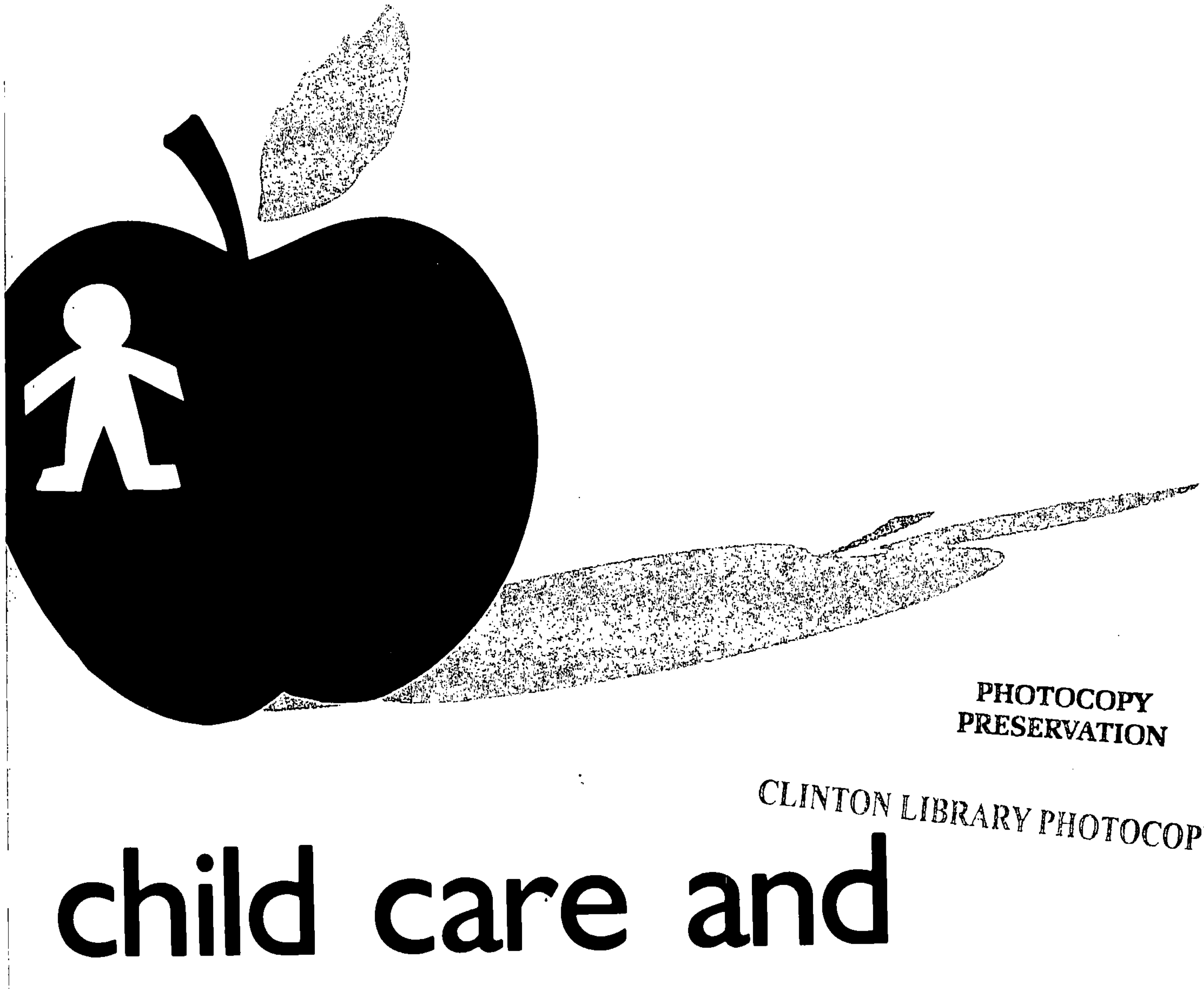
Child Care Advocates
Press Briefing
January 14, 1998



child care and early education

CCMC
Communications Consortium
MEDIA CENTER

Nicole –
Enclosed are the materials from last week's press briefing. Thanks for all your help on Lifetime – Let me know what else we can do.

