

U.S. DEPARTMENT OF TRANSPORTATION
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OFFICE OF THE SECRETARY

SWITCHBOARD (202) 366-1111

FAX NUMBER (202) 366-7952

FAX COVER SHEET

TO:

~~Presidential Personnel~~

RUBY

ATTN:

FAX#:

2878

~~456-2259~~

OF PAGES (INCLUDING COVER SHEET)

12

From: Jack Murray (202) 366-0239

Date:

RE:

COMMENTS:

As Per Your Request

JUST US KIDS

A Child Development Center
Sponsored by the Department of Justice

JUST US KIDS

A Child Development Center
Sponsored by the Department of Justice

Licensed by D.C. Department of Consumer
and Regulatory Affairs

625 Indiana Ave., N.W.
Washington, D.C. 20004

Accredited by the
National Academy
of Early Childhood
Programs



625 Indiana Ave., N.W.
Washington, D.C. 20004

Telephone: (202) 219-3200
FAX: (202) 208-7496

Accredited by the
National Academy
of Early Childhood
Programs



JUST US KIDS has, since May 1992, provided a special place for children, in which they thrive in a safe and happy environment under the gentle guidance of loving and dedicated caregivers.



PHILOSOPHY

We believe that children away from home need a special community where they feel as comfortable as they do when with their parents. JUST US KIDS is dedicated to the developmental philosophy that children learn by doing and that they prosper when their individual emotional, social, intellectual, and physical developmental needs are recognized and supported. The Center is designed to provide a safe, nurturing environment that will best assure that the developmental needs of children are met and that their stay at the Center is both enjoyable and beneficial. We support family relationships and encourage the active involvement of each family in Center activities. We follow standards for child care centers set by the National Association for the Education of Young Children.



FACILITIES

Children enrolled at **JUST US KIDS** will find a bright and cheerful environment especially planned for them. Classrooms are designed and equipped for active exploration and discovery and for a wide variety of age-appropriate activities. Large windows provide an abundance of natural light. A spacious gross motor skills room is available for active play indoors. The Center's custom-designed playground, located on the mezzanine of the FBI J. Edgar Hoover building, provides a physically challenging environment for outdoor play. Both the Center and the playground are designed for accessibility for disabled children and adults.



STAFF

Staff members are chosen for their demonstrated ability to recognize and value each child's individuality. By responding to children's needs and interests on a personal level, the staff builds self esteem and fosters the social, emotional, physical, and intellectual development of each child. Staff qualifications and adult/child ratios meet or exceed the criteria set by the National Association for the Education of Young Children.



PROGRAM

JUST US KIDS offers six full-time programs: Infants, Toddlers, Twos, Threes, Fours and Kindergarten. The Kindergarten Program is certified by the D.C. Office of Nonpublic Education.

Children learn through play and experimentation. Learning experiences for young children need to be concrete, supporting the child's interest and understanding. At **JUST US KIDS**, children participate in age-appropriate activities, including: games, art, music, movement, language experiences, water play, and large and small motor activities. Parents are always welcome to visit, participate in Center activities and join their child for lunch.



INFANT PROGRAM

Ratio 1:3

Warm, loving attention to each child is the key to the Infant Program. To foster continuity of care, each child is assigned a primary caregiver, although all infants are attended by all staff members at various times. Individual schedules and needs are accommodated in order to provide consistency between home and the Center.



TODDLER AND TWOS PROGRAMS

Ratio 1:4

Toddlers and twos are full of energy and curiosity. They are more aware of themselves and others, and are increasingly independent. They gather information through their senses and then through words. The environment is set up to respond to children in reliable and dependable ways. This environment provides a supportive and stimulating background for the tasks of forming a self-image and gaining a first understanding of the world.



THREES AND FOURS PROGRAMS

Ratio 1:7 Threes 1:8 Fours

Three and four year olds are feeling competent in their world. Friendship and cooperative play are more meaningful because of their increased mastery of language and social skills. Children in these programs engage in sophisticated play designed to appeal to their expanding skills. The Museum Magic Curriculum, developed for the Smithsonian Early Enrichment Center, and licensed for use by **JUST US KIDS**, provides the framework for activities. The Museum Magic Curriculum utilizes the unmatched resources located near the Center to explore twelve monthly themes including space, communication, transportation, and "Me, Myself, and I". Visits to nearby museums are frequent.



TUITION ASSISTANCE.

Funds for tuition assistance are sought by the Board of Directors for **JUST US KIDS** from the Combined Federal Campaign and other sources. Parents in need of financial assistance are encouraged to apply.



FACTS

- Capacity:** 74 children in the full-time program
- Hours:** 6:45 a.m. - 6:30 p.m.
Monday-Friday
- Closings:** Closed Federal Holidays and the week before Labor Day
- Ages:** 3 months to 6 years
- Summer Camp:** 5 years to 8 years

Current fees and tuition rates available on request.

Just Us Kids News

Volume II, No. 3

Serving the *Just Us Kids* Community Since 1998

November 1998

From the President

It is not easy for me to follow in the footsteps of Jennifer Rivera, whose wisdom and judgment have been an invaluable asset to us all. I am grateful to her for her example, and look forward to the benefit of her advice in the future. Jennifer generously has agreed to continue to be actively involved with JUK, and will be working with the Fundraising Committee and chairing the Anne Almy Memorial Library Committee.

I recognize that the Board President has an often thankless job, and that competing interests -- particularly the privacy interests of employees and families -- sometimes preclude full, public explanations for Pam's or the Board's actions. As always, however, the Board and I will strive to follow the example of the Attorney General, who urges us to "Do the right thing." Our decisions may not always please everyone, but they will be made at all times with the best interest of the children paramount.

Finally, I encourage all of you to support *Just Us Kids* through the Combined Federal Campaign. Although we receive significant assistance from the Department of Justice, we are a

non-profit corporation. Our tuition assistance funds come from the Department's recycling funds and CFC contributions. Some, but not all, tuition assistance payments are funded by interest that has accrued on these funds. Our goal is to increase the principal amount in this fund so that all assistance payments may be made out of accrued interest. Your CFC contribution will be used to increase the funds available for tuition assistance, thus making the wonderful experience of *Just Us Kids* available to a greater number of deserving families. Remember, you can give to more than one charity -- please consider contributing to *Just Us Kids*.

-- Marie Hagen
President
JUK Board of Directors



Dates to Remember in November

Meetings:

- 4 Board of Directors, 12:15
- 5 Staff, 1:30
- 8 Fundraising, 12:15
- 27 Center may be closed (see below)

Events:

- 5,6 Annual Jumble Sale/
Discovery Toy Sale
- 6 End of Entertainment
Book Sale

Thanksgiving Day Holiday

As you know, the Center should be open on the day after Thanksgiving because federal offices are open. Last year we were able to close the Center and give our Staff a well-deserved long weekend. All but 4 or 5 families had planned to keep their children home that day in any event. A parent who planned to be at home offered to care for the children of the two families who were unable to make other arrangements.

We'd like to close the Center on November 27th this year, and ask all parents to say "Thank You" to the Staff by helping make this possible. Please let your child's teacher know whether you will require childcare on the day after Thanksgiving and, if so, whether you would be willing to have your child play at the home of another JUK family that day. If you are willing to watch children for parents who have to work, please tell Marie Hagen. We would like to have these plans in



About *Just Us Kids News* *Just Us Kids News* began publication in March of 1998 as a means of fostering communication within the *Just Us Kids* community. It is published monthly, and typically includes news about the staff, new families, and various committees. Each issue also has a rather loose theme, and may include suggested web sites, book reviews, toy evaluations, safety items, teacher's tips, classified ads, and other information. The theme this month is "Thanks." If you would like to contribute an article or item for the newsletter, or have any ideas for future themes or articles, please contact Marie Hagen, work number 616-4278, home 202-244-1439, email either via JCON within DOJ, or Marie.Hagen@usdoj.gov, or cubby (Christian in K).

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place by November 13th, so that Staff members can make travel plans for the holiday weekend.

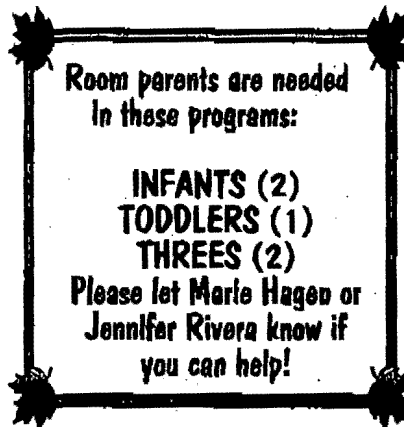


Staff News

Introducing ... Doris Arnold.

Doris joined *Just Us Kids* on a part-time basis in August, and became a full-time floater this fall. Doris received a diploma in Early Childhood Development from the Burdick Career Center and has taken courses in early childhood education at UDC. Doris has worked as a child care professional for over 12 years, in both home and center-based care. Doris enjoys the floater position because it allows her to interact with every child in the Center, a result that is both challenging and delightful. When pressed, Doris reluctantly admitted to having a slight preference for our irresistible Toddlers, but she clearly enjoys children of all ages. Indeed, when asked what she likes best about *Just Us Kids*, she said that the children are wonderful. The children appear to enjoy Doris as much as she enjoys them. Please take a moment to introduce yourself to Doris and welcome her to *Just Us Kids*.

Pam is continuing to interview candidates for the Administrative Assistant and second Floater positions.



Room parents are needed
in these programs:

INFANTS (2)
TODDLERS (1)
THREES (2)

Please let Marie Hagen or
Jennifer Rivera know if
you can help!



Parking

We are all very thankful that our parking situation has improved so dramatically over the past year. Please make a special effort this month to thank the Federal Protective Service police officers who have been so helpful in alleviating our parking frustrations these busy mornings.



Security

It is very important that you not allow anyone you do not recognize into the Center. Each parent, responsible adult, and staff member has a duty to help keep the Center safe for our children. Allowing an unauthorized person into the Center may be grounds for removal from the Center because

such security breeches risk the safety of the children and staff in the Center. Please be vigilant!



