staunchly committed to improving child care across the state. His ambitious "Smart Start" program has led to new child care spaces for thousands of kids.

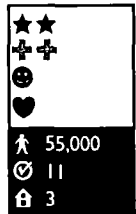
No state has more action or more enthusiasm for improving child care than North Carolina. And no governor deserves more credit for fighting for child care than Jim Hunt. His "Smart Start" program has as its goal affordable, quality early-childhood education for every child who needs it. In the past four years, the state has created more than 30,000 new slots for child care and improved care for more than 150,000 kids.

The program ran up against some resistance in the state legislature in the past, but now a solid majority embrace the core tenets of Smart Start. This year, for example, state lawmakers decided to award permanent funding for the state's caregiver training program. Teacher Education and Compensation Helps (TEACH)—more than \$1 million a year in recurring funds. That means child care advocates won't have to come back every

year to fight for money for early education. The TEACH program is now being copied by other states, including Illinois.

With all this progress, it's a shame that North Carolina's key standards aren't better. One adult is still allowed to care for up to five babies, and caregivers are not required to have any education or training before they start work (a bill now before the legislature may change this). This state could do better on these critical aspects of child care.

### NORTH DAKOTA



★ **Number of children one adult can care for:** 4 infants • 5 toddlers • 7 preschoolers • 18 school-agers. **Group size:** No standards. **Caregiver training:** Center directors: Some college credits and experience to start; none annually. **Center staff:** None to start; 10 hours annually. **Family child care providers:** None to start; 5 hours annually.

☹️ **Adult supervision:** Good. **Size at which family child care is regulated:** 6 children. **Immunizations:** - (no HepB). **Playground surfaces:** -. **Hand-washing:** Fair. **Healthy Child Care America:** +. **Inspections:** Centers and family child care homes have inspections (some unannounced) every 2 years. ☹️ This state still lacks a plan to expand its supply of child care. **State investment:** 11¢ for every \$100. **R&Rs:** No statewide network. ♥️ North Dakota legislators have not made child care a priority.

North Dakota's child care advocates do manage to make important progress, though often without much support from state lawmakers. Most impressive in recent years: The state now has a training program dedicated to caregivers who work with infants and toddlers—a crucial issue across the country. Over the last two years, more than 1,000 caregivers attended the \$1 million infant/toddler development program, funded by a private foundation. The principles of that program are now being incorporated into state licensing laws and voluntary guidelines for caregivers across the state, which should improve care for babies.

A bill introduced into the legislature in early 1997 could have improved services in this state: It proposed a \$4 fee on birth certificates to create a Children's Fund. Half the money would be earmarked for child care. The bill was defeated, but will be resubmitted next year.

### OHIO



★ **Number of children one adult can care for:** 5 infants • 7 toddlers • 12 preschoolers • 18 school-agers. **Group size:** Mediocre to poor standards. **Caregiver training:** Center directors: 4 college courses to start; none annually. **Center staff:** None to start; 15 hours annually.

☹️ **Family child care providers:** None to start; 12 hours of training in the first year, then 6 hours annually until they have completed 30 hours. ☹️ **Adult supervision:** Mediocre. **Size at which family child care is regulated:** 7 children. **Immunizations:** - (no HepB). **Playground surfaces:** +. **Hand-washing:** Fair. **Healthy Child Care America:** +. **Inspections:** All licensed programs have inspections (at least 1 unannounced

11/20/97 Chi/Lane (Deputies)

Terry Peterson - HHS

### School Age Care

\$ 400 million

Seed \$ <sup>for a program that</sup>

use existing facilities  
(computers, libraries, recreation --

would look diff but track to

academics -- Safe haven + learning  
enrichment)

(See Table 4)

Olivia - Her proposal:

HHS • Build on what's going on  
elsewhere -- There's a lot  
going on but varies depending  
on what's going on in each  
locale.

• Substantively & politically = same  
\$ to schools / some not

Joan mHRC - Says she wants to integrate  
the \$ streams - Need inter-agency  
task force to put it all  
together.

Can we marry \$ and y so  
some \$ → schools, some → committee

②

Terry - Have need for supply. Dispersing

- Rather than micro-mgr.  
Would help if we coordinate -  
(forms, criteria, definitions, etc.)  
so you can move from one  
agency to another to min. of  
effort (from HHS  $\Rightarrow$  Labor  $\Rightarrow$  Agric.)