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CCAC
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FOR MORE INFORMATION

Child Care Action Campaign: 212-239-0138
General information about child care, assessing quality, advocacy ideas, and speaking to your employer about child care.

Child Care Aware (operated by the National Association of Child Care Resource and Referral Agencies): 800-424-2246
Child care resource and referral agencies in your community.

National Association for the Education of Young Children: 800-424-2460
Call for the number of your local affiliate. Information on local efforts to expand and improve child care and for quality accreditation of centers.

National Association for Family Child Care: 800-359-3817
Information on family child care, local networks, provider training, and quality accreditation.

School-Age Child Care Project: 617-283-2547
Information on out-of-school-time care, provider training, quality accreditation.

National Center for the Early Childhood Work Force: 202-737-7700
Information on improving working conditions and compensation for child care providers.

Children's Defense Fund: 202-628-8787
Advocacy, voting records of congressional representatives on child care, child care and welfare reform.

Zero to Three: National Center for Infants, Toddlers and Families: 202-638-1144
Information on development and appropriate child care practice for children from birth to age three.

CCAC

THE CHILD CARE ACTION CAMPAIGN (CCAC) is a national, non-profit coalition of individuals and organizations that supports the development of policies and programs that increase the availability of quality, affordable child care.

Members of the Child Care Action Campaign believe good quality child care is essential for children's healthy growth and development. It is vital to the economic well-being of families and the nation. Good quality child care prepares children to succeed in school and enhances the quality of life in communities.

Members receive CCAC's bi-monthly publication, the *ChildCare ActioNews.* Upon request, members also receive CCAC's *Information Guides*, a series of 28 pamphlets on a wide range of child care issues—child care policy, advocacy, employers and child care, information for parents, and child care services. Members also receive substantial discounts on all CCAC publications.

Call or write CCAC today to receive detailed information about membership, programs and publications.

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CHILD CARE: AN ACTION GUIDE

CCAC
CHILD CARE ACTION CAMPAIGN

FIVE THINGS YOU SHOULD KNOW ABOUT CHILD CARE

1 Parents of young children are in the workforce in record numbers:
- 75% of mothers with children under age 6
- 59% of mothers with children under age 3
- 17 million school-age children need child care

...and demand for child care is growing!

2 New research on brain development shows that children's mental and emotional capacities are built in the first three years of life. Good quality care is critical:
- a safe environment
- trained, caring providers
- activities that help them develop emotionally, socially and mentally.

3 Only 9% of child care homes and 14% of centers provide good quality care. Good quality child care costs more than most parents can afford. Parents, on average, pay $3,700 a year.

4 Good quality child care depends on the provider's motivation, training and experience. Child care teachers are grossly underpaid (averaging $6.89 per hour), causing high turnover and lowering quality.

5 The United States is the only western industrialized nation with no national policy or commitment to support young children and their families.

FIVE THINGS YOU CAN DO ABOUT CHILD CARE

WHEN YOU ARE LOOKING FOR CARE FOR YOUR OWN CHILD...

LOOK Visit several homes or centers. Look for a safe environment with toys, books and materials within a child's reach. Do the teachers enjoy talking and playing with children? Are infants able to crawl and explore safely? Do providers devote time to one-on-one activities with infants and toddlers, to reading to children and to frequent conversation?

LISTEN Do children sound happy and involved? Do they converse easily with each other and with caregivers? Do caregivers speak in cheerful and patient tones? Too much noise may signal a lack of control; too much quiet may mean not enough activity. Is TV used as a substitute for more stimulating activities?

COUNT Count the children in the group, and the number of staff members caring for them. For each adult, there should be no more than: 3-4 infants or toddlers; 4-6 two-year-olds; 7-8 three-year olds; 8-9 four year-olds; 8-10 five-year-olds.

