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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	White House List Final Definite (partial) (1 page)	nd	P6/b(6)
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Redbook Luncheon, 6/2/98

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RESTRICTION CODES

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

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

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Redbook Luncheon
June, 2 1998
Washington, DC

(begin transcript)

SPEAKER: Ladies and Gentlemen the First Lady of the United States accompanied by the editor-in-chief of Redbook Magazine, Kate White and her son Hunter White.
(Applause).

MRS. CLINTON: Well good afternoon and please be seated. I am delighted to welcome all of you here to the White House. It is a special treat for me to host this event and to join Kate White and the people at Redbook magazine, the child care advocates who are here, the business leaders and especially the honorees whom we will meet after lunch. We come together to honor outstanding mothers and shakers, I love that (laughter).

I think that's a great description, from around the country. But before we begin the business of our luncheon let us enjoy our lunch. In this room we have many people who have been on the front lines of advancing not only child care but other issues that affect the well being of American children and families. We have journalists who cover these activities, so I hope that we'll have a lot of good conversation and come up with more ideas about how we not only can advance an agenda for America's children but actually promote greater public awareness among Americans why such an agenda is so critical. So please enjoy your lunch and we'll see you after dessert.

...

(Applause)

MRS. CLINTON: Well welcome again and I'm delighted that we can all be together for this. Before we begin the formal program I want to say a special word of congratulations to one of the honorees, my friend, the United States Senator from the state of Washington, Patty Murray, whom I had just found out is also today celebrating her 26th wedding anniversary. So I would like Patty's husband Robert to please stand (applause) Where's Robert, there he is (laughter, applause). Now Robert it's not everybody who gets to come to lunch at the White House for your anniversary, I think that's pretty good.

I'm also, I think wanting to acknowledge all the spouses of these accomplished mothers and shakers, because we all know how important it is to have that support and partnership. I want to acknowledge some of our other special guests, including Kathy Black, the president of Hearst magazines and her daughter, Allison, who is with her. And Jane Jameson (phon.) the publisher of Redbook, and you've already met the editor-in-chief, Kate White and her son, Hunter. And then we're going to be meeting in a few minutes all of the mothers and shakers who

are being honored.

Now we've come together today to salute eight extraordinary women who have made a very real difference in the lives of families in their own communities and across the nation. At our table during lunch, I learned a lot more about what some of these women have accomplished and I am just delighted that the country will learn more about what they have achieved because if we could take all of their achievements and put them together we would have a much better system of child care nationwide.

Somebody who believes that and has worked with me to that end is my friend, Tipper Gore who is also with us and I'd like to acknowledge Tipper and ask her to please stand (Applause).

Tipper and I have spent a lot of time in the last years talking about our own children and also talking about children throughout our country and indeed the world. So for us to be able to acknowledge the accomplishments of all of you gives us a great deal of satisfaction.

Whether it was establishing child care centers or setting up hotlines for parents or partnering with businesses or lobbying elected officials, you have been working in your own communities to promote child care and to move it to the forefront of the national agenda by giving working parents more choices and more opportunities to succeed at home and at work. It is important to pause once in a while to take measure of how far we've come and to honor those who've helped us get there so I want to commend Redbook for creating these mothers and shakers awards and for running the article on child care in its June issue, Kate, because I think that we still have some work to do in both raising public awareness and dispelling stereotypes about the difficult choices families face in finding the child care they need. You've performed an important public service because you've helped to shine the spotlight on women who've worked diligently and often in the shadows to improve the lives of children and working families and help raise public awareness by providing parents with critical information about to find safe affordable child care.

Today as we anticipate the extraordinary possibilities of the next century it's a little hard to imagine what life was like for women living in America just a century ago. Certainly our life span was much shorter many of us would not be around at the age that we are. We would have lost those of us who have had children, many of the babies we birthed we would have seen some succumb to infectious diseases for which there were no cures or antibiotics or vaccinations and Redbook was first published nearly a century ago in 1903 and it has helped to chart the lives and the changes in the lives of American women back then. Certainly our nation has undergone profound changes as more and more women have not only lived longer and survived childbirth, two major accomplishments of this century, but have themselves joined the workforce outside the home transforming their lives and the life of this nation forever.

We saw a great move into the workforce as a result of World War II, and we saw the government, when it needed women to be part of the war effort, step in to provide child care so that those women could go to work. We've made a lot of progress but of course we have a lot left to do. This country has a great economy right now, we are blessed with prosperity and much of that is because women are working. Women who are using their skills, their education, their

talents in our workforce and creating not only better opportunities for themselves and their families but for the rest of us as well.

We know that women make up almost half of the workforce and as a result we know that many children have to spend some or all of their day away from their parents in child care. We also know that we many single women who are raising their children themselves and are their sole support and have no choice but to work. Now over the years I like many of you have spent many many hours talking to working mothers first when I myself was a working mom and sitting around kitchen tables or in the bleachers at sporting events or at playgrounds or in my office I found that the uppermost issue on most working mothers minds was child care and the dilemma that we have all lived with that is raised by the conflict between family and work and the need for all of us to do a better job in balancing those competing demands.

What we tried to do was to take that dialogue that conversation that every one of has on our own and take it out of the kitchens and out from around the water coolers and out from the supermarket aisles where I often had it, and put it into the national arena. That's why the President and I hosted the first ever White House conference on child care last year as well as the conference on early childhood development. We knew from the work the scientists were doing how critical the first three years are to a child's intellectual and emotional growth and we also knew how difficult it is for many parents to feel that they were doing right both by their jobs which put food on the table and by their children who are the most important people in their lives.

Now thanks to you we have made child care a national priority and we have presented legislation to the Congress, as you know the President has proposed a historic investment in child care, over 20 million dollars over the next five years that will make child care more affordable to America's working parents. It will also expand opportunities to promote early learning and child development it will also ensure greater safety and quality enhance efforts for background checks help parents and schools establish after school programs in their communities.

