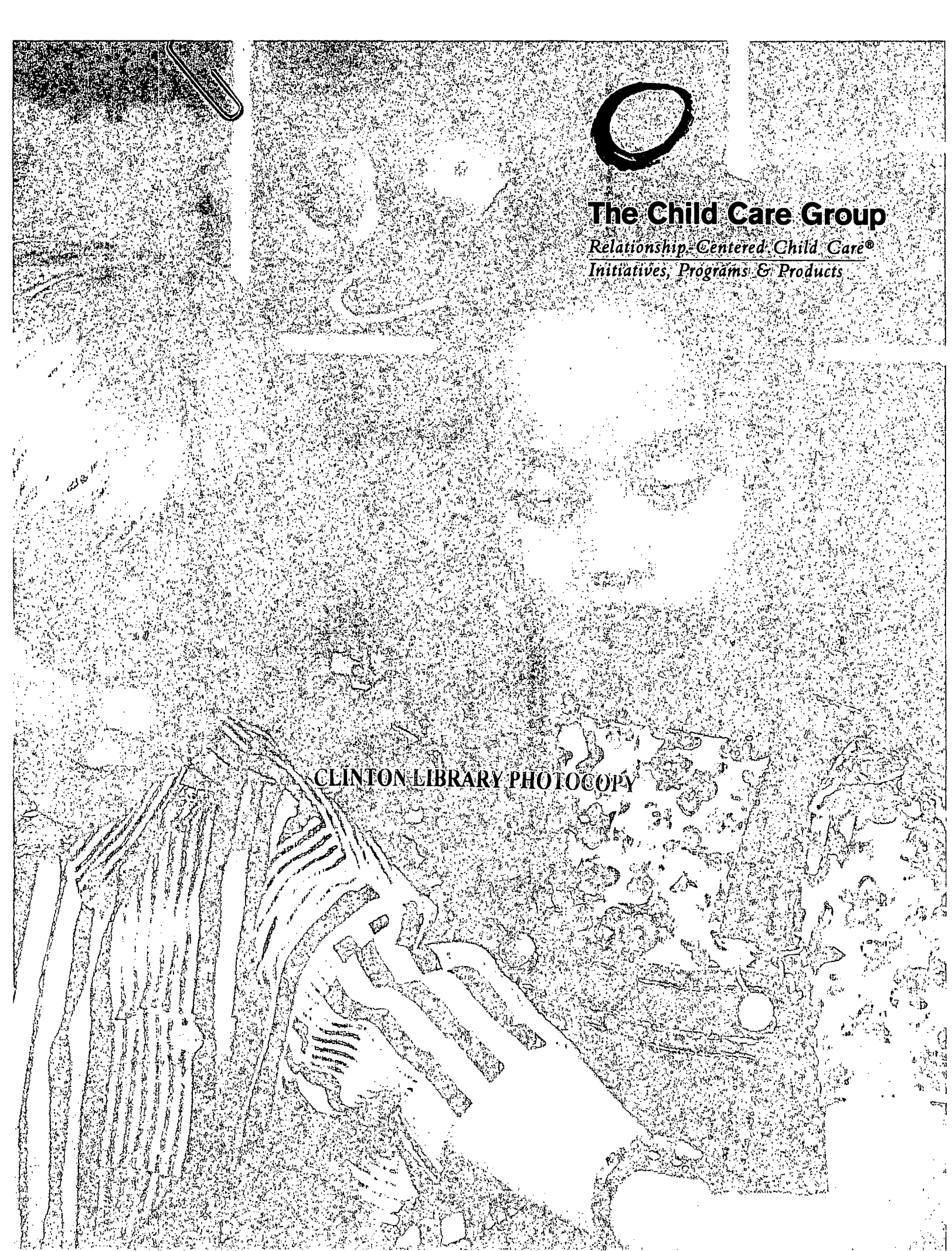


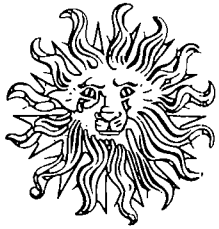


The Child Care Group

Relationship-Centered Child Care®
Initiatives, Programs & Products

CLINTON LIBRARY PHOTOCOPY

July 23, 1997



Jennifer Klein
Office of Domestic Policy
White House
1600 Pennsylvania Avenue
Washington DC 20500

Dear Jennifer:

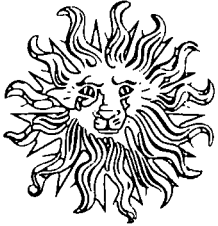
I am writing to you concerning the upcoming White House Child Care Conference in October. As we both know, child care is a critical national issue, especially since inadequate child care is linked to rising juvenile crime. The Child Care Group, a Dallas-based non-profit organization, offers a unique child care solution - one that has clinically-proven results - to help children develop emotionally, socially, and scholastically. We are very interested in participating in a dialogue to facilitate changes in the conditions and policies concerning child care today.

The Child Care Group pioneered the model of care called *Relationship-Centered Child Care*, a philosophy that focuses special attention on relationship-building and the emotional well-being of very young children. Our nation is facing a dramatic increase in juvenile violence and lack of early positive relationships are largely responsible for this epidemic.

Relationship-Centered Child Care incorporates the core basics of good child care: low child-to-caregiver ratios, small group size, caregivers with child development training and education, a program individually designed to promote each child's progressive development, and a stimulating learning environment for young children. *Relationship-Centered Child Care*, practiced by both child development centers and home-based care givers, places children in small "family" groups (ranging in age and gender) with one constant caregiver. **The caregiver and the child remain together for three years** allowing a strong relationship to form and helping develop a child's conscience and empathy.

Jennifer Klein

Page 2



The Child Care Group has been providing exemplary child care for the past 96 years and the officers have over 85 combined years of experience in child development. Any one of the three principals - Madeline Mandell, president and chief executive officer, Roberta Bergman, senior vice president, and Sonya Bemporad, senior vice president, would be a valuable addition to your conference.

I have included several articles, and a segment from *ABC World News Tonight* with Peter Jennings, featuring The Child Care Group in their "Solutions" segment for your review. Myself or Roberta Bergman would be happy to answer any questions that you may have or to expand on the results and philosophies of *Relationship-Centered Child Care*. I can be reached at 214/443-9901 ext. 5416, or Roberta Bergman can be reached at 214/905-2401.

I will call you in the next week to follow-up with you. Thank you for your time and consideration.