Fundraising

Our first fundraiser of the year kicked off in mid-October with Entertainment Books, which were distributed in the children's cubbies. Each book costs \$35; checks should be made payable to JUK. The JUK Staff Bonus Fund will receive \$7 from each sale. If you need additional books to sell, please contact Barbara Jacobs or Pam. By Friday, November 6th, please turn in all money to Pam. (unsold books should be returned by the same date.)

Our final fall events will be on November 5th and 6th -- a joint Jumble and Discovery Toy Sale. Shop early and shop often! A Discovery Toy representative will be at the Center the afternoons of these days to show all the wonderful Discovery Toys that you may want to purchase as birthday or shower gifts or for the holidays. Wonderful toys, books, and computer software will be offered.

-- Barb Jacobs

Barb and her husband, Board Member Pete Jacobs, are the parents of Laura in the Threes Program and JUK alum Bryan, age 6.

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Why you should
make a CFC
contribution to
Just Us Kids

About six months ago, my husband lost his job. This was probably a good thing, ultimately, but it was also frightening. He's in the computer industry, and had worked at the same company for 17 years. He is smart and hard-working, and has lots of marketable skills, so we figured it would not take him long to find new employment. Meanwhile, at least he got some severance pay, and we had my salary plus savings. But with three kids, two of them in full-time day care at Just Us Kids, the bills were pretty intimidating.

By June, he was joking that he was enjoying his summer vacation. I was resisting the temptation to come home every day and demand, "So, didja get a job TODAY?" One day, Pam took me aside and mentioned that there was money available in the tuition assistance fund for short-term needs such as ours, and encouraged me to apply. At first, I felt funny about it and put it in the back of my mind as a last resort. After all, we had some savings, not to mention our house. I mean, what's the worst that could happen? We could pull the kids out of day care, sell the house, move into a tiny apartment, and eat macaroni and cheese for every meal.

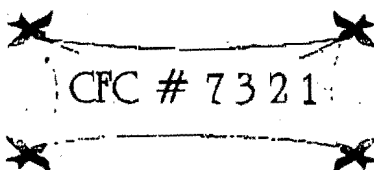
Kenyon would be so busy with the kids he'd never find a new job. Maybe we should rethink the tuition assistance idea.

So we did it. We applied for tuition assistance, and the Tuition Assistance Program (TAP) committee kindly agreed to give us a break on our tuition through the end of the summer. Happily, in mid-August, Kenyon got a wonderful new job. It's closer to home, and so far he likes it very much. And we never even had to declare bankruptcy! We are extremely grateful to JUK, and to all the generous people who have donated money to the tuition assistance fund, for the help we received.

We would like for this sort of aid to be available to anyone with such a need. Even more importantly, we would like to enable families from lower-income backgrounds to take advantage of the incredibly nurturing child care offered by JUK. Please consider making a contribution through the CFC to Just Us Kids. Also consider encouraging your coworkers to direct their CFC contributions to JUK. All CFC contributions go directly into the tuition assistance fund. Thank you.

— Betsy Erickson

Betsy & Kenyon are the parents of Theo (Fours), Lydia (Infants), and Alek (Alum).



Jumble Sale

The annual jumble sale is scheduled for Thursday and Friday of next week. We need your outgrown-but-in-good-condition children's toys and clothing, women's clothing, and maternity clothes. We also need parents to staff the sale on November 4th and 5th before and during drop-off and pick-up times. We need people to price the goods on Tuesday and Wednesday. Look for sign up sheets in the lobby later this week, and pick a time so you can meet other parents and be involved in the center.

Last year's sale was a big success for the center, netting over \$750 for the Staff Bonus Fund. It was a big success for me, too — I picked up a good-as-new GAP denim jacket for my son and my daughter's current favorite dress for well under \$10. Infant and toddler room parents who may not have much to donate yet, take heed: in past years there have been good buys on gently used outerwear and baby toys.

JUK runs so smoothly that it is easy to forget the financial legerdemain needed to keep things going. There is no extra money in the budget to reward the exemplary efforts of a dedicated, professional and loving staff. Fundraising fills the gap, but how much we accomplish is up to all of us. Things that we don't sell will be taken to a women and children's

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shelter in the district. So bring us those clothes and toys lurking in the back of the closet, and stop by the sale for great bargains and homemade cookies.

-- Julie Griffith

Julie and her husband, Robert Brooks, are the parents of Sarah (Threes) and JUK alum Jake.



"Worklife" Doesn't
Have to be an
Oxymoron!

In June 1997, *Just Us Kids* proudly celebrated its 5th anniversary. The Attorney General attended the event and spoke to the crowd of JUK parents about the importance of supporting our children and balancing work and family demands. She invited comments and suggestions from the audience concerning ways in which she could support their efforts to achieve this much needed life balance. Many parents that day spoke of their interest in part-time or reduced schedules, flexible hours, and telecommuting arrangements. Attorney General Reno took note of their remarks and passed along her encouragement of Department efforts to strengthen implementation of worklife initiatives.

In the interim, you have seen a message to all Department

employees from the Attorney General speaking to the importance of flexibility and dependent care support programs. You have received a full color Department of Justice (DOJ) Worklife Program brochure with your pay statements advertising the features of the DOJ Worklife Program and its many benefits to employees and the organization alike. Worklife information will soon be available on the DOJ Personnel Staff's Web page. In addition, the *Worklife 2000* contract was recently established to provide expert support to Department components in assessing organizational needs and planning pilot studies to determine the impact of flexible work options and develop long-term implementation strategies, as appropriate.

What does all of this mean to you? As you consider your own life situation, educate yourself on the DOJ Worklife Program and consider how the Worklife Program can be of benefit to you and your organization. Analyze your current schedule and your work responsibilities -- are there flexible work options that might improve your daily life and support or perhaps *improve* your ability to accomplish your work? If so, submit a request for a flexible work option using the DOJ Flexible Work Option Request form. If you need more information, call the DOJ Worklife Information Line on (202) 616-3618. The Worklife

Information line provides options for worklife materials via fax on demand or U.S. mail and direct contact with the Department Worklife Program Manager.

-- Kathy Wolf

Kathy is the Department's Worklife Program Manager and the DOJ Liaison to the JUK Board of Directors.



Children's Health

"Open wide...here comes
the choo-choo."

Fall is here and Winter is on the way! This means upper respiratory and ear infections for many of your children. Eating right, getting the required amount of sleep, and dressing for the weather can help prevent these ailments. Not all infections require medications but bacterial ones usually do. A little imagination never hurts when it comes to giving your child medicine. Whether giving prescription or over the counter medication, the most important rule to remember is: Giving the right medicine at the right dose and at the right time! When dispensing over-the-counter medications, always check for signs of tampering. Be sure the safety seal is intact. Read the label, and read it carefully. Always ask your doctor: What is this drug for? How often and

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how long does my child need to take this? Are there any drug interactions, or side effects? When will it start working? And if my child misses a dose, what should I do?

If your child is under 2 years of age, never give over-the-counter medications before checking with your pediatrician. After giving your child medication, watch closely for side effects. Don't assume everything is okay. If you're not happy with what is happening with your child, call your pediatrician.

The following are tips for instruments you can use when giving your child their medication. Droppers are the easiest and the safest for infants and children who don't yet drink from a cup. Cylindrical dosage spoons are great for those children that are likely to spill. The spoon end is just the right size for young children and accuracy is easy to achieve. Dosage cups are for those children who drink from a cup. Be sure to check the numbers carefully on the side of the cup. Whether you use a dropper, a cylindrical spoon, or a dosage cup, check your dosage at eye level before administering it to your child. The goal is for your child to receive their medication as safe and as effective as possible.

-- Mary-Anne Liles, RN, BSN

Mary-Anne and her husband, Robert, are the parents of Hunter (K) and Cason (Twos).

FROM THE
MOUTHS OF
BABES

*Thanksgiving thoughts from the
Fours and K Kids*

We asked the children in the Fours and K Programs to tell us what they are thankful for. Here are their answers:

THE FOURS ARE
THANKFUL FOR:

Zachary - I'm thankful for my toys at home, my school where I learn stuff, and God
Christopher - my pumpkin and just marrying Joanna
Mary Claire - the brownies and the pumpkins hanging up
Anna O. - my cousins: Danny, Francesca, & Jesse
Rebecca - my sister, Kate
Hannah - a rainbow and the pumpkin patch
Benjamin - the pumpkin patch and the hay ride
Douglas - my sister, my Mommy and Daddy
Eliana - my Mommy and marrying Josh
Theo - my brother Alek for helping me build a farm
Anna N. - the pumpkins and the painting
Madalyn - Shane, my cousin to play with
Julian - Mommy, Daddy, Alexander, and my big toy of Batman
Aislyn - Mommy & Daddy, ghosts & pumpkins

THE KINDERGARTNERS ARE
THANKFUL FOR:

Carolyn - my little brother and dance class and my new house

James - my family
Katie - dance class, new house, Mom and Dad, and my cat
Connor - my dinosaurs and my family
Christian - food, Mommy, Daddy, and my brother & sister
Samantha - my cats, nice home, everyone is healthy, cars, nice healthy neighbors, and clothes
Hunter - old toys, my bike, and my family & friends
Emily - my house, family, brother, and toys
Morgan - toys, Mom & Dad & brother, school, my teacher, and our class
Rachel - my family, my friends & my job.

✧ Clip and Save Column
Make a Thanksgiving List

This month's project is a simple idea to help you get your children ready for the upcoming holidays -- make a "Thanksgiving List."

At our home, everyone must make a Thanksgiving List before they can make a Christmas List (Mom & Dad included). We have made it a family tradition to take some time on Thanksgiving Day to make lists of all the things we have to be thankful for. That the holiday is about much more than food and football is a lesson many of us forget in the hecticness of family, cooking, and travel. We save the lists each

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year in your scrapbook or photo album -- as years go by we hope to enjoy seeing how our kids' thoughts have changed and grown and, perhaps, stayed very much the same.