Divia

How much coord here?

How much in the states?

How much in the communities?

Jack Lew / Joan - Go for simplicity

\* Joan will call another  
meeting on inter-agency coop.  
and how to coord. the  
programs.

Joan

Quality

\* ended the last Head  
Start debate w a "very  
disappointed Pres." - Admit  
feel like we'd gotten much  
for the \$ invested

③

Some people said that there should be  
\$ for evaluation if we try to  
improve care - quality - must be  
able to measure results.

John Limbrie - says \$ must go for  
state to communities because the  
communities are getting nothing  
now.

Emily Brumberg (<sup>Governors</sup> State Perspective)

- States would want a model  
in black parts as possible,  
Can get the quality

<sup>states</sup>  
- Would want to determine  
who sets the \$ (intends  
of agree + intends of income  
distrib.)

Linda Smith 24SDA - "we bring quality  
to the table."

Becky

- worries about expanding  
funding - without standard

- - must test scholarships  
before expanding. Need evaluation  
to ensure \$ is being used  
wisely.

(4)

Bruce will call principle meeting  
at. after Thanksgiving

Glen

- Asked treasury to dev. richer tax options.
- Bloc Grants - Get more details on benchmarking of states.

Scholarships - look again.  
How / if we can interview  
Fabus apprenticeship.

Early Learning - must think more  
~~about whether~~ we want

Cooperation

Gene - will we have the  
means of evaluation to  
ensure we're getting  
Bang for Buck.

- Emphasize 0-3; Can say  
it's a follow-on to HRC  
conference.

5

Joan - asked Treas. to examine proposals for "stay at home mums" -- e.g. tax incentive.

Terry - expressed concern about what happens to middle school kids (e.g. crime, etc.)  
Talks about structuring tax incentives to reach that

11/18 Childcare

Affordability

Subsidy Options

- Strongly favors <sup>increasing</sup> subsidies and <sup>lowering</sup> amount required for tax credit.

- \$2200 Fed + \$1,600 State = \$3,800

Joan Lombardi

Problem - The states insist on flexibility in:  
- Co-payments, rate-setting, & eligibility rules.

What's our goal?

Some states want to serve their  
vulnerable pop. first --

Kene - wouldn't be for any of the  
spending <sup>options</sup> or any

Thinks the ans. to affordability will  
be tax structure. Signature  
program - should focus on 0-3

Karl Scholz - Treasury

Gene - says we cannot engage in another battle over the earned income tax credit. Says we must broaden the options. Need <sup>proposal that's</sup> richer on the tax credit side over 5 yrs, & target 1.8 on the spending side.

"Jack" - expressed fear that we'll be able to provide anything rich enough to make a real difference.

~~Gene~~ <sup>we could put</sup> says the max. on the spending side will not be rich enough to

Gene

Says it will be very rough to get anything on the spending side, but could make progress on the tax cutting side.

## Quality & Safety

Olivia

HHS proposal is consistent w the Kennedy legis. proposal.

Should build effectively on what's already out there & use any add'l \$ to improve/expand existing programs.

Joan

Targeting 0-3? What imprints do you want (eg: training, etc?), where do you focus?

Do you want \$ to go into subsidies or into block grants to the state?

## Special Accomplishments

### National

- ✓ Five states, in addition to North Carolina, are licensed by DCSA to develop and implement T.E.A.C.H. Early Childhood® Projects.
- ✓ DCSA conducted presentations about its work at meetings or conferences held in 10 different states.

### State

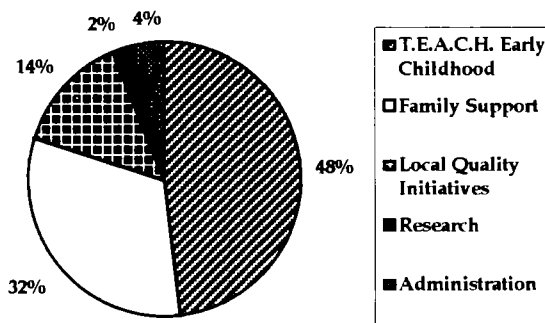
- ✓ The Child Care W.A.G.E.\$ Project, three years old in December, 1996, received an award for program excellence in addressing child care affordability from the N.C. Partnership for Children.
- ✓ The N.C. Early Childhood Credential was revised under DCSA's guidance and made available in all 58 community colleges.