But one of the things that I have found is that often times when a President announces something as he did in the state of the union and then follows it up with legislation, many Americans think the work is over. I was recently with Congresswoman Taushier in her district in California and we had a panel discussion in a wonderful facility a school the had an added on building where they were running a very good after school program and the Congresswoman and I were sitting with experts from the community and people who had supported this program and the questions and the comments were all assuming that the Presidents plan was going to get through the Congress we heard from the Superintendent who said you know we'll sure be able to use that money because we're still not reaching all of our students, we heard from a teacher who said you know I'm so excited that the federal government is finally going to help us because we don't have the facilities we need in our poor areas of this county for after school care and you know the Congresswoman and I were somewhat surprised because of course we know how difficult it is to get legislation like this through in the current Congress and so we have to re-instill a sense of urgency in America's working families, and teachers and advocates and business leaders who have applauded this commitment as being not only good for children and

families but good for America. So you are helping us to get that word out by coming together to honor people who have been on the front lines doing the work that needs to be done. But I have to ask you all of you who are hear at this lunch to do what you can to make sure that this critical issue stays on America's agenda. That we don't have a sigh of relief throughout the country because people somehow think that since the President proposed this legislation it's going to necessarily be passed and implemented.

The President is committed to continuing to fight for his proposal to make child care better safer more affordable there are good child care bills on both sides of the aisle. Child care should not be a partisan issue we are not talking about taking care of democratic or republican or independent children we are talking about taking care of American children and we have to continue to push for significant legislation this year on behalf of our children. And we have a related issue that is connected to this one and that is the tobacco legislation that is currently in the Congress. We have an opportunity to reach agreement on historic legislation to save our children from the dangers of smoking. There are obviously difficult issues left unresolved but this is also a challenge to what kind of nation were going to be and how much care concern and protection we are going to extend our youngest citizens.

Congress should act quickly to pass tobacco legislation and I hope that every citizen will make their voices heard on this important issue as well. Because we have an opportunity when it comes to the presidents education reform agenda, when it comes to his child care legislation when it comes to his proposal to try and do what we can to end teenage smoking. We have an opportunity to really continue to move forward on the American agenda for America's children but I am under no illusions that this will not be an easy effort, there are many forces arrayed against these pieces of the President's agenda for reasons that I think have very little to do with the well being and future prospects of our children. So I hope that we will take the energy that is in this room and take the example that we will hear more about that is set by each of our honorees and redouble our own efforts on behalf of doing what we can to bring about significant child care legislation in this session of Congress. Now its my pleasure to introduce Kate White, a working mom, a best selling author, the former editor of Child, working Woman and McCall's magazines, and no the editor -in-chief of Redbook. She brings with her a wealth of knowledge and understands about the concerns of working parents and families. But I think she like all of us would say that she's learned more about these important topics from the best experience of all, being a working mother. And she has the best evidence of that experience with her today because her son is here. Kate will be handing out and telling us about the winners of the mothers and shakers awards. Please welcome Kate White (Applause).

REDBOOK LUNCHEON INVITE LIST

Marsha -- Press Invites: 10
National Advocates: 11
Grassroots Advocates: 8
Members of Congress: 17
46

National Advocates:

Yasmina Vinci
National Association of Child Care Resource and Referral Agenices
1319 F Street, NW
Washington, D.C. 20004-1106
202-393-5252

Helen Blank
Director, Child Care Division
Children's Defense Fund
23 E Street, NW
Washington, D.C. 20001
202/628-8787

Sanford Newman
President
Fight Crime, Invest in Kids
1334 G Street, NW
Washington, D.C. 20500
202/637-5064

Eden Fisher Durbin
Director of Public Policy
YMCA USA
1701 K Street., Suite 903
Washington, D.C. 20006
202-835-9043

Duffy Campbell
President
National Women's Law Center
11 Dupon Circle, Suite 800
Washington, D.C. 20036
202/588-5180

Faith Wohl
Executive Director
Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001-5010
212-239-0138

Ellen Galinsky
President
Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
212/465-2044

Doug McCormick
President and CEO
Lifetime Television
Worldwide Plaza
309 West 49th Street
New York, NY 10019
212-424-7000

Doug Nelson
President
Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
410-547-6600

Deborah Phillips
Director
National Research Council Board on Children, Youth and Families
2101 Constitution Avenue, NW
Harris Building Room 156
Washington, D.C. 20418
202/334-1935

Marcy Whitebook
National Center for the Child Care Workforce
733 15th Street, NW
Suite 1037
Washington, D.C. 20005
510-654-1778

GRASSROOTS ADVOCATES

Nancy Kolben
Child Care, Inc.
275 Seventh Avenue
New York, NY 10001
212-929-7604

Marsha Munn
North Carolina Parntership for Children
111 Wake Forest Road, Suite 300
Raleigh, North Carolina 27604
919-821-7999

Marta T. Rosa
Child Care Resource Center, Inc.
130 Bishop Allen Drive
Cambridge, MA 02139
617-547-1063

Susan Muenchow
Florida Children's Forum
259 East 7th Avenue
Tallahassee, Florida 32303
850-681-7002

Gail Wilson
CCR&R, Colorado
7853 East Arapahoe Road, #3300
Englewood, Colorado 80112
303-290-9088

Duane Dennis
Executive Director
Child and Family Services
155 North Occidental Blvd.
Los Angelos, CA 90026
213-427-2700

Beverly Wellons Ranton
EIRC
606 Delsea Drive

Sewell, NJ 08080
609-582-8282

Sandra Lamm
The Child Care Company
1221 River Bend Road, #250
Dallas, TX 75247
214-905-2406

MEMBERS OF CONGRESS (STILL PENDING SIGN-OFF FROM LEG AFFAIRS)

Senate

Edward Kennedy
Christopher Dodd
John Chafee
Olympia Snowe
James Jeffords
Barbara Boxer
Orrin Hatch -- A ?