Sincerely,

Kristy Liles

Kristy Liles



The Child Care Group

Relationship-Centered Child Care®
Initiatives, Programs & Products

Contact: Liz Cain or
Courtney Ravkind
214/443-9901
ext. 5414 or 5408

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Backgrounder

Suite 250

Dallas, Texas 75247-4919

phone 214 • 630 • 7911

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RELATIONSHIP-CENTERED CHILD CARE®

The Child Care Group (CCG) of Dallas, a recognized innovator in the field of child care, developed the *Relationship-Centered Child Care®* method. *Relationship-Centered Child Care®* is a philosophy and methodology that focuses special attention on relationship building and the emotional well-being of very young children. After introducing *Relationship-Centered Child Care®* in the mid 1970's, CCG has successfully practiced the method in its own child care centers while continually refining the process as issues arise.

Problems With Child Care Today

CCG is concerned with the state of child care, which is too often focused on parents', employers' or policymakers' needs rather than the fundamental needs of the child. Today's child care must ensure children have the opportunity to develop into productive, responsible members of society with a basic sense of accountability and conscience.

Fifty-three percent of mothers with children under the age of one, and over two-thirds of mothers with preschool age children are currently in the work force. There are numerous child care alternatives available to these parents, but relatively few provide the quality and continuity of care necessary for children and caregivers to develop meaningful relationships, thus hindering the development of emotionally

-more-

healthy children. The lack of emphasis on relationships is believed to be one of the reasons for the problems with juvenile violence society is now experiencing. By creating child care that develops healthy relationships and conscience, caregivers and child care providers establish barriers to violence in the future.

Focus on Relationships

Relationship-Centered Child Care® is centered around developing and maintaining the relationships of infants, toddlers and preschoolers with their primary caregivers. With the purpose of establishing an environment of meaningful human relationships, *Relationship-Centered Child Care®* also incorporates the core basics of good child care: low child-to-caregiver ratios, small group size, caregivers with child development training and education, a program individually designed to promote each child's progressive development and a stimulating learning environment for young children.

CCG's approach, practiced by both child development center and home-based caregivers, creates "family groups" in which five children ranging in age from infants to three years participate. Children aged three to five participate in groups of nine, and each group has its own "constant caregiver". The caregiver is the primary person who relates to the children and their families. Family grouping allows each child and the caregiver to remain together for the three years the child is in the infant/toddler or preschool group. Children and caregivers participate together over a period of time sufficient to experience the depth of relationship necessary to assure the positive developmental achievements too often at risk in most current situations. *Relationship-Centered Child Care®* promotes and maintains continuity, which is essential in assuring the depth of emotional investment and attachment required for healthy development and growth.

Relationship-Centered Child Care® is successful in settings with low caregiver turnover. With industry turnover rates in excess of 40% per year, CCG has conquered this challenge by attacking the problem head on. In centers CCG operates, employees are paid at a level above industry average, provided a comprehensive benefits package atypical of most child care centers and receive strong leadership support and training. For home-based care providers, CCG trains caregivers not only in *Relationship-Centered Child Care®*, but also in the basics of managing a home-based business.

Proven Results

CCG's *Relationship-Centered Child Care®* has produced proven results. An independent research study commissioned by CCG tracking its preschool graduates through grade 11 shows that children who attend CCG centers for at least ten months score better than their peers on standardized achievement tests and are less frequently retained in grade. This further proves that relationships in a child's early development contribute to a difference in the ability to learn.

CCG is committed to our national interest, as well as to the interest of every child entrusted to the care of someone other than their parents. Faced with the reality that other-than-parent child care will continue to be in high demand, CCG is taking steps that help children develop core capacities for intimacy, empathy and conscience.

As millions of American children spend more of their waking hours with caregivers rather than parents, CCG plans to educate both the public and private sectors about the connection between a child's early care experience and his or her future success. The goal of CCG is to make *Relationship-Centered Child Care®* the accepted and preferred norm for other-than-parent care.

###

Contact: Liz Cain or Courtney Ravkind
214/443-9901
ext. 5414 or 5408

The Child Care Group: A History of Caring

The Concern for Children

At the turn of the century, child care was organized by caring and civic-minded people concerned about the appalling conditions in which many poor children were living. In 1901, three organizations -- the *Clara Chaison Free Kindergarten and Training School*; the *Free Kindergarten Association*; and the *Dallas Free Kindergarten and Industrial Association* -- joined forces to provide day care and kindergarten for the children of the women who worked in the cotton mills of Dallas. By 1903, there were a total of 350 children enrolled in the consolidated *Dallas Free Kindergarten and Industrial Association* programs, with many more on waiting lists.

Through the years, the organization evolved into what is now known as *The Child Care Group*.

Changing Times

In 1924, merging with the *Infants and Milk Association*, the organizations came together under one name: the *Dallas Kindergarten, Nursery and Infants' Welfare Association*.

- more -

History/ Page Two

During the next quarter-century, the organization evolved rapidly to keep pace with the growing and changing needs of the community. The *Kindergarten and Training School* merged with the Southern Methodist University School of Education, enabling the organization to increase the number of nurseries and infant welfare programs.

In 1952, the organization transferred its Infant Welfare Clinics to the Dallas Health Department and was renamed the *Dallas Day Nursery Association* to reflect its focus on day care.

By 1970, the name had become the *Child Care Association of Metropolitan Dallas*, and the organization was officially described as “a multi-purpose agency offering comprehensive services through nine child care centers, family day homes, before- and after-school programs and a ‘baby center.’”

By 1975, the organization had begun to use an expanding body of knowledge about how children develop. The translation of that knowledge into practice evolved into the *Relationship-Centered Child Care* approach -- the centerpiece of the organization’s efforts.

In 1983, the organization, now called *Child Care Dallas*, began careful research into the effects of *Relationship-Centered Child Care* on the development of young children. The results were extraordinary: children in the program for nine months or longer

- more -

History/Page Three

demonstrated positive and significant long-term effects on their cognitive, social and physical achievements (See enclosed *Relationship-Centered Child Care: New Hope For America's Youngest Children*).

Child Care Today

As the agency broadened its services, the *Child Care Dallas* name became known throughout the community as the division of the organization operating child development centers and a system of family child care homes serving low income families. *Child Care Dallas* served more than 1,000 low income children in 1995. Annually, *The Child Care Group* receives the largest United Way contributions to an independent Dallas-based organization.

The 1990s have been a time of great recognition for *The Child Care Group*. In 1992, the Pearl C. Anderson Child Development Center in Garland, Texas was named one of the 10 Best in the country by *Child Magazine* (a *New York Times* publication). In 1993, *The Child Care Group* was chosen from among more than 50 nominees to receive the Community Council of Greater Dallas' "Excellence in Human Services Programming Award." And in the 1990s, *The Child Care Group* has been successful in gaining a large number of contracts to provide services to a wide range of clients. *The Child Care Group* brings together four businesses serving families, child care providers, employers and the community.