ASK What is the background and experience of all staff? Providers trained in child development are more likely to be able to meet your child's individual needs. Ask about staff turnover. Find out if family providers are licensed, and if the center or home is accredited by a professional organization.

CHECK Talk to other parents who have used the center or home. Call Child Care Aware to locate providers in your area, and call Child Care Action Campaign for further information on how to assess quality (see numbers on reverse side). Even after you start using child care, continue to drop in and check it out for quality.

...OR IN YOUR COMMUNITY

LOOK Is the child care in your community of good quality? Is safe and stimulating care available for babies and toddlers? Is there care for school-age children before and after school and during vacations? How many families lack affordable, reliable care? Are there long waiting lists for child care subsidies for working parents? Is there a formal network or organization for home-based providers? Are employers, local government and community organizations investing in child care?

LISTEN Talk to other parents in your workplace and in your community. What are their child care needs? Think about what you can do together in your community to make child care better and more affordable for all working parents.

ASK Ask your employer, elected officials, school, union, religious, community or professional organization what they are doing to help working parents who need child care. Contact your local resource and referral agency, YMCA, YWCA, and United Way for information and to find out who is working to make child care better in your community. We can expand and improve child care when everyone works together.

ACT Get involved in the parent organization at your child care center, or help start one if none exists. Volunteer at a local child care center. Find out which local organizations are working to improve child care by contacting your local resource and referral agency or one of the organizations listed on the other side.

CHECK Check on the progress your community is making to meet the child care needs of working parents. Hold elected officials to promises they make. Remind them that good quality child care is essential for childrenis healthy growth and development—and it keeps America working.

Clip and mail to

CHILD CARE ACTION CAMPAIGN

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__ I want to join the Child Care Action Campaign. Enclosed is __ $25 __ $50.

__ Please send me a publications list and more information about CCAC.

__ Enclosed is my additional tax-deductible contribution of $________.

Name ________

Address ________

City ________ State ________ Zip ________

Organization ________ Phone ________

CCAC is a 501(c)3 organization. Contributions are tax-deductible. Copies of our latest financial report are available upon request.

Join the Child Care Action Campaign and help bring quality, affordable child care to every child who needs it.

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KEY FACTS ON CHILD CARE AND EARLY EDUCATION

How many children need child care in the U.S.?

12 million children under age 6 and 17 million children between the ages of 6 and 13 have both parents or their only parent in the work force.

(Source: composite figure of Bureau of Labor Statistics data, *National Child Care Survey*, 1990, Hofferth, *et al.* Urban Institute Press, Washington, DC, 1990, and Child Care Action Campaign calculations)

How many children have received child care and early education before they enter kindergarten?

By the age of six, 84% of children have received supplemental care and education.

(Source: U.S. Department of Education, National Center for Education Statistics, *National Household Education Survey*, 1995)

What kind of child care do families use?

According to the U.S. Census Bureau, of the 9.937 million preschoolers (under age 5) with employed mothers in 1993:

- 29.9%, or 2,972,000, were cared for in child care facilities (*i.e.*, child care centers, nursery schools, preschools).
- 25.3%, or 2,516,000, were cared for by relatives either in the child's home or in the relative's home.
- 22.2%, or 2,201,000, were cared for by their own parents (mothers while working at home or away from home: 6.2% or 616,000; fathers caring for children at home: 16% or 1,585,000).
- 16.6%, or 1,645,000, were cared for in the home of a non-relative provider.
- 5.0%, or 492,000, were cared for in their own homes by non-relatives.
- 1.0%, or 111,000, were cared for in other arrangements.

(Source: Casper, Lynn M., *Current Population Reports: Who's Minding Our Preschoolers?*, U.S. Census Bureau, March 1996)

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What is the percentage of mothers in the workforce whose youngest child is age 12 or under?