[To: U.S. Senate, Washington, D.C. 20510]

Representatives

Barbara Kennelly
Ellen Tauscher
Rosa DeLauro
Eleanor Holmes Norton A
Nancy Johnson
Sue Kelly
Richard Gephardt
Nita Lowey
Vic Fazio -- A
Marge Roukema

[To: U.S. House of Representatives, Washington, D.C. 20515]

Table Hosts -- Recommendations

Olivia Golden
Assistant Secretary
Department of HHS
401-2337

Joan Lombardi
Deputy Assistant Secretary
Department of HHS
401-6947
Mary Bourdette
Deputy Assistant Secretary
Department of HHS
690-6311

Adriana DeKanter
Department of Education
401-0272

Katrina Weining
Department of Justice
514-7473

Lynn Cutler
White House Office of Intergovernmental Affairs
456-2896

Audrey Haynes
White House Women's Office
Ext. 67300

Carolyn Becraft
Deputy Assistant Secretary
Department of Defense
703-697-7220

Nicole R. Rabner

05/18/98 06:09:14 PM

Record Type: Record

To: Sharon K. Gill/WHO/EOP
cc: Jennifer L. Klein/OPD/EOP
Subject: Redbook

Sharon, Jen is still waiting on her names for the luncheon ... please reserve four spaces for her (but also let us know what the drop-dead time is for submission of names and if we don't have them by then, we may just give up and let the slots go), and please add the following person:

Rosemarie Bardell
Director of Organizing and Leadership Programs
Center for the Child Care Workforce
8227 McArthur Park Drive
Efland, North Carolina 27243
ph: 919-304-4560

→ she was in
charge of the
activities
surrounding
Worthy Wage Day -
an effort to ^{imp.}
highlight the work
of child care
providers & the
need for increased
salaries.

THE REDBOOK REPORT

CHILDCARE: WHAT WORKS BEST

IT'S TOUGH ENOUGH LEAVING YOUR CHILDREN WITHOUT ALSO WORRYING THAT YOU'RE SHORTCHANGING THEM EMOTIONALLY AND INTELLECTUALLY. YOU WON'T BE, SAY EXPERTS, IF YOU LOOK FOR THESE SEVEN SIGNS. BY TAMARA EBERLEIN

THE FIRST DAY CARE CENTER AMY MARZ VISITED WAS shiny bright and new. But still the 35-year-old mother of then 2- and 3-year-old daughters nearly cried as she walked back to her car. "It was so institutional—16 identical cribs, 16 high chairs, 16 bouncy seats in a row. Worse, every child had a name tag. Didn't the teachers even know the children's names?" Then Marz, a flight instructor in Fort Myers, Florida, found a truly homey day care program for her children. "Yeah, the carpet was old," she says, "but the husband-and-wife team knew each child intimately."

As Marz learned, the best childcare—whether an informal family day care home for toddlers or an after-school program for preteens—doesn't always look that way. Similarly, it may be hard to recognize bad programs. Indeed, most parents rate their childcare as "good to excellent," even when objective measures show it to be substandard. And "substandard" is more typical than you may realize: Only 12 to 14 percent of

children under 5 are in high-quality childcare programs, according to Ellen Galinsky, president of the Families and Work Institute. About 75 percent rate as mediocre. The rest, including 35 to 40 percent of programs for infants, are so poor as to jeopardize children's health or development, says Galinsky.

These disheartening statistics apply even in "nice" middle-class communities. Or make that *especially*: "Low-income children who use center-based arrangements are likelier to be in government-subsidized programs, which must meet strict standards," says Galinsky. "And high-income parents can afford top-notch care. But the families in the middle typically get left out."

How can you ensure that you don't get "left out"? That your child receives the nurturing, stimulating care he needs to thrive? By going beyond the conventional checklists of what to look for when evaluating childcare programs. That's not to say that safety, cleanliness, and licensing (keystones of such lists)

4 WAYS THE BEST PROGRAMS PROMOTE LEARNING

- **Talk baby talk** (with babies, that is), and use every opportunity to boost older kids' language skills.
- **Play music.** Early exposure to Mozart et al. can stimulate brain areas associated with later aptitude in math.
- **Devote at least three hours a day to free play.** Not only does freedom to choose activities foster decision-making skills, says Amy Flynn, director of the Bank Street Family Center in New York, but if choices are restricted, a spirited child will feel frustrated and a timid one, inadequate.
- **Keep supplies—crafts, tissues, toys—within children's reach.** It's convenient for staff—and being able to find what they need on their own helps kids develop a sense of competence.

THE REDBOOK REPORT

aren't critical. But those are only the beginning, say leading educators and child development experts. You also need to check for the following, often more subtle, hallmarks of superb care.

1. Relationships are warm and affectionate. "The quality of care is primarily determined by the quality of the relationship between teacher and child," says Joanne Hendrick, Ph.D., professor emerita of early childhood education at the University of Oklahoma and host of the 13-part PBS series *The Whole Child*. That's because children's early emotional attachments actually affect the way their brains work and grow. Kids learn faster, make friends more easily, and have higher self-esteem, studies show.

So in visiting a day care center, you want to see genuine fondness—staff members cuddling babies, giggling with toddlers. With an older group, you should find kids running to teachers for a hello hug or a kiss on a banged elbow. Such physical affection not only leads to smiles, it also stimulates the brain to release hormones that help children feel comforted. What you should *not* see: children running to visitors for hugs. "Parents often misinterpret this as, 'Oh, kids here are so friendly.' But in truth it means they're hungry for attention and affection they should be getting from the caregiver," explains Dr. Hendrick.

2. Teachers are responsive.

Beyond affection, caregivers must be consistently attentive. With an infant, responsiveness means smiling back when he grins and talking back when he says "gaa-gaa." What if you see little evidence of such responsiveness, yet the babies aren't fussing? That's worrisome: Infants who've cried for attention in vain start to feel powerless. Their listlessness signals apathy, not contentment.

With older children, responsiveness means listening closely. "The teacher gets down on the youngster's level and looks her in the eye, taking in her words as well as body language," says Amy Flynn, director of the Bank Street Family Center in New York. "She's sensitive to mood."

You also want to see that teachers value kids' individuality (and will enjoy having a child like yours). One tactic is to identify a youngster whose temperament seems most like your

kid's—ultra-energetic, noticeably shy, stubborn, whatever—and watch how caregivers treat her. Are they skilled at channeling pep into some challenging project? Coaxing a quiet kid out of the corner? Eliciting cooperation at cleanup time when the child insists on building one more Lego spaceship?

3. The staff is well trained.

"In some states," warns Galinsky, "all you have to do to become a childcare provider is be alive and breathing and over 18 years old." Look for a bachelor's or master's degree in education or psychology or a child development associate (CDA) certificate. Realize, though, that an administrator's string of credentials means little if the hands-on caregivers are unqualified. An after-school program director's Ph.D. impressed one mother until she realized her son's afternoons were actually spent with teenage counselors who were bored and sullen.