-more-

History/Page Four

During the past 95 years, *The Child Care Group* has come a long way -- evolving from a free kindergarten and milk program into a national benchmark for *Relationship-Centered Child Care* initiatives, programs and products.

Since 1901, one thing has remained constant: a profound commitment to helping families in their responsibility to raise healthy young children. This “history of caring” will continue because caring about children is, and will remain, at the heart of *The Child Care Group*.

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The Hidden Cost of Child Care

by Madeline Mandell

We are facing what is both a tragedy-in-the-making and a tremendous opportunity in Texas. The tragedy -- a dramatic increase in violent crime committed by children. The opportunity -- the ability to change some of the conditions that are contributing to the development of these violent youths.

Changing these conditions starts with a close look at the first three years of life. It is vital that we understand the importance of this period, not only in the development of the capacity to learn, but also in the formation of conscience.

As anyone who has ever cared about a child knows, babies require one-on-one attention. Babies, and young children, cannot exist alone. Their basic survival depends upon being cared for and cared about by another person.

How a young child's needs are met in the first three years of life stamps an indelible imprint on who he or she will become. The "who" includes whether or not a child has the capacity to learn and whether he or she forms a conscience. Learning capacity and conscience result from positive relationships and interaction with caring adults who are consistently with the child over a period of time.

In the past, mothers at home with their babies provided these critical relationships. This has changed. We are in the midst of a revolution.

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This revolution is the fact that over half of all mothers with children under the age of one are in the work force. And, over two-thirds of them are college-educated women whose knowledge and skills are now so vital to our economy. But today, we are raising thousands of children in a manner in which children have never been raised before. Most Texas children are being cared for by strangers -- often a series of minimally trained child care providers who pass in and out of their lives with little knowledge of what a child needs to become a caring adult.

In fact, according to *Cost, Quality, and Child Outcomes in Child Care Centers*, a study undertaken by the University of Colorado at Denver; UCLA; the University of North Carolina and Yale University, only 8.3 percent of child care for infants and toddlers is considered good. Child care with strong, positive adult-child relationships at its center is what a child must have to develop his or her heart and brain in order to grow up to be a happy, resourceful and responsible adult.

These facts demonstrate that an overwhelming percentage of babies and young children cared for outside of their homes are in care that will compromise their ability to care for and about others. This is one of the central reasons behind the growing rate of violent crimes committed by our youngest citizens. It is why teachers are reporting, that with each new year, more and more children have less and less self-control.

This is a tragedy that exists not just in Texas but throughout the nation. It exists because of deficits in child care practice in the first three years of life, even though we as parents, as a state and as a nation instinctively know what babies need to be able to grow up well -- good, loving, attentive care.

Sadly, there is a disconnect between what all of us know is right and what we are doing about it. We have blocked from our actions what we know profoundly in our hearts and our minds. We are perpetuating devastating consequences for our children and society if we continue to accept the fact that only 8.3 percent of babies are being cared for well enough to develop into responsible adults, when they are not with their parents.

Enough is enough. It is time for us to uncover our eyes, our ears and our mouths; stop pushing aside the facts; accept the glaring reality of what is happening and take responsibility for changing these conditions. If we want good students, good workers and good citizens, we have to start taking good care of young children now.

The Child Care Group has developed an approach called *Relationship-Centered Child Care*® in which children are cared for in small “family groups”, each with its own constant, well trained caregiver. The children and caregiver remain together for three years in the context of a rich, individually tailored education program that also focuses special attention on relationship-building among the parents, child and caregiver.

This approach has been carefully researched and developed through years of practice and study, and it has proven to be a success. We know that children who have experienced *Relationship-Centered Child Care* for ten months or more, long enough to experience the benefits of close meaningful connections with their caregivers, are significantly better developed than their peers.

-more-

We have seen that while these children are in *Relationship-Centered Child Care*, their social development and their learning is much more advanced than other children of the same age who have not had this same experience. When they move on to public school, our “graduates” do better on standardized tests in reading, language and math, and they are less likely to be held back a grade. Don’t we want these results for all children?

With ever increasing frequency, we ask ourselves why children do not value life, their own and the lives of others. It is clear that these questions must be asked before the age of three, not 16.

How can we expect a child who has not been truly cared for and valued to respect authority and to honor community life? The answer is crystal clear -- we cannot.

Our challenge is to act on what we know. We know that critical changes must be made, and made now, in the care our children receive if they are to become the kind of adults that we want and need as partners, parents, colleagues and neighbors. If we do not act, we have failed our children and all future generations.

###

Editor’s Note: Madeline Mandell is the President and Chief Executive Officer of The Child Care Group, a 95 year-old, Dallas-based not for profit organization. Readers who would like more information may call 1-888-244-0088.

A Resolute Commitment To Child Care Excellence Must Begin This Year
By Madeline Mandell

It's that time of year again--the time when we say "This year I'm going to..."

Aside from waistlines and weight training, there is a more pressing issue that should top the resolution list of every parent and concerned citizen. I'd like to encourage everyone to make 1997 the year America takes a stand on exactly what kind of child care we must have for our children. Let's resolve that this will be the year we do what's best for the next generation, and begin to take action on the child care crisis that we now face.

Study after study has shown that the years from birth through five are the most formative in a person's life. It's the period when an entire personality is shaped. The adult your child becomes is determined during the very early years. And the adult your child grows into molds the personalities of your grandchildren, as well as affecting countless other lives.

That's why it's vital that we make this resolution now, and act on it. Delaying another year could cause incalculable damage. But where to begin?

As a child care professional, I recommend six signposts of child care excellence. Parents should ask themselves these six questions about their child care situation:

-more-

Resolution for Excellent Child Care
Page Two

1. Are you a partner in your child's care? Does the caregiver ask you for information and advice about your child? Does the caregiver share highlights of your child's day with you? Are you welcome to visit any time of day without prior arrangement? These are signs that parents are valued and treated as indispensable partners in delivering child care that promotes emotional and intellectual growth.

2. Does your child receive individual attention throughout the day? The only way to assure adequate attention is by keeping the group small. One caregiver should be available for each four to five children under the age of three and a caregiver should have responsibility for no more than nine children from ages three to five.

3. Does your child have a constant caregiver? In the best child care, the same adult plans the child's day, meets his or her needs and cares for the child during the majority of the day. And when this adult isn't present, the back-up caregiver isn't a stranger to the child.

4. Does your child remain with the same group over time? Moving to a new group and a new caregiver with each birthday makes no more sense than getting a new set of parents each year. Building a relationship over time with the caregiver is key to healthy development.