### Orange County

- ✓ In an effort to create more efficiency in providing services to families and the child care community, services provided in Orange County by Child Care Networks were consolidated within Day Care Services Association, and DCSA became the child care resource and referral agency for the county.
- ✓ Almost 1,000 child care professionals attended over 95 different workshops offered at Day for Day Care in January.

## Expenditures

Budget: \$3.24 million



### Special Thanks to 1996 Funders of DCSA Programs

- American Business Collaborative
- Child Care & Head Start Providers
- Child Care Resources Inc
- Davidson Co. Community College
- Down East Partnership for Children
- Forsyth Early Childhood Partnership
- Individual Contributors
- N.C. Commission on National & Community Service
- N.C. Division of Child Development
- N.C. General Assembly
- N.C. Justice & Community Development Center
- N.C Rural Economic Development Center
- Orange County
- Orange County Partnership for Young Children
- St. Thomas More Church
- Town of Chapel Hill
- Town of Carrboro
- Town of Hillsborough
- Triangle Community Foundation
- Triangle United Way
- UNC-Chapel Hill
- UNC Hospitals
- Work Family Directions
- Z. Smith Reynolds Foundation

**Day Care Services Association**  
P. O. Box 901, Chapel Hill, NC 27514  
(919) 967-3272, (919) 967-7683 (fax)

## Day Care Services Association



*Promoting affordable, accessible,  
high quality child care for all  
young children and their families*

**1996  
ANNUAL REPORT**

## Affordable

### Orange County

- ✓ 362 children received child care scholarships so their parents could work or attend school. These parents collectively earned \$5.8 million, and represent a viable, contributing part of our economic community.  
*"I couldn't work at all without the help of the scholarship."*  
Orange County Parent of a Preschooler
- ✓ 219,752 meals were provided to children in 8 child care programs, reducing the cost and increasing the efficiency of their child nutrition programs.
- ✓ 156 teachers, directors and family child care providers received direct salary supplements to enhance their earnings, encourage continuing education and stimulate greater continuity of care. The annual turnover rate for Child Care W.A.G.E.\$ participants was 12%, far less than the 36% pre-program rate.

### North Carolina

- ✓ Research for "Child Care \$ubsidy: An Investment Strategy for North Carolina" demonstrated the return in real tax dollars for money spent on child care subsidy.
- ✓ Salary supplement programs modeled after Child Care W.A.G.E.\$ were operating in 33% of Smart Start counties.

## Accessible

### Orange County

- ✓ 1,009 child care referrals and information about quality child care indicators were given to families needing child care to work or go to school during the last six months of the year.
- ✓ Working with DSS and child care providers, DCSCA has helped make child care more accessible to families by creating a single countywide application for subsidy, providing applications for subsidy in child care programs and regularly outstationing a Family Support Counselor at DSS to help families find the child care that best meets their needs.
- ✓ Using bookmobiles operated by county and city libraries, the mobile resource library provides convenient access to professional books for child care providers.

### North Carolina

- ✓ County factsheets for all 100 counties provide public policy makers, service providers and funders with important information about key elements of the local child care delivery system.
- ✓ Recognizing that the education of child care providers is critical to quality child care, scholarships were provided to help 32 child care providers in 31 eastern rural counties earn their Child Development Associate (CDA) credential.  
*"The CDA Program has been a challenge. It makes you understand the children and their parents."*  
Rural Child Care Provider

## Quality

### Orange County

- ✓ With the support of DCSCA's technical assistance staff, 204 child care center spaces were upgraded to either "AA" licensure or NAEYC accreditation status. Efforts began in July to help family child care homes become nationally accredited.
- ✓ 6,135 substitute hours were provided to 15 child care centers and homes to improve the quality and consistency of child care.
- ✓ Every child care provider in Orange County received information and/or support to help them cope with the impact of Hurricane Fran.

### North Carolina

- ✓ 2,052 scholarships were provided to "TEACH has been the **BEST** child care thing to happen for teachers in providers 20 years. I have seen growth through the in every employee...." T.E.A.C.H. Center Director Early Childhood® Project. Scholarships helped providers increase their education and compensation and contributed to lower participant turnover rates.
- ✓ Findings from studies of the early childhood workforces in Nash, Edgecombe, Davidson and Forsyth Counties conducted by DCSCA research staff have helped local Smart Start Partnerships develop and refine strategies to improve child care quality.