We have seen most religious and secular holidays become increasingly commercialized during our lives. Whatever holidays you and your family choose to celebrate, having children make a Thanksgiving list before their own wish lists helps them focus on the original meaning of Thanksgiving and the holidays that follow.

-- Marie Hagen



Surfin' with Jane

With November comes Thanksgiving and its traditional focus on being thankful and helping others. The on-line articles below provide helpful information on kids doing household chores and on kids volunteering in their communities. While no one expects an infant to handle a household chore, many an infant can bring joy just by being in the room. Being with the new life just begun brings back sweet memories for many people, perhaps of their children or grandchildren, perhaps of a younger self they once were, so

no one is too young to help others!.

Teaching Your Child Through Chores, by Peggy Middendorf

http://family.disney.com/Features/family_1998_05/ariz/ariz58chores/ariz58chores.html-- General information pointing out that kids who share the jobs around the house are not only helping out the family but are also learning independence, self-discipline, and self-esteem. She suggests that routine chores not be tied to an allowance, but that special chores (such as raking the leaves or washing the car) can be assigned a monetary value. She emphasizes starting your child young, teaching your child how to do a task, rotating unpleasant tasks, changing chores as children grow, and avoiding "the-job-will-get-done-faster-and-better-if-I-do-it-myself" trap. Sample chores for ages three to five are: picking up clothes and toys, making a bed, and setting and clearing the table.

Making Chores a Family Activity, by Jane Bertolini

http://family.disney.com/Features/family_1997_01/nash/nash199701chores/nash199701chores.html ☆ The author's family members were all suffering from the feeling that they each had "all the chores." They implemented a "chore wheel" which one of the kids turns every week to determine which set of chores each family member performs before Sunday 6 PM or the family's favorite TV show is

forfeited. The author points out that the three-year-old does require guidance and that she has had to adjust her quality standards somewhat, but the reward is that each kid feels an integral part of the family--and the nagging and whining are way down!

The Chore Game, by Susan Taylor Brown

<http://myvillage.com/village/4experts/48home/48061b5.htm> ☆ The author suggests writing out specific routine chores (daily and weekly) on an index card with the directions and supplies needed written on the back of the card. Deal out the cards to your circled family members till they are all gone. A player can keep the hand dealt or discard a chore card and ask someone for a trade. The chores stay the same until someone is ready to play again, be it that day or two months later.

VOLUNTEERING

Teaching Your Children Compassion Through Volunteering

http://family.disney.com/Features/family_1998_02/nwfm/nwfm28volunteer/ ☆ This unnamed author quotes General Colin Powell: "Volunteering broadens their horizons, deepens their compassion, strengthens their character, and heightens their empathy and their ability to work well with people who are different from themselves." The author asks the question: How can we as parents, who want to

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keep our children safe, but also want them to "have a heart," help them learn to be compassionate? Parents can model empathy and charity in day-to-day life by such things as picking up trash on a walk, buying extra food for the food bank, and making an effort to get to know neighbors. The author summarizes several books and emphasizes that the younger the child, the more important it is for the child to see the results of the volunteer task (for example, a cleaned-up park or a freshly patted purring cat at the Humane Society).

Compassion and Hope: The Gifts of Family Volunteering, by Karen Kullgren Juh

http://family.disney.com/Features/family_1997_12/dcpt/dcpt127volunteer/ ☆ This reprint from a Washington Parent article recommends looking to places of worship, city and county governments, youth organizations, and schools for volunteer opportunities for the whole family. A list of Washington DC area clearinghouses for volunteer tasks is provided.

-- Jane Alpersen

Jane and Phil Alpersen are parents of Reva in the Twos Program.



A Perfect Thanksgiving

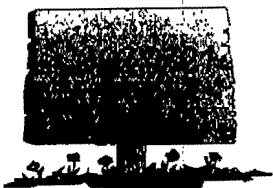
There was a time when Thanksgiving seemed to me to be the "Lost Holiday." Of course, a holiday was a holiday -- what our son Christian calls a "stay-home-day" -- which was always better than a "go-to-school-day" by a factor of ten to the tenth power. Still, when I was Christian's age, even with a stay-home-day, Thanksgiving basically was a gathering with Chesapeake islander aunts and uncles whose idea of conversation was, "Lawdy, look how big lit'le Benny is gettin'. I wouldn't a' knowed him." (Which never was very convincing since I had five sisters and no brothers -- so it was not exactly difficult to tell which one was me, and I was the only one that wasn't as ugly as an overcooked turkey leg that had been dropped on the floor and fought over by two Chesapeake Bay Retrievers and a Labrador).

Most people looked forward to the Thanksgiving feast, but not me (not back then). In Chesapeake Bay country the feast was a wild turkey (the kind you eat) or goose, oyster stuffing, biscuits, and sweet potato pie (with some vegetables thrown in -- literally). Unfortunately, my mother learned to cook at the Noah Culinary School (the turkey was roasted for forty days and forty nights), and I always hated oysters (people should not eat anything that looks like Willy

Nelson), and Mom's biscuits came from a Civil War recipe for replacement musket balls. The sweet potato pie was not so bad, but I had to fight my five sisters for that, and they were bigger than me by a factor of ten to the tenth power.

Then on September 22, 1990, Thanksgiving undertook a profound metamorphosis; I married the consummate Thanksgiving celebrant. As is life, marriage, and raising children with Marie, Thanksgiving is extraordinary. She puts together a feast, a day, and a family event that Norman Rockwell would paint and Whoopi Goldberg would enjoy. Everything is perfect -- hectic, raucous, and joyous -- but perfect, and part of what makes it all so special is our family tradition of pausing to mention what we are thankful for and what we pray for in the coming year. A good example was Thanksgiving 1993.

On November 15, 1993, Richard Christian Willey was born, very prematurely. Unlike the birth of our older son, Liam, where the doctor stayed to have a glass of Dom Perignon with us, Christian was immediately rushed away to intensive care. It was a difficult day. The Tin Man's lungs did not function, and he was heart-breakingly frail inside his tiny incubator. After I went home to take care of Elizabeth and Liam, our doctor called and asked me to come back. He did not think Christian would make it through the



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night but did not want to tell Marie without me there. The drive to the hospital was very long that night; it was fifteen minutes but took my whole life to get there. However, Christian, being a tough little Scotsman, hung on and within a couple of days his lungs started working. After that he began to gain weight (all the way up to 4½ pounds), and we were off and running.

Thanksgiving 1993 was on November 25. The family was joyous (and raucous), the dinner was fabulous, and before we feasted we mentioned what we were thankful for -- Christian, ten days old (not home yet but growing stronger), and what we prayed for in the coming year -- Christian, home with us.

This Thanksgiving Christian will be five years old, and I will remember Thanksgiving 1993, which, like every Thanksgiving with Marie, was just perfect.

-- Ben Willey

Ben & Marie are the parents of Christian (K), Liam (Alum), and Elizabeth (Age 19).

Please
remember JUK
for your
CFC contribution
7321



Teachers' Tips

More on Separation Anxiety

Although our calendar says November and two months of the new school year are behind us, some parents have expressed frustration that some of the children still seem to be having trouble saying good-bye at morning drop-off times.

Children of all ages suffer from separation anxiety. Separation anxiety is a problem that we as teachers and parents can solve by working together.

Experts point out several things you can do to ease your child's fear of separation. For example, some children miss their parents during the long day. It is suggested that the parents give the child something of theirs -- such as a key or article of clothing -- that will remind the child of mom or dad during that rough time. Another suggestion is to tape a picture of your family in your child's cubby. Something else that may help is to write your child a special little note that the teacher could read to the child before nap time.

Above all, it is important to start the day off right. Spend about 10 minutes helping your child settle. Then, tell your child that you have to go to work -- then leave. Experts agree that once you say "Good-bye," you need to leave. If you delay leaving or continue to keep

coming back to the classroom, you prevent your child from getting settled. If you leave when you say "Good-bye" and return at the time you have told your child to expect you, your child will be reassured that you mean what you say and that he or she can rely on your promise to come back.

-- Rachel Toole
& Alethia Lawyer

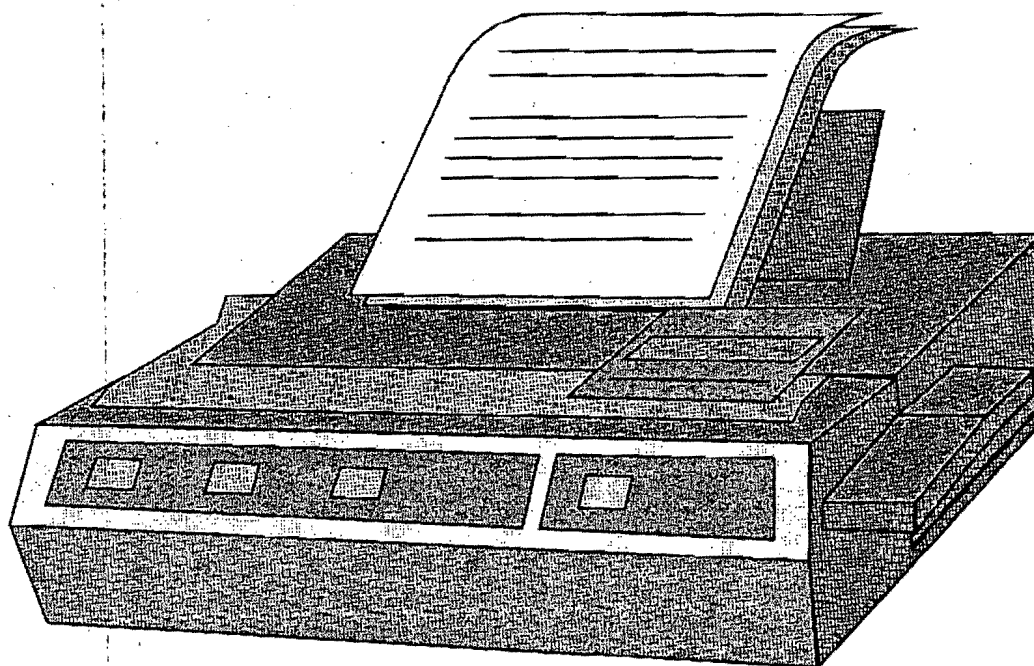
Rachel is the Lead Teacher in the K Program. Alethia is the Assistant K Teacher & Staff Representative to the Board of Directors.