5. Do your child and the caregiver demonstrate a genuinely positive, caring relationship with each other? The relationships children experience by age three will

-more-

Resolution for Excellent Child Care
Page Three

determine their ability to care about and care for others for their entire lives. If your child and his or her caregiver seem glad to see each other every day, that is an excellent sign they have a healthy relationship.

6. Is each adult attentive to the children and their needs? The caregiver must spend time talking, one-on-one with each child each day, and plan activities with the child's interests and talents in mind.

If you answer "yes" to these questions, your child is experiencing what I call *Relationship-Centered Child Care*®. Through The Child Care Group's years of study and practice in caring for children, we have discovered that this model of care helps give children the capacity to mature into moral and ethical young adults.

Given the reality that other-than-parent care will continue to be much in demand for children at very young ages, we all must resolve that the care provided produces children with a conscience and the capacity to succeed in school. It is in our national interest that *Relationship-Centered Child Care* become the benchmark, and that these six "suggestions" become six commandments.

Let us resolve that 1997 is the year we make it happen.

Madeline Mandell is president and CEO of The Child Care Group, a Dallas-based pioneer in the care and education of pre-school children for 95 years.

Child care is tragedy in making



**MADELINE
MANDELL**

We are facing what is both a tragedy in the making and a tremendous opportunity in Texas. The tragedy is a dramatic increase in violent crimes committed by children. The opportunity is the ability to change some of the conditions that are contributing to the development of those violent youths.

Changing those conditions starts with a close look at the first three years of life. How a young child's needs are met in the first three years stamps an indelible imprint on who he or she will become. The "who" includes whether a child has the capacity to learn and whether he or she forms a conscience. Learning capacity and conscience result from positive relationships with caring adults during those formative years.

In the past, mothers at home with their babies provided those critical relationships. But now, more than half of all mothers with children under the age of 1 work.

As a result, we are raising thousands of children as never before. Most Texas children are being cared for by strangers — often a series of minimally trained child care providers who pass in and out of their lives with little knowledge of what a child needs to become a caring adult.

In fact, according to *Cost, Quality and Child Outcomes in Child Care Centers*, a study undertaken by four prominent universities, only 8.3 percent of the child care for infants and toddlers is considered good.

An overwhelming number of babies and young children cared for outside of their homes are in care that will compromise their ability to care for and about others. That is one of the central reasons behind the growing rate of violent crimes committed by our youngest citizens. It is why teachers are reporting that more and more children have less and less self-control.

That tragedy exists even though we as parents, as a state and as a nation instinctively know what babies need to be able to grow up well — good, loving, attentive care.

Sadly, there is a disconnection between what all of us know is right and what we are doing about it. We are perpetuating devastating consequences for our children and society if we continue to accept the fact that only 8.3 percent of babies are being cared for well enough to develop into responsible adults.

Enough is enough. It is time for us to accept the glaring reality of what is happening and take responsibility for changing those conditions. If we want good students, good workers and good citizens, we have to start taking good care of young children now.

The Child Care Group has developed an approach called "relationship-centered child care" in which children are cared for in small "family groups," each with its own constant, well-trained caregiver. The children and caregiver remain together for three years.

That approach has been carefully researched and developed through years of practice and study, and it has proved to be a success. We know that children who have experienced "relationship-centered child care" for 10 months or more are significantly better developed than their peers.

We have seen that while children are in "relationship-centered child care," their social development and their learning are much more advanced than others of the same age. When they move on to public school, our "graduates" do better on standardized tests in reading, language and math, and they are less likely to be held back a grade.

With ever-increasing frequency, we ask ourselves why children don't value life — their own and the lives of others. It is clear that those questions must be asked before the age of 3, not 16. How can we expect a child who hasn't been truly cared for and valued to respect authority and honor community life? The answer is crystal clear — we can't.

Our challenge is to act on what we know. We know that critical changes must be made, and made now, in the care our children receive if they are to become the kind of adults we want and need as partners, parents, colleagues and neighbors. If we don't act, we have failed our children and all future generations.

Madeline Mandell is president and chief executive officer of the Child Care Group, a Dallas-based not-for-profit organization.

Texas' future begins with right child care

315

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This tragedy exists because of deficits in child-care practice in the first three years of life, even though we as parents, as a state and as a nation know instinctively what babies need in order to grow up well — good, loving, attentive care.

Sadly, there is a disconnect between what all of us know is right and what we are doing about it. We are perpetuating devastating consequences for our children and society if we continue to accept the fact that only 8.3 percent of babies, when they are not with their parents, are being cared for well enough to develop into responsible adults.

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See CARE on Page 4C.

Care

Continued from Page 1C.

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Critical changes must be made, and made now.

This approach has been carefully researched and developed through years of practice and study, and it has proven to be a success. We know that children who have experienced relationship-centered child care for 10 months or more are significantly better developed than their peers.

We have seen that while those children are in the program, their social development and their learning are much more advanced than other children of the same age who have not had the same experience.

When they move on to public school, these "graduates" do better on standardized tests in reading, language and math, and they are less likely to be held back a grade.

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Commitment to child care excellence essential

BY MADELINE MANDELL

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Aside from waistlines and weight training, there is a more pressing issue that should top the resolution list of every parent and concerned citizen.

I'd like to encourage everyone to make 1997 the year America takes a stand on exactly what kind of child care we must have for our children.

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Parents should ask themselves these six questions about their child care situation:

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Does the care giver share highlights of your child's day with you?

Are you welcome to visit any time of day without prior arrangement?

These are signs that parents are valued and treated as indispensable partners in delivering the child care that promotes emotional growth and intellec-

tual growth.

2. Does your child receive individual attention throughout the day? The only way to assure adequate attention is by keeping the group small.

One care giver should be available for each four to five children under the age of three and a care giver should have responsibility for no more than nine children from ages three to five.

3. Does your child have a constant care giver?

In the best child care, the same adult plans the child's day, meets his or her needs and cares for the child during the majority of the day.

And when this adult isn't present, the back-up care giver isn't a stranger to the child.

4. Does your child remain with the same group over time?

Moving to a new group and a new care giver with each birthday makes no more sense than getting a new set of

parents each year.

Building a relationship over time with the care giver is key to healthy development.

5. Do your child and the care giver demonstrate a genuinely positive, caring relationship with each other?

The relationships children experience by age three will determine their ability to care about and care for others for their entire lives.

If your child and his or her care giver seem glad to see each other every day, that is an excellent sign they have a healthy relationship.

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The care giver must spend time talking, one-on-one with each child each day, and plan activities with the child's interests and talents in mind.