4. Teachers understand child development. Some signs are obvious. Says Flynn, "If the toddler room has only one of each type of toy, management clearly doesn't understand that very young children don't share well."

In a super center, though, insight goes deeper. "My 3-year-old wasn't good about waiting his turn," admits one mom. "He'd see a kid playing with a truck and try to snatch it away. I'd offer him a different truck, but that just made him madder." Then the boy's teacher explained, "He doesn't really want the truck; he wants to play with that other boy." She (and the boy's parents) began to coach him on how to approach other kids to play, and the grabbing diminished.

5. The room is sensibly organized.

Besides kid-size furniture, look at how the room is set up. Behavior improves when a room is divided with low bookcases so there's less disruption of children's activities. How to spot a poor layout? Check the block area: "Too often this popular activity is cramped into a corner where there's no possibility for play to expand as creatively as a child might wish," says Dr. Hendrick. "Or it overlaps the area intended for climbing and other large-muscle play, resulting in knocked-down towers—and tears." (continued on page 126)

Great Childcare

FROM CLASSROOMS TO COURTROOMS TO THE HALLS OF CONGRESS, THE EIGHT WINNERS OF REDBOOK'S "AMAZING WOMEN OF 1998" AWARD HAVE FOUGHT PASSIONATELY FOR KIDS—AND FAMILIES

When the White House announced its childcare initiative last January, it was remarkable for the attention paid to just about every aspect of this issue—and for who was paying the attention. What had once been a private problem—one that each family scrambled to solve as best it could—had now drawn the interest of the President of the United States, the Vice President, cabinet members, and a host of other national leaders. "Half of all mothers with children under one year of age are working outside the home," observes First Lady Hillary Rodham Clinton, "and demand for quality care is growing. We all must be involved in finding solutions."

In large part, the astonishing emergence of childcare as a national issue has to do with years of effort by women across the country, women who've been working tirelessly to make the issue a high priority. Whether as local advocates, business executives, legislators, or philanthropists, these women have found imaginative solutions for their own communities—and, by example, for all of us. They are the recipients of Redbook's "Amazing Women of 1998" award.

SENATOR PATTY MURRAY

Your best friend on the Hill "Why am I so interested in childcare? Because I've been there," says the U.S. senator from Washington State. "I know what it's like to have a caregiver say on Friday, 'This is my last day....' Patty Murray, 47, became the most "childcare-involved" of the women elected to the Senate in 1992, cosponsoring all the major childcare legislation of the past six years (and becoming the legislator to consult on the issue). But what pleases Senator Murray most is that she's no longer a "lone voice" in Washington. "Now we're having a national conversation about childcare," she observes, "and I'm thrilled."

HARRIETT TRANGUCCI

Nurturing children of crisis A young homeless woman was crossing the street in Summit, New Jersey, a baby strapped to her chest, two toddlers and several scuffed paper bags of possessions in tow, her eyes grimly trained on the concrete. And it was that heartbreaking sight that moved Harriett

care: Women Who Make It Happen

Trangucci, 39, to establish an emergency childcare fund—the Trangucci-Shonkwiler Foundation (named for her husband's mother and her grandmother) at the Summit Child Care Centers. Mothers fleeing abusive marriages, teen moms determined to finish high school, families beset by illness, death, sudden job loss, legal problems, homelessness—all are now able to send their kids to the center while they're dealing with their crises.

ROSIE O'DONNELL

"I'm lucky—I can help kids." Shortly after the incredibly successful launch of *The Rosie O'Donnell Show*, the actress and talk show host realized that the show, along with her celebrity appeal, could help the one thing she feels most passionate about—children. In February 1997, with an initial grant from royalties on her best-selling book of children's jokes (*Kids Are Funny*), O'Donnell (now 36) launched the For All Kids Foundation. So far, the foundation has distributed \$1.5 million to 106 child-related charities—more than half of them programs involving childcare. "I'm very lucky," says O'Donnell with characteristic self-deprecation. "I'm in a position to help children rise above any obstacles, and that's the greatest gift you can give a kid."

ELAINE FERSH

"What about older kids?" "I used to think I'd only have to worry about childcare until my kids started going to school," says Boston activist Elaine Fersh, 46. "Then it hit me. School ends at 2:30!"

If the same realization has now hit national policy makers, part of the credit goes to Fersh and her group, Parents United for Child Care. P.U.C.C.'s recent victories: The passing of full-day kindergarten and the Boston School-Aged Child Care Project (which develops before- and after-school programs). P.U.C.C.'s concern about out-of-school time also inspired Boston Two to Six, a program whereby the city of Boston will open public buildings for worthy programs.

MARY BETH PHILLIPS

"Criminals need not apply." When Mary Beth Phillips's infant daughter was shaken so badly by a babysitter that she was permanently blinded—and then the sitter was not legally barred from caring for other children—the heartbroken mother vowed to do whatever it took to stop such outrages. What it took was perseverance against reluctant lawmakers. In 1989, some five years after Phillips, now 44, started her fight, TrustLine was launched as a pilot program. Now, parents can call the state-certifying service to check whether a caregiver has a criminal or child-abuse record. Since its inception, the service has reviewed nearly 33,000 potential caregivers, weeding out some 8 percent (about 2,500 individuals) who had serious ("even murder and sexual assault," reports TrustLine program manager Cindy Swanson) criminal records.



ELISSA BASSLER

Simple talk, deluxe programs. Wrangling childcare dollars from state governments requires reformist zeal—and smart strategies. Elissa Bassler, 37, director of public policy for the Day Care Action Council of Illinois, used both last year when she persuaded the Illinois legislature to allocate a whopping \$100 million for childcare. It was the largest state childcare grant ever. "Bassler dropped the bureaucratic mumble-jumble we legislators were used to," notes Illinois State Senator Steve Rauschenberger. And, he adds, she did something all advocates should do: "She worked in a bipartisan fashion, helping both sides focus on the needs of children."



YVONNE EDWARDS

Ask—you never know. Four years ago, when developing the idea for a state-of-the-art center for county workers' children, Yvonne Edwards, 36, began to think of what else she'd like. "What if we added a women's health services center?" mused the childcare coordinator for California's Monterey County. "And a drop-in center where mothers could leave kids while getting an exam? And parent educators? And...why not?—a bus stop right in front of the center?" On May 19, Edwards cut the ribbon at the dedication of the Natividad Medical Center Family Services Center. "It's a triumph of teamwork," she stresses. "Folks really had to be willing to give up turf for this unique center to happen."