Final Thoughts

We all have so much to be thankful for -- especially the happy, healthy children who enrich our lives. As a Board member and, more importantly, as a working mom, I am particularly grateful to the Attorney General for her unwavering support of *Just Us Kids*. We have grown and flourished during her tenure, and her national leadership on children's issues and her support of DOJ worklife initiatives are sources of great pride to us all. On behalf of the entire *Just Us Kids* community, I thank Attorney General Reno and her staff for all they have done to help *Just Us Kids* continue to be a safe and nurturing place for our very lucky children. Indeed, they have given us much to be thankful for.

-- MLH



Lifetime

Television for Women

309 West 49th Street

New York, NY 10019

FAX COVER SHEET

From Lifetime's Public Affairs Dept.

Fax #: 212-957-4264

TO: Nicole Rabner FAX #: (202) 456-9412

FROM: Andrea Camp/ Meredith Wagner

DATE: 4/9/99 TIME: 2:00 pm

TOTAL PAGES INCLUDING COVER SHEET 9

If you do not receive all pages as indicated, or have any problems with legibility, please call (212) 424-7063.

MESSAGE:

Nicole - Here is Carole's speech. It stills needs to be tweaked, but this is the latest. Call me if you have any questions at 410-719-2309. Thank you.

-- Andrea



REMARKS FOR CAROLE BLACK,
PRESIDENT & CEO OF LIFETIME TELEVISION
4/12/99

THANK YOU CHAIRMAN BROWN AND A VERY SPECIAL

THANK YOU TO THE FIRST LADY FOR CREATING THIS VERY

IMPORTANT EVENT. I AM EXTREMELY HONORED TO BE

HERE.

MRS. CLINTON, YOU MAY NOT KNOW IT, BUT IT WAS YOUR

WHITE HOUSE CONFERENCE ON CHILDCARE A YEAR-AND-A-

HALF AGO THAT INSPIRED THIS CAMPAIGN. IT PROMPTED

US TO FIND A WAY TO USE THE POWER OF TELEVISION AND

CYBERSPACE TO EXPOSE THE SILENT CRISIS THAT

**FAMILIES GO THROUGH EVERYDAY CARING FOR THEIR
CHILDREN.**

**HAVING BEEN A SINGLE WORKING MOTHER, I KNOW FIRST-
HAND HOW OVERWHELMING THAT CAN BE.**

**OUR GOAL FROM THE VERY BEGINNING OF "CARING FOR
KIDS" HAS BEEN TO GIVE PARENTS, PARTICULARLY
LIFETIME'S 73 MILLION VIEWERS, A STRONGER, LOUDER
VOICE IN DEMANDING QUALITY, AFFORDABLE CHILDCARE
FOR ALL FAMILIES – AND MAKING CHILDREN A REAL
PRIORITY IN A COUNTRY THAT PAYS MORE TO PEOPLE TO
PARK OUR CARS OR WALK OUR DOGS THAN TO CARE FOR
OUR CHILDREN.**

WE WANT TO SHOW PARENTS THAT THEY ARE NOT ALONE -

- AND THAT THROUGH OUR STRENGTH IN NUMBERS WE CAN

MAKE THINGS HAPPEN - FROM IMPROVING FAMILY LEAVE

POLICIES IN THE WORKPLACE TO INCREASING OUR

NATIONAL INVESTMENT IN EARLY CHILDHOOD EDUCATION

AND AFTER-SCHOOL PROGRAMS.

TOGETHER, WITH OUR OVER 150 WOMEN'S AND CHILDREN'S

ADVOCACY PARTNER ORGANIZATIONS, WE HAVE

DECLARED APRIL NATIONAL CHILDCARE MONTH.

THROUGHOUT THIS MONTH ON LIFETIME, WE WILL BE

REFLECTING THE STORIES, CONCERNS AND SOLUTIONS OF

OUR VIEWERS ON SPECIAL PROGRAMMING, INCLUDING

**NEXT WEEK'S DOCUMENTARY "CONFRONTING THE CRISIS:
CHILDCARE IN AMERICA," DIRECTED BY ACADEMY AWARD-
WINNER LEE GRANT.**

**MRS. CLINTON, LIFETIME IS INVESTING OVER 5 MILLION
DOLLARS IN OUR "CARING FOR KIDS" CAMPAIGN.**

YOU WILL SEE OUR COMMITMENT IN OUR:

- **PROGRAMMING – WHEN WE ASK THE PRESIDENTIAL
CANDIDATES TO APPEAR ON LIFETIME TO ANSWER
QUESTIONS ABOUT THEIR CHILDCARE POLICIES.**

- **YOU WILL SEE IT ON OUR WEBSITE – WHERE EACH MONTH WE WILL PROVIDE PARENTS WITH NEW WAYS TO RAISE OUR COLLECTIVE VOICES FOR CHILDREN.**

- **AND YOU WILL SEE IT IN COMMUNITIES ACROSS THE COUNTRY, IN OUR VOTERS GUIDES PROVIDING PARENTS WITH INFORMATION ON WHERE THE CANDIDATES REALLY STAND ON CHILDCARE.**

PARENTS' VOICES CONTINUE TO BE THE DRIVING FORCE BEHIND OUR CAMPAIGN. WE HAVE RECEIVED E-MAILS FROM PARENTS REPRESENTING EVERY STATE IN THE UNION. THEIR STORIES ARE COMPELLING.

- **LORI RODMAN MCCRAE OF CHAPEL HILL, NORTH CAROLINA, WHO PAYS \$800 PER MONTH FOR HER CHILDCARE WROTE, "MY HUSBAND HAS HAD TO TAKE A SECOND JOB SO THAT WE CAN AFFORD TO PAY FOR QUALITY DAYCARE. HE WORKS ALL THE TIME NOW AND RARELY CAN SPEND TIME WITH OUR DAUGHTER. PLEASE HELP MAKE CHILDCARE AFFORDABLE TO ALL PARENTS. MY DAUGHTER IS THE MOST WONDERFUL GIFT. I CHERISH HER AND WANT HER TO BE LOVED AND CARED FOR."**

BUT PARENTS ALSO TELL US THEY WANT TO MAKE A DIFFERENCE. AS SUE, A 39-YEAR-OLD MOM FROM THE WOODLANDS, TEXAS, TOLD US, "I DON'T PRETEND TO HAVE

**THE ANSWERS, BUT I KNOW WE NEED SOLUTIONS AND WE
NEED THEM FAST. I WOULD LOVE TO BE PART OF FINDING
THAT SOLUTION, AND I THINK MOST GOOD PARENTS
WOULD."**

THIS CAMPAIGN IS ABOUT POWER:

THE POWER OF TELEVISION.

THE POWER OF THE INTERNET.

THE POWER OF PARTNERSHIPS.

THE POWER OF PARENTS.

THE POWER OF THE LOVE AND COMMITMENT WE HAVE

FOR OUR CHILDREN.

**AND THE INCREDIBLE POWER THAT IS UNLEASHED WHEN
WE COMBINE ALL THESE ELEMENTS. TOGETHER, WE CAN
ACHIEVE BETTER CHILDCARE FOR OUR FAMILIES.**

**I WOULD NOW LIKE TO INTRODUCE _____, A PARENT
WHO USES THIS WONDERFUL FACILITY.**

Nicole R. Rabner

04/07/99 04:53:35 PM

Record Type: Record

To: Ruby Shamir/WHO/EOP

cc:

Subject: Lifetime

----- Forwarded by Nicole R. Rabner/WHO/EOP on 04/07/99 04:54 PM -----



Elyse Rosenblum <ERosenblum @ basshowes.com>

04/07/99 04:40:09 PM

Record Type: Record

To: Jennifer M. Luray/WHO/EOP, Nicole R. Rabner/WHO/EOP

cc:

Subject: Lifetime

Attached, and embedded below, is a memo on the Caring for Kids campaign.

<<Whthse.wpd>>

MEMORANDUM

To: Jenny Luray and Nicole Rabner

From: Andrea Camp, Joanne Howes and Elyse Rosenblum

As you know, Lifetime is about to kick off the second phase of its three year Caring for Kids campaign. In phase one of the campaign, Lifetime gathered thousands of parents' childcare stories and has amplified those voices in the documentary *Confronting the Crisis: Childcare in America*. During phase two, Lifetime will work with a tremendous and diverse group of partners to engage and enrage parents and others around the issue of childcare. In phase three, Lifetime and its partners will ask these parents and others to vote on their childcare priorities.

During phase one of the campaign, Lifetime reached out to build trust

and make links with the groups that have been working on this issue. These partners include, among others, the Child Care Action Campaign, the National Association of Child Care Resource and Referral Agencies, the National Association for the Education of Young Children, the National Women's Law Center, the Healthy Child Care Campaign, the NOW Legal Defense and Education Fund and the Children's Defense Fund. Besides holding regular strategy meetings with these organizations, Lifetime hosted a summit on child care in Vermont last year. Largely as a result of Lifetime's demonstrated commitment to issues of importance to its viewers, the child care community has made it clear that it considers Lifetime's work on this issue as an invaluable asset.

Lifetime has also reached out to make partnerships with groups that have not historically worked on child care, such as the law enforcement community. We have worked with national coalitions such as the Early Childhood Public Engagement Network as well as state and regional coalitions such as the Maryland Committee for Children and the Texas I Am Your Child coalition. Finally, Lifetime has been working with the Benton Foundation's Connect for Kids project, which maintains an excellent website devoted to children's issues, to identify ways in which our efforts can complement and build upon each other.