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Madeline Mandell is president and CEO of The Child Care Group, a Dallas-based pioneer in the care and education of pre-school children for 95 years. For more information, call 1-214-630-7911.

BABY TALK

Speaking early and often to babies has a profound effect on their development

By Barbara Kessler

Staff Writer of The Dallas Morning News

For many people, talking to babies comes easily.

Moms and dads often jabber a stream of complex information about the world to their little cherubs long before said cherubs can respond with more than a burp and a gurgle.

Watch a mother feeding her infant: "Oooooo. Good carrots. Yummy. Want some more?" Or a dad with a tot on a swing: "Up you go! Kick your feet! Isn't this fun?"

As parents know, this near-subconscious, tour-guidelike conversation with babies is not for naught. Soon the toddler knows a carrot when she sees one. Pretty quickly, little bubba amazes us with his astounding conceptual ability by proclaiming that going "up" is "fun."

So the news this month that a national child care study has identified linguistic interaction as a key to intellectual growth was no surprise.

Still, the massive national study of 1,300 families — the largest of its kind ever undertaken in the United States — will surely further our understanding of the adult-child interplay that ig-

nites those tiny brain synapses.

What the researchers have found so far is simple, logical and subtle enough to get lost in larger debates about day care and working parents. They found that meaningful interaction between caregivers and children was such a powerful influence on the children's intellectual progress that it transcended traditional boundaries like economic status and the type of day care in which the child was enrolled.

The critical element for building Junior's brain cells, it seemed, was not an abundance of educational toys, the family's status or even necessarily the security of home care, but a quality relationship with a caregiver who spoke often and directly to the child with respect, sincerity and sensitivity.

"This was important no matter where they [the children] came from, where they lived and what type of child care they were in. It was pretty universal,"

says Margaret Tesch Owen, an associate professor of psychology at the University of Texas at Dallas and one of the investigators in the study.

Small children with such caregivers — be they child care center teachers, nannies,

Babies gain from verbal tonics

Continued from Page 5C.

relatives or parents — scored best on language and intelligence tests, according to the study.

The implications for families using child care are clear.

"It's easy for parents to look at the physical facilities of a day care center, and if they have lots of toys and nice rooms, the tendency is to think this is a nice center. But they should really look at the interaction between day care providers and the children," says Aletha Huston, a professor of child development at the University of Texas at Austin and a researcher on the study by the National Institute for Child Health and Human Development.

"Are people talking to the kids? Are they engaged in activities instead of just hanging around looking for something to do? Don't just get wooed by it being a pretty center with lots of toys," Dr. Huston says.

Parents must also consider that centers keeping children in large groups with high caregiver-to-child ratios are jeopardizing quality communication, says Roberta Bergman, a senior vice president of the Child Care Group, a Dallas child care advocacy organization.

The findings of the national study make perfect sense to the Child Care Group, which operates several nonprofit child care centers under a philosophy it calls "Relationship-Centered Child Care." Under this concept, children are kept in relatively small mixed-age groups (nine per caregiver for ages 3 to 5) that remain with the same caregiver for years.

Such an arrangement, tested over decades in the child care business, replicates a family setting, allows one-on-one communication and builds the human bonds that nurture emotional and intellectual growth, Ms. Bergman says.

But many child care centers follow a different design that dilutes the caregiver-child relationship, she says. They move children frequently and place them into large groups in noisy rooms with staff members who are often overworked, underpaid and undertrained.

"When you have a large number

"It's easy for parents to look at the physical facilities of a day care center, and if they have lots of toys and nice rooms, the tendency is to think this is a nice center."

— Aletha Huston, professor of child development

to care for, you can barely keep them safe much less pay any quality attention to them," Ms. Bergman says.

The right environment in which kids and caregivers can listen to each other is critical, and that can be compromised in large groups, Dr. Huston says.

Still, the study found no inherent, general problem with centers. The children in centers actually did best on the intelligence tests when all other factors were equal, Dr. Huston says. Researchers are still looking at what elements about center care gave the children an edge.

Quality interaction, apparently, can happen anywhere there's a motivated adult. Though it's best to think of it as a learned skill — or at least something to be practiced consciously, Dr. Huston says.

"You can talk to a child about anything. You can talk to them about the kitchen sink or simple objects in the environment," she said. The trick is to speak to children at their level, and then open the door to two-way conversation by listening for their responses, she says.

The caregivers in the study who were adept at this used simple words, talked softly and answered even babies' vocalizations — creating a language recognized by researchers as "Motherese."

"We're not talking about a barrage of stimulation that is not responsive to the child's needs. We're talking about sensitive as well as stimulating care," Dr. Tesch Owen says.

In observing child care for the study, Dr. Huston says she saw care-

givers "who'd rather do their nails" than talk to their wee companions, and caregivers who found ways to talk to babies, such as the staff at one Kansas child care center that turned a potentially monotonous round of diaper-changing into an opportunity to sing and talk to each infant individually.

The child care study, the most comprehensive look to date at child care in the United States, is observing children from birth to age 7 to compare the progress of kids in child care and those under their mother's care only.

The preliminary results, reported earlier this month, were based on observations and tests of babies and toddlers up to 30 months old from varied backgrounds who have been tracked since birth in their homes and day care facilities.

The early findings offer reassurance to working families. They show that a child's temperament, family environment, parents' educational background and psychological health are the biggest factors by far in her mental and emotional health, regardless of whether she's in day care.

But the quality and time spent in day care can tip the scales in a "statistically significant" positive or negative direction, according to researchers.

One very dark cloud on the horizon: Children kept in child care for long hours as young infants were found to have more "negative interactions" with their mothers as toddlers, though researchers are still hypothesizing about why.

"We're seeing a slight difference in the sensitivity of the mother's reactions to the child, but it's not so great that one sees a difference in the security of the attachment to the mother," Dr. Tesch Owen says.

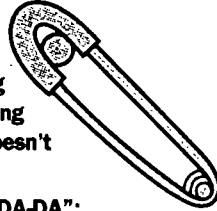
TOPICS OF CONVERSATION

Here are some examples, by age, about how to engage even very young children in conversations that can increase verbal interaction. They can also help teach the names for objects, feelings and concepts such as "over" and "under."

INFANTS (TO 6 MONTHS)

CHANGING BABY'S DIAPER:

"Let's get this wet diaper changed. I'm going to clean you with this wet cloth. Now I'm going to put some baby powder on your bottom. Doesn't it feel smooth and smell sweet?"



BABY'S SMILING AND SAYING "DA-DA":

"Maria, you're talking to Daddy! Daddy likes it when you say da-da, da-da. That's it, da-da, da-da, da-da, da-da, da-da." Repeated as a song or rhythm.