LINDA MASON

Idealism with business savvy. Today there are 160 Bright Horizons child development centers, serving some 14,000 children at corporations across the U.S. Indeed, the list of participants reads like a page from *The Wall Street Journal*: Mattel, Apple, IBM, Motorola, AT&T, Merck, Pfizer, and Bayer, among others. But it took a few years of "educating" before Yale Management School graduate Linda Mason, now 43, was able to convince CEOs of the need for on-site childcare centers. More striking than the numbers, however, is the quality of these centers. "From the beginning, we termed them 'child development' programs, not 'day care,' and we offered quality early-childhood education from trained faculty members," says Mason.



AND HONORABLE MENTION TO...

Cathy Faatz, 43, Chicago Pre-kindergarten teacher, Ariel Community Academy, and winner, Kohl McCormack Corporation Early Childhood Teaching Award. Gaudi Lange, 45, Indianapolis Director of Workforce Partnering at Eli Lilly and Company. Karen Leibold, 46, Boston Created the first on-site intergenerational care center, serving both elders and children (at Scituate Rite). Mirta Masias, 44, Hartford, CT Teacher, Thomas D. Ritter Head Start Program, and winner of a Hartford Area Child Care Collaborative Quality Child Care Teacher Award, 1997.



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001. list	White House List Final Definite (partial) (1 page)	nd	P6/b(6)

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- P1 National Security Classified Information [(a)(1) of the PRA]
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16

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AVON	Andrea Jung	President Avon Products	1251 Avenue of the Americas	New York	NY	10020	212-282-7000
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BRISTOL-MYERS SQUIBB	Peter Spengler	VP, Mktg Services	40 West 57th Street	New York	NY	10019	212-314-8000
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34

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002a. fax	cover, Yasmina Vicici to Nicole Rabner (partial) (1 page)	05/12/1998	P6/b(6)

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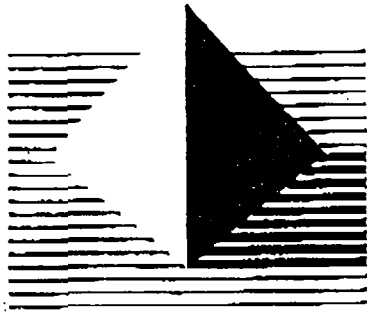
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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[002a]

**NACCERRA**National Association of Child Care
Resource and Referral Agencies**FAX COVER SHEET**DATE: 5-12-98* TO: Nicole RabnerFAX: 202 456 - 2878FROM: Yasmina VicciRE: State CCR & R leadersNumber of pages (including cover sheet) 5**COMMENTS:**

Nicole,

Each one of the proposed leaders has done incredible things in their state - you can see how much of it is in tune with the President's initiative.

There are a few more whom info. we are compiling & will send on. Please call me if there are any other details you want to know about them. My home phone is

P6/(b)(6)

♦ 1319 F Street, NW * Washington, DC 20004-1106

♦ Tel: (202)393-5501 Fax: (202)393-1109

* Addresses and Telephone #'s have been added as well as EMail address for

if you need to talk to me tonight.

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002b. list	conference attendees (partial) (4 pages)	nd	P6/b(6)

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[0026]

Nancy Kolben

Child Care, Inc.
275 Seventh Avenue
New York, NY 10001
Tel: 212-929-7604

P6/(b)(6)

Child Care, Inc. provides innovative leadership on critical issues affecting the expansion of child care services and quality and access for families. The Family Day Care Business Resource Center provides grants, technical support and training to family day care networks in communities across New York City, access to micro enterprise financial supports for home based providers, business development skills and access to technology. The Satellite Child Care Program will provide training and employment to selected Tanf families who will work for child care centers and provide care in their home. The ECCO program offers an innovative approach to financing child care facilities expansion building on the interest of financial institutions investing in low income communities. CCI's summer in the city initiative leverages public and philanthropic resources to utilize the resource of the youth development and child care community to expand summer and year round options for families who are working and transitioning from public assistance. CCI is working in partnership with Bank Street College on a demonstration project to develop opportunities for informal providers to connect with family support agencies and other community based resources. Through our Pathways to Success Program, CCI is supporting families on public assistance in making reliable child care arrangements that support their transition from assistance to employment. The Early Childhood Strategic Group is building bridges between the early care and education community in support of an implementation strategy for New York State's Universal Pre-K program that assures maximum use of all resources and assures access to these early educational services for working families. CCI's partnership with the major trade unions in New York City is seeking an enhanced public commitment to supporting quality and access for all families. CCI's information on child care demand and supply provides the only citywide resource that links information about day care, Head Start and the public schools with attention to infant, preschool and school-age child care.

Marsha U. Munn

NC Partnership For Children, North Carolina
111 Wake Forest Road, Suite 300
Raleigh, North Carolina 27604
Tel: 919-821-7999

P6/(b)(6)

While working for the state as administrator of the Federal Dependent Care Funds, I began an intensive training effort for local CCR&R agency directors. As part of those training meetings, we developed the North Carolina CCR&R Standards which were later used as the basis for an accreditation process, the second one in the nation. We used CCDBG funds to contract with the NC CCR&R Network to develop this process. Also during this time, we formed a task group to begin the hard work of defining a common set of data and definitions as a start towards statewide data collection of supply and demand.