Since viewing the documentary over the last few weeks, the advocacy community has become enthusiastic about the prospect of playing leadership roles in the campaign. These groups recognize that this is an unusual opportunity to combine their grassroots networks and professional expertise with Lifetime's excellent programming and media outreach capabilities in order to amplify their message. At this point our plans include the following:

Lifetime will partner with members of the advocacy community to co-sponsoring a series of events designed to encourage parents to take action on childcare. Several of the events will be co-sponsored by the National Association of Child Care Resource and Referral Agencies (NACCRA) and the National Association for the Education of Young children (NAEYC).

Lifetime will partner with state child care coalitions to host a variety of events including a Caring for Kids day on May 7th in New Hampshire, and similar events in Maryland and Texas.

We anticipate that several events will be co-sponsored by the Government Services Administration (GSA) as we discussed in our previous meetings with you.

Lifetime will be partnering with the Connect for Kids project in order that Lifetime's media outreach capacity can be used to broaden the reach of the Connect for Kids website, and, in turn, the website can engage parents and others in a dialogue about childcare and the importance of voting on this issue.

Several organizations including NAEYC, Zero to Three, Child Care Action Campaign, and the NOW Legal Defense and Education Fund are participating in Lifetime's Ask the Experts project in which parents can

e-mail questions about childcare to the Caring for Kids website and experts from these groups will respond.

We believe this mix of activities will enable Lifetime to reach wide and varied audiences around the country, and is likely to demonstrate that people from diverse walks of life share core beliefs concerning the importance of childcare today.

In creating relationships with these groups, as well as a presence in communities around the country, Lifetime will be well positioned to launch Phase Three of the campaign when Lifetime amplifies the voices of the people and delivers their messages to candidates. The grass roots message will complement and support a national referendum Lifetime plans to release at that time. This multi-faceted approach will enable Lifetime to truly amplify the voices of its viewers.

As you know, we are meeting with Lifetime tomorrow to plan the third phase of the campaign, which will begin in 2000, and to discuss additional details of upcoming events. We will keep you informed as the campaign evolves.

We believe Lifetime's commitment to this issue is unique in that they have the media outreach capacity as well as the trust of their 71 million viewers. Their commitment is equally important because they have no vested interest in any particular policy solution to the child care issue. Rather, their agenda is to amplify voices loudly enough, and to spur their viewers to take action, so that politicians and policy makers feel compelled to solve the child care crisis in America.



- Whthse.wpd

Nicole R. Rabner

04/07/99 03:20:02 PM

Record Type: Record

To: Ruby Shamir/WHO/EOP

cc:

Subject: April 12th

----- Forwarded by Nicole R. Rabner/WHO/EOP on 04/07/99 03:20 PM -----



Joanne Howes <JHowes @ basshowes.com>

04/06/99 08:07:14 PM

Record Type: Record

To: Jennifer M. Luray/WHO/EOP, Nicole R. Rabner/WHO/EOP

cc:

Subject: April 12th

Meridith Wagner just spoke with Cathy Black, the CEO, and she is thrilled. She is in California on Sunday and was planning to be there on Monday, but she will change her schedule and take the red-eye back to be part of the program. Her ecstasy was centered how great this is for child care, etc.

We will get you a memo outlining the response on the child care community to be part of Lifetime's campaign; their enthusiasm is based on their response to Lifetime video as well as some additional "meat on the bones" of the campaign

THIS VERSION IS EMBEDDED IN THE E-MAIL FOR THOSE WHO CANNOT OPEN THE WORD FILE

To: Lifetime Team

From: Ethel

RE: In Search of A New Conversation About Child Care: The Journey Ahead

CC: Helen Blank (CDF), Duffy Campbell and Judy Applebaum (National Women's Law Center), Joan Lombardi (Consultant), Nancy Sconyers (NACA), Sandy Newman (Fight Crime).

This process took longer than expected because:

- a). A great deal of work has been done to position child care as a social good and the results have yet to yield a successful approach.
- b). Child care sounds like a straightforward subject but the issue is very complicated. (Meaning there are a lot of message streams to consider).
- c). The fact that people already have opinions about child care presents a serious creative challenge in designing a way to have a new conversation. How can we talk about child care without triggering preconceptions, guilt, and defensiveness?
- d). The design of the focus group required a lot more input from people who have struggled with the problem of positioning child care as a social responsibility than originally anticipated.

I would like to share some of the conversations I have had as a way of setting the context for the guide that follows. All of the people I talked to agreed with the goal of our research project: To figure out how to position child care as an issue of social responsibility (a social good). The conversations were a reminder that a lot of the research in the field has tried to do this without success in the past.

They also serve as a reminder of the unique opportunity the "Lifetime Caring for Kids Campaign" presents to the community. Most research and message

efforts take place in institutional contexts that have funding and constituency imperatives that have an impact on approach and perspective.

This effort, because of Lifetime's central role and outsider status, has

fewer constraints. The breadth of the coalition and the diversity of the

constituencies of the participating organizations frees us from immediate

concern with any particular legislative program. We can step back and try to figure out what the public thinks and what obstacles exist to creating the

public will for universally-available, fully-funded quality childcare. We can focus our efforts on identifying message tools that will allow us to reframe the cultural debate. These tools can then be adapted by us and others to relate to specific policy focuses.

The Right grabbed the public conversation early on and framed child care issues in moral terms. Lifetime presents an opportunity to reframe the cultural conversation.

The people I talked to spend their lives committed to increasing the availability of quality child care. It is fascinating to hear the breadth of their perspectives and the variety of motivations that led each of them to work on child care. For some the primary focus is concern for what is best for children in terms of social, emotional and cognitive development. For others the focus is on integrating work and family needs in order to allow parents (read: women) to be able to do all of their jobs. Some people advocate for child care as one of several key vehicles to transition out of poverty while others argue for child care as a means to reduce the harm associated with poverty and family disruption in general (such as crime, lack of civility, etc).

The diversity in motivations is reflected in the multiple and varied message streams which in turn have some, little or no relationship to public consciousness. The desire or need to integrate work and family is a message that has reached the public, but in a specific form. The public thinks of individual needs to juggle obligations and spheres. The message hasn't been heard (or accepted) as one about full development of human potential as good for society or as needed for women to be full and equal partners. The public does seem to have thought about (and accepted) the idea that child care is an important component of helping poor women improve their economic position. The messages about the wellbeing of children whether in terms of education or socialization have not yet reached the public with the exception of some of

the aftercare messages that relate positive and safe programs for children with public safety.

The legislative focus of most child care advocacy groups is evidenced by the target audience for most of their conversations. Recently, EDK and the Berkeley Media Studies Group looked at print coverage of child care issues over the last five years as part of an evaluation of the Media Strategies Group convened by CCAC and the Communications Consortium Media Center (CCMC).

The findings of this report and an evaluation of the effort by participants in the project reveal that most of the conversations have been geared to opinion leaders more than to the general public.

Looking at the coverage reveals that three-quarters of the articles mentioning child care link it to the policy agenda but do not provide substantive discussion about why or how child care is a social good. Recently, more print coverage has asserted the need for universal child care, introducing words like quality and affordability into the conversation. This important shift has been accompanied by a dramatic reduction in quoting spokespersons from the ultra conservative perspective on child care (who represent a minority opinion). These changes indicate that the timing is right for trying some new conversations. Moreover, this effort can build on the collective wisdom of those who have worked on these issues for decades.

Helen Blank pointed out that the challenge facing the child care community is not the lack of a message, but the multiplicity of them. The community's

numerous funding streams have required many different messages. Headstart, welfare reform, after care programs, Smartstart, etc. all talk about child care from different perspectives and with distinct goals.. Headstart helps poor people (parents and children) develop skills. Welfare reform aims to place poor mothers into the labor market. After care focuses on providing kids an alternative to the streets so they (and the rest of us) can be safe. Smartstart's intent is to prepare kids to learn so that they can be productive citizens (read workers).

These multiple funding streams are the strategic response to a difficult political climate--the public has been unwilling to support universal child care and politicians are unwilling to champion universal care (or almost any other social spending issue) in the absence of mobilized public support. [A content analysis of recent media coverage on child care shows that, outside of the Clintons, very few public officials champion this issue in the press. Some evidence suggests that it makes a big difference in levels of public support when politicians campaign on this issue.]

Research commissioned by CDF and others persistently shows public unwillingness to pay "for other people's children." The best CDF has been able to do in moving the issue beyond poor people is to gain agreement that families with annual incomes below \$35,000 need and should get help. But this happened only after "really hammering away at the focus group participants." [Let me remind you that this income level represents a lot of American families. Hard to believe for those of us who live in NYC or the DC area.]

Duffy Campbell, Judy Applebaum, and Joan Lombardi stressed that we need to talk about the positive values of child care. They recommend that the appeals be framed in terms of helping kids (their kids and possibly all kids). We need to reduce guilt about using child care in order to get past the right wing's relatively successful efforts to divide working and stay-at-home mothers. Their review of Celinda Lake's work leads them to conclude that

appeals to support child care based on women's self-interest did not motivate women. Joanne (Howes) and I also found this to be true in working on the Women's Vote Project.

Duffy made an important distinction between arguments made around self-interest and those that address shared parental responsibilities and fair gender roles. She would like to know if there is any mileage to be gained from articulating a position that it is important to give men the

opportunity to parent. Shared parenting is good for families (that have two parents) -- for the individual parent, for the relationship between the adults, and for the children.

Joan believes that a fundamental step in the reframing process is to create public acknowledgement of child care as a given. She believes the best way to promote a social response is to ask, "Given that kids are in child care, how do we make sure we do right by these kids?" She underscores that we must help move people out of the "guilt box." You cannot rally people around a cause if the issue is guilt-ridden.

Nancy Sconyers suggested that it might be possible to build support by approaching child care from a community perspective. Child care contributes to the cohesion of communities. When it comes to low income parents, services are delivered by community-based organizations. We need to articulate what benefits accrue to the community because of quality child care.

Coming off a successful effort to pass after care legislation, Sandy Newman is the most hopeful of the group. He is "convinced" that the developmental approach will reframe the issue. He suggests replacing the term child care with "early childhood education and after-school youth development programs."