BABY'S FRETTING:

"Are you hungry? It's about time for you to have your bottle. I need to heat your milk and get some fruit. Let's see, how about bananas? I bet you'd like that."

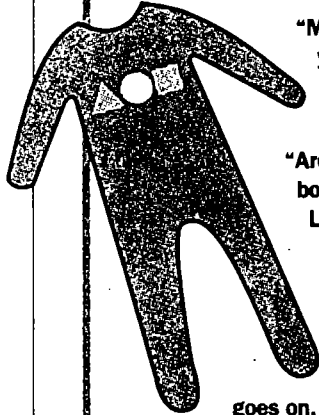
OLDER INFANTS (6-12 MONTHS)

GETTING READY FOR BED:

"Did you like your bath? Mmmm . . . you smell so good Let's put your pajamas on. First the top goes on. I have to pull it over your head. Now, let me put your bottoms on. They go 'snap-snap-snap, snap-snap-snap.'"

LOOKING IN THE MIRROR:

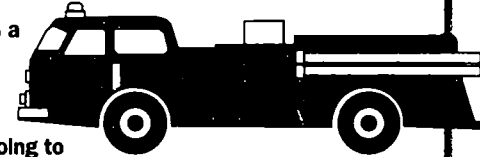
"Who's in the mirror? See that baby? There's Amy! Oh, you're touching Amy's nose. Can I touch Amy's nose? I've got your nose! Touch Mommy's nose. That's not Mommy's nose. That's Mommy's mouth."



YOUNG TODDLER (12-18 MONTHS)

FIRE ENGINE SIREN OUTSIDE:

"Do you hear that noise? That's a loud noise, isn't it? Let's look out the window to see what it is. I think it's a fire truck. It's getting closer and louder. I'm going to cover my ears. There it is — a big, red fire truck."



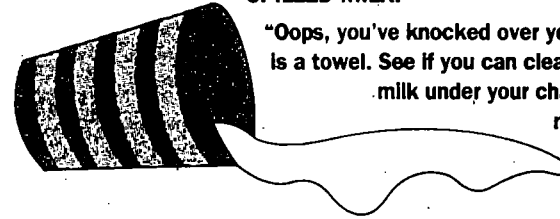
LOOKING AT A PICTURE BOOK:

"What do you see on the book cover? That's right, a cat. What do you see on the cat's head? Yes, the cat has a big hat on its head. The name of the book is The Cat in the Hat"

OLDER TODDLER (18-36 MONTHS)

SPILLED MILK:

"Oops, you've knocked over your glass. Here is a towel. See if you can clean up all the milk under your chair. I'll wipe up the milk over here on the table."

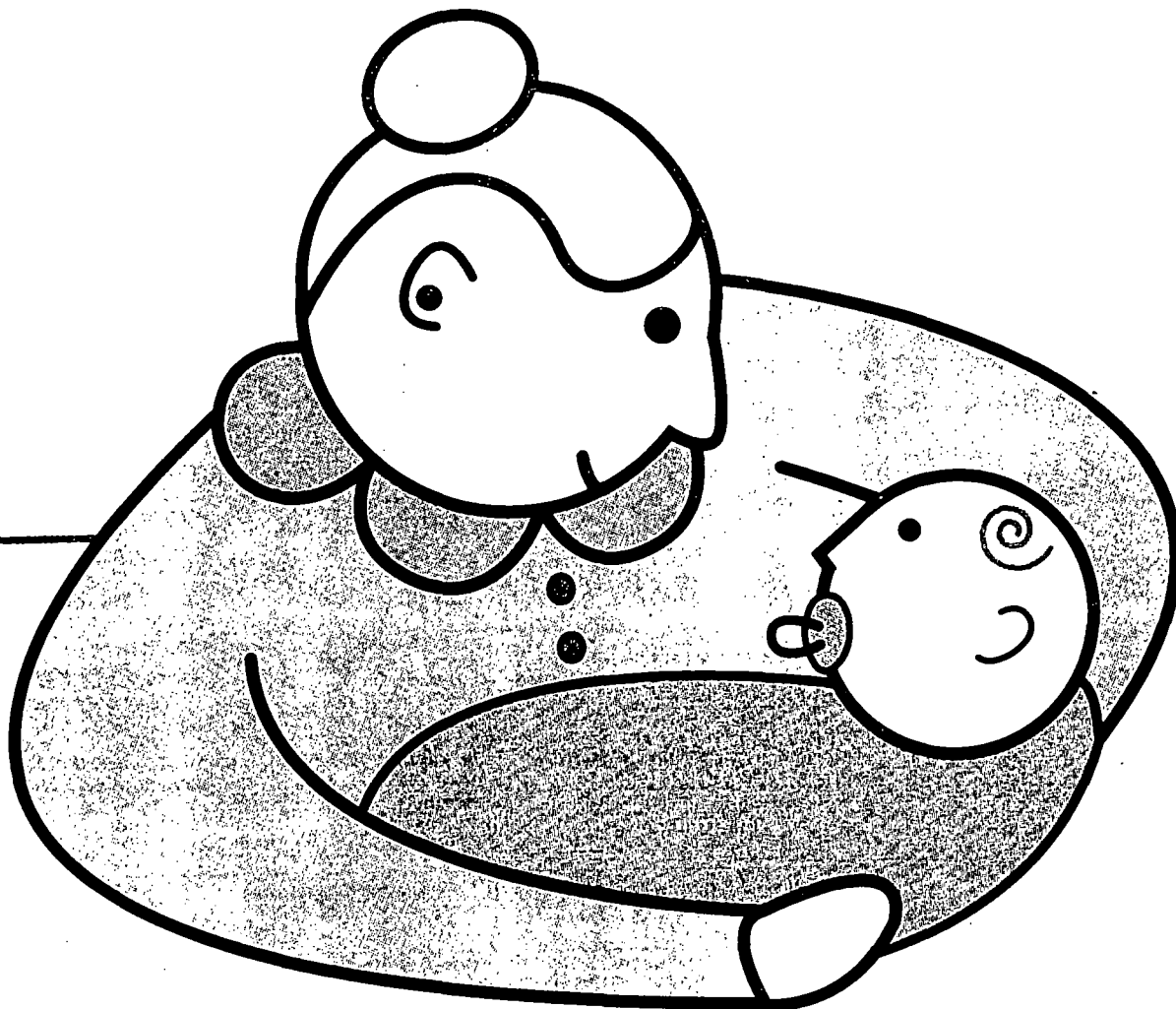


PICKING UP TOYS:

"If we leave the toys on the floor like this, they can get stepped on and broken, or you can fall on them and get hurt. We don't want that to happen. Let's line up all the trucks along the wall."