In my current job as CCR&R Technical Assistance Coordinator, I help communities plan and develop CCR&R services. My position is funded jointly by the NC CCR&R Network and the NC Partnership for Children, administrator of Smart Start. Most CCR&R services in NC are being developed with Smart Start funding and that has meant tremendous growth. This year alone, there will be over 30 counties developing CCR&R services. I have developed, with the editorial help from a committee of local CCR&R agencies, a CCR&R Planning and Start-Up Manual, a presentation packet with materials on CCR&R services and planning and start-up steps. Recently, with a grant from the NC CCR&R Network, I have worked with Network committees to develop a peer support system for new CCR&R staff. I also develop publication,

"CCR&R Benchmarks for North Carolina". The purpose of the Benchmarks is to improve the readiness level and quality of services of developing CCR&Rs. I serve on several network committees and initiated the formation of a new Network committee to form liaisons among the Network, the state child care agency and the NC Partnership for Children

Marta T. Rosa

Child Care Resource Center, Inc.
130 Bishop Allen Drive
Cambridge, Ma. 02139
Tel: 617-547-1063
Fax: 617-547-3340
e-mail: mtr217@aol.com

P6/(b)(6)

Founded in 1971, the Child Care Resource Center, Inc. is a private, non-profit organization dedicated to making quality child care accessible to every family that needs it. CCR&R serves parents, child care givers and employers in the Greater Boston area with a wide variety of child care referral, training, information and support services, and builds partnerships between community members and policy-makers to strengthen the child care delivery system

Susan Muenchow

Florida Children's Forum
259 East 7th Avenue
Tallahassee, Florida 32303
Tel: 850-681-7002
Fax: 850-681-9816
e-mail: smuenchow@fcforum.org

P6/(b)(6)

Susan Muenchow is Executive Director of the Florida Children's Forum, a statewide child care resource and referral network. In 1989, Ms. Muenchow helped initiate the Network, which serves over 150,000 families per year in all 67 counties of Florida. Under Ms. Muenchow's leadership, the Network has a national model for a "one stop" center that combines child care referrals for families, regardless of income, with child care subsidies for economically disadvantaged families. Ms. Muenchow was also instrumental in the passage and implementation of Florida's Child Care Partnership Program, which has in two years raised \$6 million in private and local funds to supplement state and federal expenditures for child care. In 1997, she initiated Florida's Caring for Kids Program, which provides training to informal providers as well as assistance in becoming licensed. Finally Ms. Muenchow co-authored a book on Head Start which stresses the importance of greater collaboration between child care and Head Start.

Gail Wilson

CCR&R, Colorado
7853 E. Arapahoe Road #3300
Englewood, Colorado 80112
Tel: 303-290-9088
Fax: 303-290-8005
e-mail: HN4770@handsnet.org

P6/(b)(6)

[0026]

- 1) CCR&R- Statewide, matched funding between Federal CCDF quality set aside and local/community commitment- 50/50.
- 2) CALLSPPLUS- Integrated statewide humans services data base within CCR&R offices, funded by Family Preservation-Family Support (child welfare), HUD Super NOVA homeless funds, community victims assistance dollars (VALE), public school funding, community criminal justice funds, and community memberships.
- 3) TEACH - Funded by American Business Collaboration (W/FD), Head Start Collaboration Office, Head Start Grantees, CCDF, and the Colorado Business Community.
- 4) Educare - Member Advisory Committee and numerous (Financial, Governance) working committees. Designing an integrated funding, parentally involved, and sustainable child care delivery system for Colorado's children.
- 5) Healthy Child Care, Colorado - Consultant to National Resource Center for Health and Safety in Child Care, member of advisory committee, Building linkages between Child Care and Health, assisted in the development of the Associated Center concept and designation of 8 current sites with additional expansions planned in the very near future.
- 6) Professional Credentials - Worked with CO State Government to develop a credential system for care givers. I am planning on implementing a voluntary participation program within the next 6 months, CORRA will be the administrative arm. The concept is to give a career ladder to care givers and provide consumers with measurable benchmarks of care giver's early childhood and training status.

Duane Dennis

Executive Director, Child and Family Services
155 North Occidental Blvd.
Los Angeles, Ca. 90026
Tel: 213-427-2700
Fax: 213-427-2701

P6/(b)(6)

Duane Dennis has been working in the social service field for fifteen years, initially as a Subsidy Administrator for the Baltimore City Department of Social Services. He then became the Executive Director of the Baltimore City Child Care Resource Center. His most recent position had been as Administrator of the Resource and Referral Subsidy and Family Preservation for the Pomona Unified School District. Currently, Mr. Dennis is the Executive Director of Child and Family Services, a resource and referral subsidy program that focuses on helping children with special needs.

Beverly Wellons Ranton

EIRC
606 Delsea Drive
Sewell, New Jersey 08080
Tel: 609-582-8282
Fax: 609-582-4714
e-mail: branton@eirc.org

P6/(b)(6)

Member of the New Jersey Child Care Advisory Council 1990 to present. Co-chaired the Professional Development Committee which developed a five year funding plan for "New Jersey Sows the Seeds for Growth". Vice President for NJACCRRRA 1993-1995. President for NJACCRRRA 1995-1997. Vice President and Chair of Public Policy Committee, NJACCRRRA 1997- present. Member State Human

[0026]

Services Advisory Council, 1997- present. Member of DHS ad Hoc Accreditation Committee. Member of Gloucester County Commisson on Women's and Chair of Child Care Committee 1997- present.

Sandra Lamm

The Child Care Company
1221 River Bend Road, #250
Dallas, Texas 75247
Tel: 214-905-2406
Fax: 214-688-4436
e-mail: sandylamm@aol.com

P6/(b)(6)

Director of Child Care Management Services-Dallas County, a division of the Child Care Group, Dallas, Texas. This comany administers \$24 million annually in child care subsidies for the State of Texas. Ms. Lamm supervises a staff of 80 who determine family eligibility, provide parent education, recruit, train and monitor child care programs and issue payment to vendors. Her previous position at the Child Care Group was director of the Child Care Company, which offers services to employers seeking to address the dependent care needs of their employees, including resource and referral services, needs assessment and program design.

THE REDBOOK REPORT

CHILDCARE: WHAT WORKS BEST

IT'S TOUGH ENOUGH LEAVING YOUR CHILDREN WITHOUT ALSO WORRYING THAT YOU'RE SHORTCHANGING THEM EMOTIONALLY AND INTELLECTUALLY. YOU WON'T BE, SAY EXPERTS, IF YOU LOOK FOR THESE SEVEN SIGNS. BY TAMARA EBERLEIN

THE FIRST DAY CARE CENTER AMY MARZ VISITED WAS shiny bright and new. But still the 35-year-old mother of then 2- and 3-year-old daughters nearly cried as she walked back to her car. "It was so institutional—16 identical cribs, 16 high chairs, 16 bouncy seats in a row. Worse, every child had a name tag. Didn't the teachers even know the children's names?" Then Marz, a flight instructor in Fort Myers, Florida, found a truly homey day care program for her children. "Yeah, the carpet was old," she says, "but the husband-and-wife team knew each child intimately."