He believes that the public will agree that these programs provide kids with the "values, responsibility and skills that they need to succeed." He suggested some compelling messages mixing a carrot and stick approach to promote public engagement. Some of his messages are incorporated in the guide.

Helen recommended that we explore the importance of learning as a way of getting at the positive positioning of child care. This ties into being ready to learn, ready to read, being comfortable with language. Others reiterated the concept of reading and vocabulary readiness within the larger framework of getting kids ready for school.

When I talked to Faith (Wohl) about this, she said we should acknowledge

social development as well as cognitive learning. For example, kids in good child care learn how to share, how to follow directions, how to play and work with others. It helps kids get ready for life, not just for school.

Nancy Sconyers framed these concerns in a broad question that she is curious to hear answered: what is the relative public importance attached to children's developmental growth over against concern for parents working and being able to support children? Answering this question will be critical to identifying message tools that work. If the public's overwhelming primary concern is about jobs and work, emphasis on the benefits of child care to children will fall on deaf ears. On the other hand, if huge segments of the public really feel that "children are our future," whether they mean that as future workforce, citizens, or leaders, then emphasis on today's parents that fails to address the impact on their offspring will be equally ineffectual.

Based on all of this I recommend that we start by listening to people and looking for openings for different ways to talk about child care that emerge.

The messages that we craft must focus on attitudes and ideas about child care more generally rather than specific funding mechanisms. We need to understand the public's position on the larger issue in order to determine how we can create or increase their understanding of the need for quality, affordable care. The specific mechanisms for achieving this goal will follow if we can succeed in establishing the societal need. I have come to think of this guide (and the first few focus groups) as a fishing expedition for a cultural conversation. After some initial listening, I will re-write the guide and alter the next set of focus groups.

Remember that politics is the art of the possible. Cultural change is about thinking the unthinkable. In this day and age it is hard to think of universal child care as "unthinkable."

FOCUS GROUP DRAFT GUIDE (April 3, 1999):
LIFETIME'S CARING FOR KIDS CAMPAIGN

WARMUP

Please tell me something about yourself, your job, your family and your favorite television program.

THE ISSUE FROM THE PARTICIPANT'S PERSPECTIVE

Let us start with a word association exercise. I will say a word and you tell me the first thing that comes to mind.

WORD ASSOCIATION

Family
Money
Health care
Sex
Child care

Do you think of child care as a good thing or a bad thing? Why?
[Listen to see if they articulate the contributions child care makes to the child's development, to the parents' ability to work, to society - but this is open ended we do not push them at this stage]

Okay, back to the word association
Learning
Education
Parenting

When you compare yourself to your mother as a parent, those of you who have children, would you say you are as good a mother, a better mother, or not as good a mother as your mother was when you were growing up? [Why?].

Is parenting still mainly women's work or are men taking on some of the responsibility?
Should men take on more responsibility?
Can men take on more responsibility (if not what is stopping them?).

Suppose you had a young child. If someone was to use one of the following phrases to describe your child which of these descriptions would you most like to be true about your child.

"Easy going"

"Cute as a button"

"Loves to learn"

"Has a mind of his/her own"

Why did you choose that phrase?

I am curious about this phrase "loves to learn." What does it mean?

Do any of you know adults who you would characterize as loving to learn?

Where does it come from?

Someone told me that people develop the desire to learn very early in life, before age five. Do you think this is true? Why is it true?

I have been reading these parenting magazines and have learned that the first five years of a child's life help shape children's desire to learn and their ability to learn.

What do the experts mean by that?

Lets make believe I am a first time mother with a two year old child.

Like

many mothers these days I need to go back to work. I plan to enroll my child

in a local child care center. Given how important experts are saying these

first five years are to a child's development, does putting him or her in

child care help their development, hurt their development or make no difference?

[Probe on what could be good about putting child in child care for the child and for the parents.]

Let me ask you about something else. How many of you went to kindergarten or nursery school when you were growing up?

How many of you sent your kids to kindergarten?

When our parents were growing up school started in first grade at age ??.

Now most kids start school in kindergarten at age ??.

Why did this change? Is this a good thing?

Suppose we were going to start from scratch, at what age do you think kids

should start kindergarten these days (why?)

Those of you with children, what did you do when your kids got out from school at 3:00? What are kids doing after school these days?

Are there after school programs for kids in this area?

Are they any good?

How do you tell a good program from one that is not all that good?
Should after care be an extension of the school day or should it be something else?

THE CHILD CARE ISSUE FROM OUR PERSPECTIVE

Are you familiar with the phrase "early childhood education?"

What do you think it means?

Is this the same as child care?

Do you think child care is a benefit for all of us, whether or not we have children? Or do you think child care is good for kids, but has little impact on those of us without children?

I am passing around a handout. Many people who study child development say that early childhood education is critical for children. Child care experts say child care, when it is done right, is a very positive experience for

children. This handout contains arguments made by child care experts in order to explain to people why quality child care is good for all of us

whether or not we ourselves have children. Please read each statement and tell me whether you find the statement, very convincing, somewhat convincing, or not convincing.

HANDOUT NUMBER ONE

Child care experts say child care, when it is done right, is a very positive experience for children. This handout contains arguments made by child care experts in order to explain to people why good child care is a benefit to society. Please read each statement and tell me whether you find the statement, very convincing, somewhat convincing, not very convincing, or not convincing at all.

1). When child care is done right, under the watchful eye of a qualified teacher, kids benefit greatly by learning how to share, follow directions, how to play and do projects with other children. They are also encouraged to ask a lot of questions so that their natural curiosity about the world is nurtured, Kids benefit from a learning environment with set rules with

clear limits. The friendships they form with kids their own age play an important role in a child's sense of wellbeing. Child care helps prepare kids for school but more importantly it helps kids prepare for life.

Very convincing Somewhat convincing Not convincing at all

2). Kids today live in a much more hurried, stressful and complicated world than kids did in the past. Good child care creates a protective environment for children by providing them with a routine that is paced around the needs of children rather than the demands of the adult world. Even the furniture is their size. In child care, kids take regular naps, eat well-balanced meals at a set time, and get to play with other kids. Today's children need this kind of safe and appropriate environment so they don't grow up too fast.

Very convincing Somewhat convincing Not convincing at all

3). New scientific research shows that while parents are at work in order to support their families, the quality of their children's preschool from birth until kindergarten seriously shapes their little one's intellectual, emotional, and social development. Nurturing, stimulating, educational child care not only helps kids start school ready to learn but also helps them learn to respect others and cooperate with other children. The earlier kids learn these traits, the better behaved they will be as adults.

Very convincing Somewhat convincing Not convincing at all

4). Most young children are in some form of child care. Instead of debating the pros and cons of child care, we need to accept that fact, and make sure that children are provided quality care so that they get the most out of the experience. When done right, child care promotes language and reading skills, helps kids learn how to get along with others, and teaches children to value themselves and other people. Since children are in child care, we need to make sure that they receive the kind of quality care early on that will help them become the best citizens possible.

Very convincing

Somewhat convincing

Not convincing at all

5). Hundreds of police chiefs recently issued a report saying good educational child care for babies and toddlers has been proven to sharply reduce the risk that kids will become teen delinquents or adult criminals.

They also say it has been proven to help kids start school with the ability and desire to succeed and learn the values and skills to become good neighbors and contributing citizens.

Very convincing

Somewhat convincing

Not convincing at all

6). People are not born good parents. They need help to learn how to understand their children's needs and how to balance the child's needs and the pressures they feel from their spouse, their employer, and themselves.

Child care helps parents be better parents. A good child care provider has a lot of experience with a broad range of children. They are in a position to identify developmental problems early, they can tell the difference between a cold or an allergy, and they can give advice on how to discipline a child

that is consistent with the child's preschool experience. Everybody gains from this relationship when child care is done right.

Very convincing

Somewhat convincing

Not convincing

MODERATOR SPENDS TIME REVIEWING THEIR ANSWERS AND GETTING THEM TO TALK SPECIFICALLY ABOUT WHAT THEY LIKED AND DID NOT LIKE ABOUT EACH MESSAGE.

Okay, now that we have discussed what the child care experts have to say

I would like you to consider an argument against child care. I am passing out another handout, this time with arguments for why society should not invest

in child care. Please tell me how convincing you find these arguments - very convincing, somewhat convincing, not convincing.

HANDOUT NUMBER TWO

1) Having children is a private decision and parents need to take responsibility for that decision. Maybe men and women should share the workload, but still it is the parents' responsibility to care for and raise their own children.

Very convincing

Somewhat convincing

Not convincing

2)Parents, not child care providers, are best suited to provide the one-on-one attention and love that makes children alert and compassionate.

Very convincing

Somewhat convincing

Not convincing

3)These experts are saying that we have a responsibility to support child care and to improve the opportunities offered every child. I would rather spend my tax dollars helping women with young kids stay at home rather than give it to child care centers. Very convincing Somewhat convincing

Not convincing

3) Child care may be a good thing but we cannot afford to provide society with everything people need. There are other, more pressing demands on public funds.

Very convincing

Somewhat convincing

Not convincing

MODERATOR PROBES AND PRODS ON RESPONSES TO THESE STATEMENTS. For example, on the question about paying for women to stay home, need to follow up with how much money are we talking about here? Probe tax credit versus paid parental leave. On statement about not wanting to pay for other people's children, probe on should we pay for public education and what is the difference here?

Up to now we have been talking about what is good for kids. Let us talk a little bit about what is good for women. Do you agree or disagree with the following statement:

Child care isn't just about children, but about the opportunities for women to develop skills outside the home, earn money, and participate equally in society.
Why agree or disagree?
[For those who agree]Is this a reason for us to press for better access to affordable, quality child care? [Why/Why not?]

DESIGNING THE CAMPAIGN

Suppose I told you that Lifetime Television is launching campaign with the simple message. They want politicians to hear that tens of thousands of people think it is time for high quality, safe and affordable childcare to be made available to all families.

First, Lifetime and over 100 women's and children's advocacy organizations will publicize the real-life stories behind the issue. They are going to

televise information about the childcare crisis in America. The campaign will

tell politicians that child care is no longer a parent's private problem. It

is family issue, a health issue, a safety and crime prevention issue.