OTHER SUGGESTIONS FOR TALKING WITH LITTLE ONES:

1. Conversation should be spontaneous and natural.
2. Give children labels for the feelings that they're expressing with their actions. ("You are so excited!" "I know you're feeling sad now.")
3. Describe routines as they occur. ("It's time to pick up the toys now. . . . Let's put them here on the shelf. . . . Then we'll get ready for lunch.")
4. Expand on what the child says. ("Yes, that's a doggie. See, he's wagging his tail. He's brown, just like your teddy bear.")
5. Use other children's and adults' names in conversation. ("That's Kevin's mommy. Her name is Mrs. Clark.")
6. Make up songs about what the child is doing.
7. Ask open-ended questions, rather than questions that can be answered "yes" or "no."
8. Use the time you spend driving to and from child care, opening mail, shopping, etc., for talking.
9. Don't be limited to children's picture books as sources of language stimulation. Use magazines, newspapers, circulars, catalogs, etc.



FAMILY MATTERS

■ CELEBRATE MOM

In honor of Mother's Day, the YWCA of Metropolitan Dallas will have a citywide fund-raising effort May 9-11.

For a \$25 contribution to the YWCA, families will receive coupons for discounts on family-oriented activities throughout the Dallas area. Sponsors include: Pizza Hut, Brinker International, General Cinemas, Southland Corp. and Southwestern Bell.

Call (214) 826-9922, ext. 2311.

■ FASHION BANDAGES

Jennifer Aniston started it all when she sported a zebra-striped bandage on her forehead in an episode of *Friends*.

Now the walk-on-the-wild-side bandages created by Crackle Creations are being sold at Wal-Mart and other chain stores, says *child* magazine.

The bandages, which also come in rainbow stripes and pink lip shapes, sell for \$1.79 for a package of 25. Call 1-800-WOW-CUTE to order direct.

■ STROLLER REPAIRS

Century Products Co. is offering a free repair kit to consumers who have purchased the Century Travelite Sport stroller.

According to 1,400 complaints from consumers, including 78 reports of injuries, when the front wheels of certain models (11-171, 11-181, 11-191, found on side tubing) of these strollers bump into a curb or other stationary object, their restraint buckles can unlatch or their fold locks fail. Consumers bought 166,000 of these \$60-\$80 strollers since February 1995. To request the kit, call Century at 1-800-944-0039.

■ PARTY SAFETY

Parents magazine recommends following these guidelines when planning and supervising a toddler's birthday party:

- Check out the entire party area. Remove any breakables and valuables (such as stereo and VCR equipment), tape down electrical wires and put gates on stairways.

- Clear at least one area, either indoors or outdoors, for safe, active playing.

- Have other adults on hand to help supervise. It's recommended that you have one adult for every three children under the age of 2; one adult for every five children ages 2 to 3; and one adult for every nine children ages 3 and older.

- Balance your party with active games and quiet activities to reduce injuries.

- Have kids remain seated while eating to reduce the chances of choking.

■ SINGLE MOMS

The National Organization of Single Mothers Inc., publishes a newsletter to support divorced, widowed or single moms. A bimonthly subscription is \$15. Write to the organization at P.O. Box 68, Midland, N.C. 28107.

— Compiled by
Kathy Swindle



The Child Care Group

*Relationship-Centered Child Care®
Initiatives, Programs & Products*

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Courtney Ravkind
214/443-9901
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THE CHILD CARE GROUP

Fact Sheet

NAME: The Child Care Group

PRINCIPALS: Madeline Mandell, President and CEO
Sonya Bemporad, Senior Vice President
Roberta Bergman, Senior Vice President
Elizabeth Hirsch, Senior Vice President

HOME OFFICE: The Child Care Group
1221 River Bend Drive, Suite 250
Dallas, Texas 75247-4919
214/630-7911
214/631-7715 (fax)

DESCRIPTION: The Child Care Group provides exemplary child care solutions through a variety of services, including the operation of child development centers utilizing *Relationship-Centered Child Care®*. The Child Care Group's four business units deliver unique care that focuses on the central relationship between children and caregivers. All of its child development centers are accredited by the National Association for the Education of Young Children.

HISTORY: In 1901, The Child Care Group was established to provide care for children of women working in Dallas' cotton mills. They have been a pioneer over the past 95 years in the caring and education of pre-school children. Today, over 30,000 North Texans participate each year in the exemplary services offered by The Child Care Group.

-more-

THE CHILD CARE GROUP/FACT SHEET

Page 2

BUDGET:	Total Revenue	\$36,500,000
	Managed Federal Funds	\$27,900,000
	Non federal funds	\$8,600,000

- ACTIVITIES:
- started the first child care program for homeless children in Dallas
 - developed a center-based and home-based child care system within Dallas' largest housing project
 - trained unemployed individuals as child care workers under a City of Dallas employment and training program, and achieved the highest unsubsidized placement rate
 - developed a child care resource and referral system for area employers, families and individuals, and continues to manage and update this system
 - secured a federal grant from HHS to highlight "family child care homes" as an alternative to employer-sponsored child care centers
 - worked in conjunction with the Dallas Public Schools in the development of a full-day, full-year prekindergarten program
 - partnered with Head Start to provide full-day, full-year developmental programs which meet Head Start accreditation standards
 - published the first ever supply and demand for child care report in the Dallas-Fort Worth area
 - created self-instructional, orientation training for Texas registered family home providers

- ENTITIES:
- Child Care Dallas
- 1,077 children served in 1995
 - a United Way agency, Dallas' largest recipient of United Way funds
 - incorporated in 1901, provides developmental child care to low income families in accredited centers or family child care homes
 - fees are based on income
 - received the 1993 Community Council of Greater Dallas Award for "Excellence in Human Service Programming"
 - one of its facilities was chosen by *Child* magazine as one of the nation's "top ten" child development centers

-more-

THE CHILD CARE GROUP/FACT SHEET

Page 3

Child Care Management Services

- 17,967 children in care in 1995
- distributes government child care subsidies to low income families in 8 North Texas counties
- trains child care workers in those counties

Food and Nutrition Program

- 1,055,310 meals served to 3,901 children in 1995
- provides balanced meals in Child Care Group programs
- educates child care providers and parents about nutrition

The Child Care Company

- 7,501 families assisted in 1995
- offers a wide array of child care services on a fee basis to North Texas employers

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THE CHILD CARE GROUP EXECUTIVE PROFILES

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Madeline Mandell

President and Chief Executive Officer

Ms. Mandell, with over 30 years of successful non-profit and for-profit management experience, has served as leader of The Child Care Group for 25 years. During the last 10 years, she has overseen The Child Care Group's dramatic growth as the provider of an array of child care services, including the development and implementation of *Relationship-Centered Child Care®* programs throughout North Texas. Ms. Mandell received her bachelor's degree from the University of Texas at Austin and her master's degree from the University of Denver. She has chaired TACTICS (a statewide organization of child care agency executives), served as an officer of the Dallas Association for the Education of Young Children, was awarded *Working Woman* magazine's "Working Woman of Achievement" recognition, received the Women Helping Women Award, and was selected as a member of Leadership Texas.