As Marz learned, the best childcare—whether an informal family day care home for toddlers or an after-school program for preteens—doesn't always look that way. Similarly, it may be hard to recognize bad programs. Indeed, most parents rate their childcare as "good to excellent," even when objective measures show it to be substandard. And "substandard" is more typical than you may realize: Only 12 to 14 percent of

children under 5 are in high-quality childcare programs, according to Ellen Galinsky, president of the Families and Work Institute. About 75 percent rate as mediocre. The rest, including 35 to 40 percent of programs for infants, are so poor as to jeopardize children's health or development, says Galinsky.

These disheartening statistics apply even in "nice" middle-class communities. Or make that *especially*: "Low-income children who use center-based arrangements are likelier to be in government-subsidized programs, which must meet strict standards," says Galinsky. "And high-income parents can afford top-notch care. But the families in the middle typically get left out."

How can you ensure that you don't get "left out"? That your child receives the nurturing, stimulating care he needs to thrive? By going beyond the conventional checklists of what to look for when evaluating childcare programs. That's not to say that safety, cleanliness, and licensing (keystones of such lists)

4 WAYS THE BEST PROGRAMS PROMOTE LEARNING

- **Talk baby talk** (with babies, that is), and use every opportunity to boost older kids' language skills.
- **Play music.** Early exposure to Mozart *et al.* can stimulate brain areas associated with later aptitude in math.
- **Devote at least three hours a day to free play.** Not only does freedom to choose activities foster decision-making skills, says Amy Flynn, director of the Bank Street Family Center in New York, but if choices are restricted, a spirited child will feel frustrated and a timid one, inadequate.
- **Keep supplies—crafts, tissues, toys—within children's reach.** It's convenient for staff—and being able to find what they need on their own helps kids develop a sense of competence.

THE REDBOOK REPORT

aren't critical. But those are only the beginning, say leading educators and child development experts. You also need to check for the following, often more subtle, hallmarks of superb care.

1. Relationships are warm and affectionate. "The quality of care is primarily determined by the quality of the relationship between teacher and child," says Joanne Hendrick, Ph.D., professor emerita of early childhood education at the University of Oklahoma and host of the 13-part PBS series *The Whole Child*. That's because children's early emotional attachments actually affect the way their brains work and grow. Kids learn faster, make friends more easily, and have higher self-esteem, studies show.

So in visiting a day care center, you want to see genuine fondness—staff members cuddling babies, giggling with toddlers. With an older group, you should find kids running to teachers for a hello hug or a kiss on a banded elbow. Such physical affection not only leads to smiles, it also stimulates the brain to release hormones that help children feel comforted. What you should *not* see: children running to visitors for hugs. "Parents often misinterpret this as, 'Oh, kids here are so friendly.' But in truth it means they're hungry for attention and affection they should be getting from the caregiver," explains Dr. Hendrick.

2. Teachers are responsive.

Beyond affection, caregivers must be consistently attentive. With an infant, responsiveness means smiling back when he grins and talking back when he says "gaa-gaa." What if you see little evidence of such responsiveness, yet the babies aren't fussing? That's worrisome: Infants who've cried for attention in vain start to feel powerless. Their listlessness signals apathy, not contentment.

With older children, responsiveness means listening closely. "The teacher gets down on the youngster's level and looks her in the eye, taking in her words as well as body language," says Amy Flynn, director of the Bank Street Family Center in New York. "She's sensitive to mood."

You also want to see that teachers value kids' individuality (and will enjoy having a child like yours). One tactic is to identify a youngster whose temperament seems most like your

kid's—ultra-energetic, noticeably shy, stubborn, whatever—and watch how caregivers treat her. Are they skilled at channeling pep into some challenging project? Coaxing a quiet kid out of the corner? Eliciting cooperation at cleanup time when the child insists on building one more Lego spaceship?

3. The staff is well trained.

"In some states," warns Galinsky, "all you have to do to become a childcare provider is be alive and breathing and over 18 years old." Look for a bachelor's or master's degree in education or psychology or a child development associate (CDA) certificate. Realize, though, that an administrator's string of credentials means little if the hands-on caregivers are unqualified. An after-school program director's Ph.D. impressed one mother until she realized her son's afternoons were actually spent with teenage counselors who were bored and sullen.

4. Teachers understand child development.

Some signs are obvious. Says Flynn, "If the toddler room has only one of each type of toy, management clearly doesn't understand that very young children don't share well."

In a super center, though, insight goes deeper. "My 3-year-old wasn't good about waiting his turn," admits one mom. "He'd see a kid playing with a truck and try to snatch it away. I'd offer him a different truck, but that just made him madder." Then the boy's teacher explained, "He doesn't really want the truck; he wants to play with that other boy." She (and the boy's parents) began to coach him on how to approach other kids to play, and the grabbing diminished.

5. The room is sensibly organized.

Besides kid-size furniture, look at how the room is set up. Behavior improves when a room is divided with low bookcases so there's less disruption of children's activities. How to spot a poor layout? Check the block area: "Too often this popular activity is cramped into a corner where there's no possibility for play to expand as creatively as a child might wish," says Dr. Hendrick. "Or it overlaps the area intended for climbing and other large-muscle play, resulting in knocked-down towers—and tears." (continued on page 126)

Great Childcare

FROM CLASSROOMS TO COURTROOMS TO THE HALLS OF CONGRESS, THE EIGHT WINNERS OF REDBOOK'S "AMAZING WOMEN OF 1998" AWARD HAVE FOUGHT PASSIONATELY FOR KIDS—AND FAMILIES

When the White House announced its childcare initiative last January, it was remarkable for the attention paid to just about every aspect of this issue—and for who was paying the attention. What had once been a private problem—one that each family scrambled to solve as best it could—had now drawn the interest of the President of the United States, the Vice President, cabinet members, and a host of other national leaders. "Half of all mothers with children under one year of age are working outside the home," observes First Lady Hillary Rodham Clinton, "and demand for quality care is growing. We all must be involved in finding solutions."