Child

care is a societal issue. The campaign will let politicians know that if they

want the votes of women and men who care about children, they will stop kissing babies and start supporting child care solutions. What is your reaction to their doing this?

I would like to show you two public service announcements that Lifetime will

be showing this month and get your reactions to them. I am handing out a

sheet of paper with room for you to:

Indicate whether you think this is a very effective message for child care,

somewhat effective, or not effective and why you think that. Please make

your comments privately in writing. We will discuss the public service announcements after you have had a chance to view and evaluate them.

MODERATOR SHOWS TWO PSAs AND GETS PARTICIPANTS' REACTIONS

Lifetime will also be airing a documentary this month on the subject. I

would like to show you several clips from that documentary and get your reactions. Once again I will be handing out a sheet of paper with room for you to:

Indicate whether you think this is a very effective message for child care,

somewhat effective, or not effective and why you think that. Please make

your comments privately in writing. We will discuss the clips after you have had a chance to view and evaluate them.

FOR LIFETIME TEAM: WE NEED TO DECIDE WHICH CLIPS TO SHOW AND IN WHAT

ORDER.

The number of clips will depend on how much time we have remaining.

My recommendations are:

Testimony by Lifetime mom

France

Police chief

Hillary Clinton

Parents early on in the show

Segment that talks about corporate solutions

CLOSING COMMENTS

Now that we are almost done I would like to ask you what you think about all

this. Given all you have heard tonight, what, if anything, do you think that

we as a society ought to be doing to make sure that young children are getting quality care?

You guys have been great. Before you leave let me go around the table one

last time and ask each of what is the one thing that you are taking away from

tonight's discussion that you will still remember a few weeks from now?

Moderator goes around the table. Thank you, you guys have really taught me a

lot. Have a good evening.



FROM THE OFFICE OF ANN BROWN
CHAIRMAN

U.S. CONSUMER PRODUCT SAFETY COMMISSION
4330 EAST WEST HIGHWAY
BETHESDA, MD 20814

Office: 301-504-0213
Facsimile: 301-504-0768

discussed
follow up -
Sept.

Please deliver the following fax to:

Name: Katie Buttar
Organization: First Lady's Office
Fax Number: 202 1456-1244

Number of Pages (Including cover sheet) 3

From: Bureau Reply

Telephone: _____

Message: _____

NOTE: If all pages are not received, or if you have any problems with this transmittal, please contact the person listed above.

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United States
CONSUMER PRODUCT SAFETY COMMISSION
Washington, D.C. 20207

MEMORANDUM**DATE:** August 10, 1998

TO : Katie Button
Asst. to Melanne Verveer
Office of the First Lady

FROM : Barbara B. Rosenfeld
Senior Advisor to the Chairman

SUBJECT: Promoting child safety in child-care centers

Attached is the memo we gave to Melanne in June. We expect the study to be completed sometime in October, and would use its results to launch the child safety initiative.

Later this month, we plan to discuss the idea of printing the checklist with a manufacturer who is interested in a partnership project with us.

Many thanks.

(301) 504-0213

Attachment(s)

The First Lady and Children's Safety in Child Care Centers

First Lady Hillary Clinton could spearhead a national campaign on child safety in child care centers. To launch this high-visibility effort, Mrs. Clinton could announce the results of a new CPSC study on injuries in these centers. To help busy parents evaluate the safety of their child's center, she could promote a safety checklist entitled *Is Your Child Care Center Safe?: A Checklist for Parents*.

National Child Care Center Safety Study: Every day, thousands of children are injured in incidents that could have been prevented. CPSC is currently collecting information about injuries in child care centers from hospital emergency rooms around the country. This national study, the first of its kind, will highlight those areas in child care centers that are most hazardous to young children.

Child Care Center Safety Checklist: The safety checklist would be based on the hazards that CPSC identifies as the source of most injuries at child care centers. While this checklist might not address every hazard, it would inform parents about hazards that should be corrected to reduce or eliminate causes of injury to young children. These are likely to include unsafe playgrounds, cribs or poisoning hazards.

Other issues that might be included, depending on the results of the survey, could be window blind cords, beanbag chairs, and drawstrings in children's clothing. The checklist also could include categories of products recalled by CPSC that are used in child care settings as well as in the home, such as playyards.

The safety checklist could be made available on CPSC's (and the White House's) web site and disseminated through the media.

National Child Care Organizations: Another prong of the campaign could involve working cooperatively with national child care organizations to get the word about the study results and recalled products to child care centers and providers, so they could take steps to correct any unsafe conditions in their centers.

As an added bonus, parents are likely to learn about unsafe products or conditions in their own homes from this campaign, especially the safety checklist. Even small changes in prevention -- both in child care centers and at-home -- are likely to result in big reductions in injuries and deaths to children.

POTENTIAL GSA CHILD DEVELOPMENT CENTER SITES FOR
CPSC/LIFETIME ANNOUNCEMENTS

APRIL 12, 1999

(in order of preference)

Pluma
Abular
1. Fingerprints Child Development Center - 35 *Kek Barnes 202 501-1945*

Fingerprints is sponsored by the General Services Administration Headquarters, the Office of Personnel Management and the Department of the Interior. It is located in the GSA Building at 1800 F Street, NW. The center serves infants to age 5. The capacity is 54 children. The center is accredited by the National Association for the Education of Young Children. The playground is located on National Park Service property at 19th and E Streets. Bright Horizons Family Solutions is the provider.

2. Federal Energy Regulatory Commission Child Development Center

Louise Wild 202 0610
This center is sponsored by the Federal Energy Regulatory Commission (FERC) and is located at FERC's new office building at 888 First Street, NE, near Union Station. The capacity is 68 children. It serves infants through kindergarten. The center is accredited by the National Association for the Education of Young Children. There is an onsite playground. The provider is Bright Horizons Family Solutions.

3. Energy Child Development Center *Mike Lodish, 536-6800*

The Energy Child Development Center is sponsored by the Department of Energy. It is located in a modular building behind Energy Headquarters at 1000 Independence Avenue, SW. The capacity is 64 children. It serves infants to age 5 and has a summer program for school-age children. The center is accredited by the National Association for the Education of Young Children. There is an onsite playground. The provider is Bright Horizons Family Solutions.

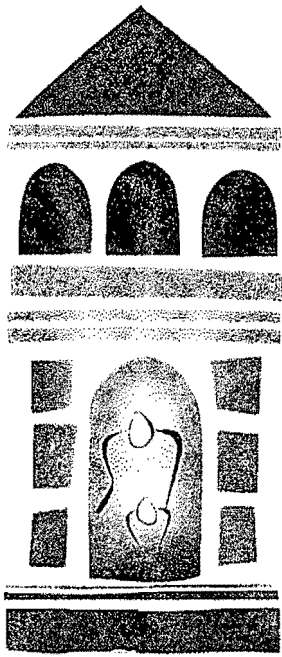
4. Just Us Kids *-Director: Pam Simon; 301-317-5688 6-630*

219-3200
Just Us Kids is sponsored by the Department of Justice. The center is located in leased space at 625 Indiana Avenue, NW. The capacity is 100 children, and the center serves infants through kindergarten. The center also sponsors a summer program for school-aged children. The playground is located a few blocks from the center at the FBI Headquarters Building. The center is accredited by the National Association for the Education of Young Children. It is operated by a non-profit board of directors.

Page 2

X 5. U.S. Kids

U.S. Kids is sponsored by the Executive Office of the President, the Departments of Veterans Affairs and the Treasury, and the Export-Import Bank. The center is located in leased space at 1425 New York Avenue, NW. The capacity of the center is 107 children, and it serves infants to age 5. It is accredited by the National Association for the Education of Young Children. This center has no playground but has been using an area of the lawn of Main Treasury while a long-term playground solution is sought. It is operated by a non-profit board of directors.



*"We must have a place where
children can have a whole
group of adults they can trust"*

—Margaret Mead

Annual Profile of Child Care Centers in GSA Space

U.S. General Services Administration

Public Buildings Service

January 1999

Data collected
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CLINTON LIBRARY PHOTOCOPY

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GSA works in partnership with Federal agencies and boards of directors to select high quality child care providers. We strive to take advantage of the best available child care resources within each local community. Overall program guidance and standards are prioritized in formal licensing agreements.

"Family friendly
programs cut costs
and lift productivity
while improving
service and employee
retention."

Title 40 of the United States Code, Section 490b, as amended, gives Federal agencies the authority to establish child care centers for Federal families without charge for rent or services. The Code, known as the Tribble Amendment, requires that at least 50% of the children enrolled in a center be children or dependents of Federal employees. The remaining enrollment may be open to the general public.

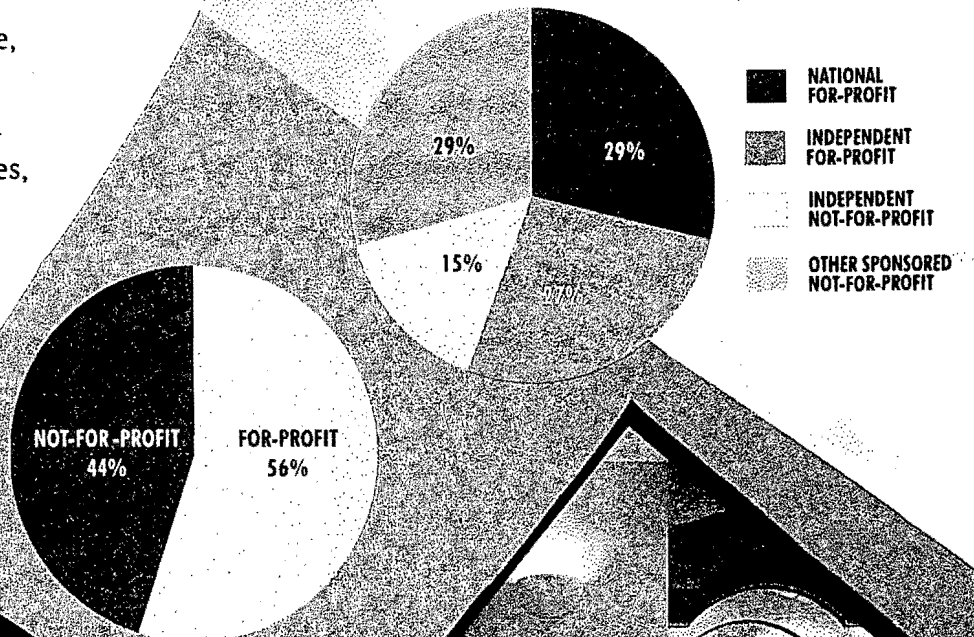


CLINTON LIBRARY PHOTOCOPY

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GSA oversees a network of private, market-based child care providers. This network, which consists of both for-profit and not-for-profit companies, includes nationally recognized providers as well as small independent organizations.