Roberta Bergman

Senior Vice President

Ms. Bergman has developed an expertise in the area of developing and managing child care programs over the past 25 years. She has assisted corporations of all sizes throughout the United States in the design and implementation of innovative child care solutions. Ms. Bergman earned both her bachelor's and master's degrees from the University of Maryland. Previously she served on the board of directors for two national child care organizations, and recently chaired the Texas Association of Child Care Resource and Referral Agencies. Ms. Bergman currently serves on the Texas Employment Commission's Work and Family Clearinghouse Advisory Committee.

Sonya Bemporad

Senior Vice President

Ms. Bemporad possesses over 30 years of experience in early childhood program administration and child development. She is responsible for designing, implementing and supervising The Child Care Group's childhood development programs. Ms. Bemporad, a Phi Beta Kappa member, received her master's degree from Sarah Lawrence College, where she later served as a member of the faculty. She is also a past president of the International Association for Infant Mental Health, received an appointment from the Governor to the Texas Child Care Planning Council, and has actively served as a board member of the Southwest Family Institute. Ms. Bemporad currently is a member of the Dallas Citizens' Council Preschool Task Force.

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FACTS ABOUT CHILD CARE

Texas

- Today, more than 50 percent of Texas parents with young children work.
- According to *Working Mother* magazine (June 1996):
 - 2.8 million Texas children under the age of 18 have both parents, or their only parent, in the labor force.
 - access to consumer information is extremely limited, with only 1 resource and referral agency for every 1.6 million residents.
 - there are 336 accredited child care centers* in Texas, 1 center for every 2,637 children.
 - there are 85 accredited family child care homes**, 1 home for 10,424 children.
 - under current Texas regulations, one adult can care for five infants; 13 toddlers; 17 pre-schoolers; or 26 school-agers.
 - group size is considered mediocre to poor according to standards set by the National Association for the Education of Young Children.
 - Texas does not regulate family child care unless there are four or more children.
 - adult supervision is considered to be poor.

In conclusion, the magazine states that overall, Texas lags in almost every measure.

- Texas ranks second in the nation, behind California, with the most child care available.
- According to The Children's Foundation, the number of regulated family child care homes decreased from 12,981 in 1995 to 12,356 in 1996. But during the same time period, the number of licensed child care centers increased from 6,893 to 7,070.
- Texas child care regulations are minimal.
- * *Accreditation is according to standards set by the National Association for the Education of Young Children.*
- ** *Accreditation is according to standards set by the National Association for Family Child Care.*

National

- According to the “father” of the Head Start program, Dr. Edward Zigler of Yale University’s Bush Child Study Center, 70 percent of child care services are considered to be so poor that they compromise children’s emotional development.
- *Starting Points: Meeting the Needs of Our Youngest Children*, a study prepared by the Carnegie Corporation (April 1994), describes child care as being of such poor quality that it threatens the intellectual and emotional development of children under age three.
- *The Study of Children in Family Child Care and Relative Care*, conducted by the Families and Work Institute (April 1994), found that only 9 percent of family and relative child care could be considered growth-enhancing, while 35 percent was rated as growth-harming. The remainder was determined to be adequate/custodial (neither growth-enhancing nor growth-harming).
- *Cost, Quality, and Child Outcomes in Child Care Centers*, a project undertaken by the University of Colorado at Denver; UCLA; the University of North Carolina and Yale University (April 1995), found that only one in 12 child care programs for infants and toddlers were good for children, while two in five provided less than minimal care. Overall (programs for infants, toddlers and preschoolers), only one in seven child care programs were good for children, while one in eight were rated less than minimal.
- A study by the General Accounting Office stated that child care is the most important factor in getting low-income mothers off of welfare.
- In the mid 1960s, center care was the least popular child care arrangement. In 1990, there were an estimated 80,000 “center-based” programs with a capacity of 5.3 million children. Fifty-seven percent were non-profit and 43 percent were for-profit.
- The Children’s Foundation estimates the number of unregulated family child care homes to be four times larger than the number of regulated family child care homes. This estimate translates to more than 1.2 million homes, both regulated and unregulated.
- From 1967 to 1990, the number of child care centers sponsored by public school systems increased from 550 to 5,034, a 1,000 percent increase.

- According to The Children's Foundation, the number of regulated family child care homes decreased from 301,426 in 1995 to 298,515 in 1996. But during the same time period, the number of licensed child care centers increased from 92,005 to 93,221.
- In 1993, 9.9 million children younger than five years old whose mothers were employed, were cared for by someone other than a parent. According to the U.S. Census Bureau:
 - 2.97 million (30 percent) were cared for in child care centers.
 - 2.08 million (21 percent) were cared for in family child care homes.
 - 4.75 million (48 percent) were cared for by relatives.
 - .099 million (1 percent) were cared for in some other arrangement.
- In 1991, 80 percent of parents with children between the ages of three and five, reported that their children were, or had been, in some form of non-parental care.
- In 1994, 60 percent of women with children under the age of six, and 76 percent with children ages six to 17, were in the labor force; 57 percent of women with children younger than three were in the labor force.
- An estimated \$21.8 billion was spent on child care in 1991.
- In 1991, on average, children under five years old in child care centers and family child care homes spent between 35 and 40 hours per week in care while their mothers were working.
- In 1940, 87 percent of children under six had a non-employed parent who could provide full-time care. By 1989, the number was 48 percent.
- Between 1940 and 1989, the percentage of young children in dual-earner families increased from 5 percent to 38 percent. The proportion of children living with one parent who worked increased from 2 percent to 13 percent. The overall percentage of children under six who needed child care rose from 8 percent to 51 percent.
- From 1940 to 1980, the proportion of young children with employed mothers jumped from 7 percent to 43 percent. From 1980 to 1990, it rose to 51 percent.
- Between 1992 and 2005, the number of women in the labor force between the ages of 25 and 54 is projected to increase from 75 percent to 83 percent.
- The National Staffing Study states that caregivers in child care centers are usually poorly trained, and underpaid, resulting in reported annual turnover rates as high as 40 percent.

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