In large part, the astonishing emergence of childcare as a national issue has to do with years of effort by women across the country, women who've been working tirelessly to make the issue a high priority. Whether as local advocates, business executives, legislators, or philanthropists, these women have found imaginative solutions for their own communities—and, by example, for all of us. They are the recipients of Redbook's "Amazing Women of 1998" award.

SENATOR PATTY MURRAY

Your best friend on the Hill: "Why am I so interested in childcare? Because I've been there," says the U.S. senator from Washington State. "I know what it's like to have a caregiver say on Friday, 'This is my last day....' Patty Murray, 47, became the most "childcare-involved" of the women elected to the Senate in 1992, cosponsoring all the major childcare legislation of the past six years (and becoming the legislator to consult on the issue). But what pleases Senator Murray most is that she's no longer a "lone voice" in Washington. "Now we're having a national conversation about childcare," she observes, "and I'm thrilled."

HARRIETT TRANGUCCI

Nurturing children of erie: A young homeless woman was crossing the street in Summit, New Jersey, a baby strapped to her chest, two toddlers and several stuffed paper bags of possessions in tow, her eyes grimly trained on the concrete. And it was that heartbreaking sight that moved Harriett

care: Women Who Make It Happen

Trangucci, 39, to establish an emergency childcare fund—the Trangucci-Shenkwyler Foundation (named for her husband's mother and her grandmother) at the Summit Child Care Centers. Mothers fleeing abusive marriages, teen moms determined to finish high school, families beset by illness, death, sudden job loss, legal problems, homelessness—all are now able to send their kids to the center while they're dealing with their crises.

ROSIE O'DONNELL

"I'm lucky—I can help kids" Shortly after the incredibly successful launch of *The Rosie O'Donnell Show*, the actress and talk show host realized that the show, along with her celebrity appeal, could help the one thing she feels most passionate about—children. In February 1997, with an initial grant from royalties on her best-selling book of children's jokes (*Kids Are Funny*), O'Donnell (now 36) launched the For All Kids Foundation. So far, the foundation has distributed \$1.5 million to 105 child-related charities—more than half of them programs involving childcare. "I'm very lucky," says O'Donnell with characteristic self-deprecation. "I'm in a position to help children rise above any obstacles, and that's the greatest gift you can give a kid."

ELAINE FERSH

"What about older kids?" "I used to think I'd only have to worry about childcare until my kids started going to school," says Boston activist Elaine Fersh, 46. "Then it hit me. School ends at 2:30!"

If the same realization has now hit national policy makers, part of the credit goes to Fersh and her group, Parents United for Child Care. P.U.C.C.'s recent victories: The passing of full-day kindergarten and the Boston School-Aged Child Care Project (which develops before- and after-school programs). P.U.C.C.'s concern about out-of-school time also inspired Boston Two to Six, a program whereby the city of Boston will open public buildings for worthy programs.

MARY BETH PHILLIPS

"Criminals need not apply" When Mary Beth Phillips's infant daughter was shaken so badly by a babysitter that she was permanently blinded—and then the sitter was not legally barred from caring for other children—the heartbroken mother vowed to do whatever it took to stop such outrages. What it took was perseverance against reluctant lawmakers. In 1989, some five years after Phillips, now 44, started her fight, TrustLine was launched as a pilot program. Now, parents can call the state-certifying service to check whether a caregiver has a criminal or child-abuse record. Since its inception, the service has reviewed nearly 33,000 potential caregivers, weeding out some 8 percent (about 2,600 individuals) who had serious ("even murder and sexual assault") reports TrustLine program manager Cindy Swanson) criminal records.

ELISSA BASSLER

Simple talk, deluxe programs Wrangling childcare dollars from state governments requires reformist zeal—and smart strategies. Elissa Bassler, 37, director of public policy for the Day Care Action Council of Illinois, used both last year when she persuaded the Illinois legislature to allocate a whopping \$100 million for childcare. It was the largest state childcare grant ever. "Bassler dropped the bureaucratic mumble-jumble we legislators were used to," notes Illinois State Senator Steve Rauschenberger. And, he adds, she did something all advocates should do: "She worked in a bipartisan fashion, helping both sides focus on the needs of children."

YVONNE EDWARDS

Ask—you never know Four years ago, when developing the idea for a state-of-the-art center for county workers' children, Yvonne Edwards, 36, began to think of what else she'd like. "What if we added a women's health services center?" mused the childcare coordinator for California's Monterey County. "And a drop-in center where mothers could leave kids while getting an exam? And parent educators? And?—why not?—a bus stop right in front of the center?" On May 19, Edwards cut the ribbon at the dedication of the Natividad Medical Center Family Services Center. "It's a triumph of teamwork," she stresses. "Folks really had to be willing to give up turf for this unique center to happen."

LINDA MASON

Ironclad with business savvy Today there are 160 Bright Horizons child development centers, serving some 14,000 children at corporations across the U.S. Indeed, the list of participants reads like a page from *The Wall Street Journal*: Mattel, Apple, IBM, Motorola, AT&T, Merck, Pfizer, and Bayer, among others. But it took a few years of "educating" before Yale Management School graduate Linda Mason, now 43, was able to convince CEOs of the need for on-site childcare centers. More striking than the numbers, however, is the quality of these centers. "From the beginning, we termed them 'child development' programs, not 'day care,' and we offered quality early-childhood education from trained faculty members," says Mason.

AND HONORABLE MENTION TO...

Cathy Foote, 43, Chicago Pre-kindergarten teacher, Ariel Community Academy, and winner, Kohl McCormack Corporation Early Childhood Teaching Award. Gandi Langa, 45, Indianapolis Director of Workforce Partnering at Eli Lilly and Company. Karen Leibold, 49, Boston Created the first on-site intergenerational care center, serving both elders and children (at Scituate Rite). Mirta Melias, 44, Hartford, CT Teacher, Thomas D. Ritter Head Start Program, and winner of a Hartford Area Child Care Collaborative Quality Child Care Teacher Award. 1997.



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7/10

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AVON	Andrea Jung	President Avon Products	1251 Avenue of the Americas	New York	NY	10020	212-282-7000
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BRISTOL-MYERS SQUIBB	Peter Spengler	VP, Mktg Services	40 West 57th Street	New York	NY	10019	212-314-9000
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34