WHO PROVIDES OUR CHILD CARE



Partners in the Community

Currently, 112 child care centers operate in 32 states and the District of Columbia. This year 20 centers participated in a variety of innovative partnerships addressing the quality, availability and affordability issues in their communities. These partnerships included: agreements with Head Start, the public schools, state funded pre-k programs, local community outreach programs, training agreements with universities, a pilot project with the military, and consortium agreements with local employers.

CLINTON LIBRARY PHOTOCOPY

Reflecting Diverse Local Needs

PROGRAMS

Of the 112 centers operating nationally:

- 91% provide infant care
- 23% provide kindergarten (state-approved) programs
- 67% provide drop-in/emergency care
- 30% provide summer programs for school-age children
- 16% provide before/after school programs

Each community establishes priorities for its center within the quality guidelines set by GSA. As a result, GSA's Child Care Program serves a rich geographic and demographic diversity of Federal families.

"Childhood is a place as well as a time."

—Mary Sarton

OPERATING HOURS

- 89% of the centers are open 11 or more hours per day
- Open hours range from 10-13 hours per day

ENROLLMENT FIGURES

Total National Enrollment
... 7,646

Full-time Enrollment
... 6,410

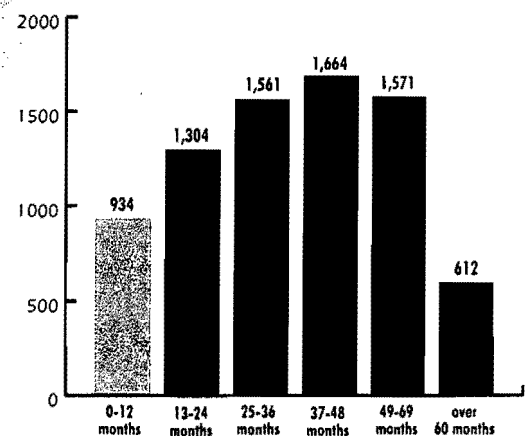
Part-time Enrollment
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Enrollment from Federal families
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Enrollment from Non-Federal families
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CLINTON LIBRARY PHOTOCOPY

AGE GROUP OF CHILDREN IN CENTERS



Providing Quality, Accredited Care

All centers operating in GSA managed space are required to achieve accreditation from the Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC). Health and safety, staffing, staff qualifications, physical environment and administration are all reviewed during accreditation. 67% of eligible centers currently are accredited.

STAFFING LEVELS AND EXPERIENCE

- Centers employ 1,597 full-time staff and 384 part-time staff (caregivers, administrators and support staff)
- 71% of Directors have 10 or more years experience in early childhood education
- Average tenure for directors in a center is 3 years

STAFF SALARIES

	RANGE	AVERAGE
Director	\$18,684-\$57,482	\$32,210
Highest paid teacher salaries . .	\$13,711-\$54,080	\$23,947
Entry-level teacher (with degree) . . .	\$12,293-\$31,366	\$18,405

STAFF BENEFITS

99% of centers provide paid vacation, 83% provide paid sick leave, and 99% offer health insurance. 84 centers contribute 50% or more of the employee's premium. 61% of centers offer a retirement plan.

STAFF TURNOVER

- Average number who left centers in the 12-month period: 8
- Average annual turnover rate: 48%
- Average turnover rate for full-time teaching staff: 33%

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OFFERING MARKET-DRIVEN, FEE-BASED CARE

Cost of care in GSA Child Care Centers is determined locally. Tuition rates vary according to geographical location, services offered, number of operating hours, size of center and other criteria. Federal agencies do not subsidize operating costs. Instead, parent fees are assessed.

TUITION DATA

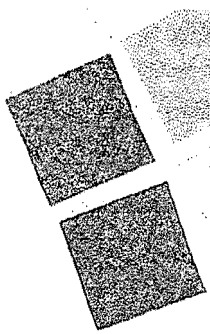
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Infants	\$152	161	\$77-240
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TUITION ASSISTANCE

Because the cost of high quality care is not affordable for many families—even when the government provides space and equipment—tuition assistance is critical.

- 100% of the centers offer a tuition assistance program
- 1,840 families received some form of tuition assistance at some time between October 1997 and September 1998.
- Centers reported a total of \$1,395,662 was distributed from a variety of sources—\$323,082 from Combined Federal Campaign/United Way contributions and the balance primarily from state funds, recycle funds or fundraising events run by the boards of directors.
- 70% of the Centers received Combined Federal Campaign and/or United Way contributions
- Grant money, used for training and special programs to enhance quality, also directly or indirectly affected the cost of care for parents.
- 23 centers received non-Federal grants
- 31 centers participated in the USDA Food Program



Future Directions

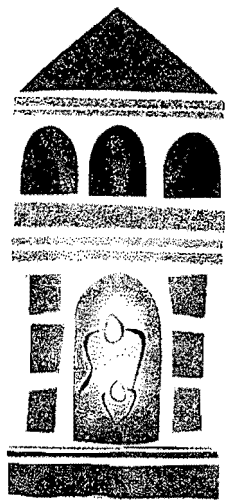
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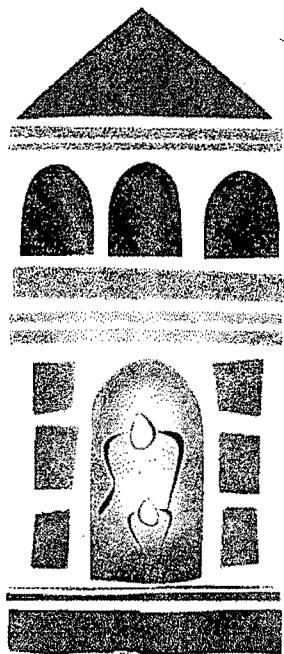
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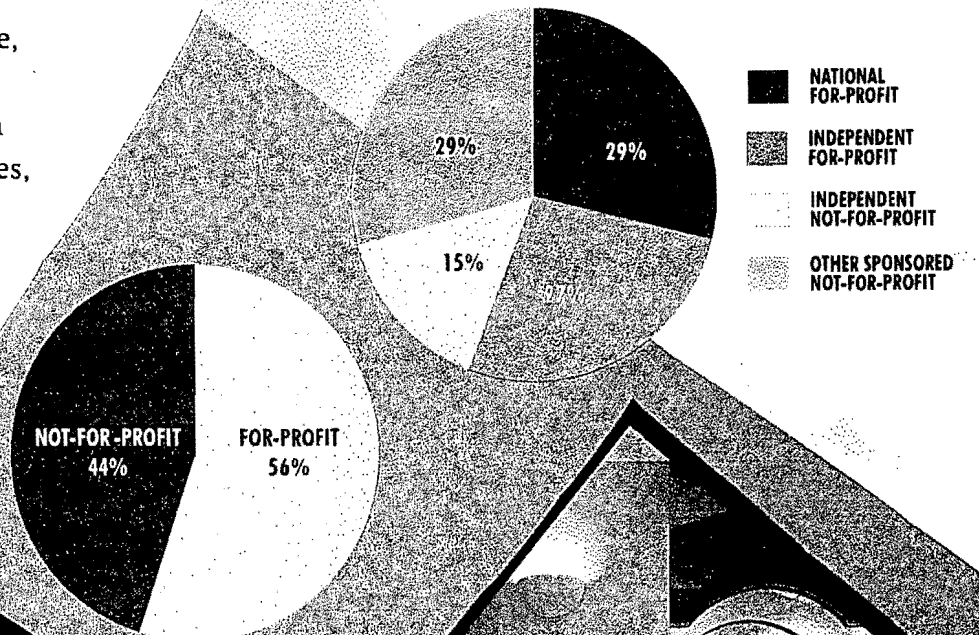
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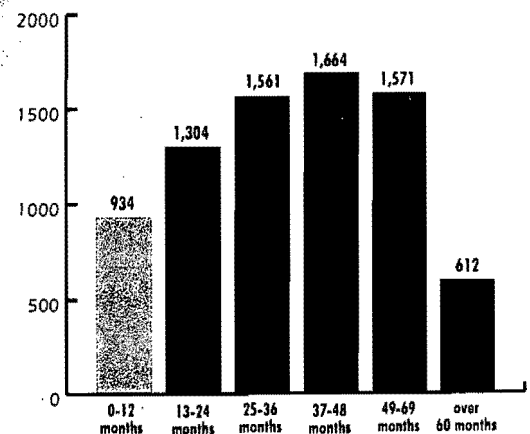
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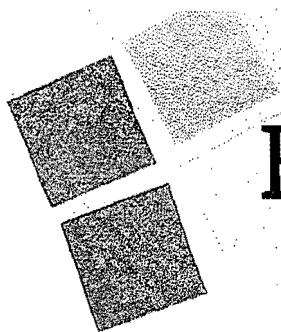
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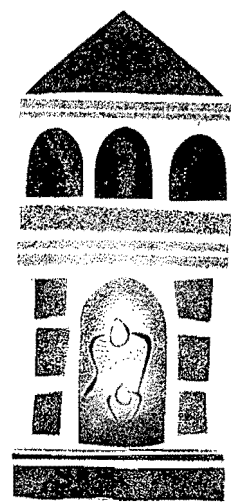
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