- Youngest is under the age of one - 56.9% (or 1,651,000)
- Youngest is under the age of three - 58.7% (or 5,650,000)
- Youngest is under the age of six - 62.3% (or 10,395,000)
- Youngest is between the ages of six and thirteen - 75.1% (or 10,003,000)

(Source: Bureau of Labor Statistics, Division of Labor Force Statistics, "Employment status of the civilian noninstitutional population by sex, age, presence and age of youngest child, marital status, race, and Hispanic origin, March 1995, Table 3, unpublished data)

What is the average family expenditure for child care, and what proportion of family income does this represent?

Families with employed mothers of preschool children (under age 5) spend an average of $74 per week on child care, or about 8 percent of their annual income.

Families whose monthly income was:

- Less than $1,200 paid $47.29/week or 25% of their income.
- $1,200 to $2,999 paid $60.16/week or 12% of their income.
- $3,000 to $4,499 paid $73.10/week or 8% of their income.
- $4,500 and over paid $91.93/week or 6% of their income.

(Source: Casper, Lynn M., *Current Population Reports: What Does It Cost to Mind Our Preschoolers?*, U.S. Census Bureau, September 1995)

What is the size of the child care work force in the U.S.?

There are approximately 3 million child care teachers, assistants, and family child care providers in the U.S.

(Source: NCECW, figures derived from Hofferth, S., *et al.*, *The National Child Care Survey Revisited*, 1991, The Urban Institute)

Family Day Care

- **Regulated** family child care providers = 298,515
- **Non-regulated** family child care providers = 550,000 to 1.1 million[1]

Center-Based Care

There are 93,221 licensed child care centers nationwide.[2]

(Sources: The Children's Foundation, *1996 Family Child Care Licensing Study*, 1996)

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[1] Estimated by Willer, B. *et al.*, *The Demand and Supply of Child Care in 1990: Joint findings from The National Child Care Survey 1990 and A Profile in Child Care Settings*, a joint publication from: National Association for the Education of Young Children, Administration on Children, Youth and Families, U.S. Department of Health & Human Services, and the Office of Policy and Planning, U.S. Department of Education)

[2] State licensing requirements vary. States may or may not require licensing of Head Start programs, pre-schools, nursery schools, prekindergartens, religiously affiliated centers, or programs operated by public schools.

What is the average salary for child care providers?

Teachers, Assistant Teachers, and Teacher-Directors working in child care centers earn an average of $6.89 per hour, $12,057.50 for 35 hours/week, 50 weeks/year.

(Source: *Cost, Quality & Child Outcomes*, University of Colorado at Denver, 1995)

What is the average turnover rate for child care providers?

The turnover rate for all providers in child care centers is 36% per year.

(Source: *Cost, Quality & Child Outcomes*, University of Colorado at Denver, 1995)

In contrast, average turnover in other professions is much lower. The turnover rate for public school teachers is 5.6% per year.

(Source: *National Child Care Staffing Study Revisited: Four Years in the Life of Center-Based Child Care*, 1993)

How much does American business lose each year due to child care problems?

U.S. employers lose $3 billion annually due to child care-related absences.

(Source: Reisman, Barbara, *Child Care: The Bottom Line*, p. 66, Child Care Action Campaign, 1988, based on Bureau of Labor Statistics data, 1988)

How many U.S. businesses offer work-family benefits to their employees?

Approximately 6,000 employers nationwide offer work-family benefits to their employees. Four percent of all employees are eligible for employer-assisted child care benefits in the U.S.

(Source: Bureau of Labor Statistics, *Employee Benefits in the United States 1993-94*, March 1995)

How many U.S. businesses provide on-site or near-site child care for employees who pay for it?

Approximately 2,200 employers sponsor child care centers.

(Galinsky, E., *The Changing Workforce*, Families & Work Institute, 1993)

Public sector: The U.S. Government operates over 800 on- or near-site centers in the U.S. and abroad. Six hundred forty-four of these are sponsored by the U.S. Armed Forces.

(Source: Wohl, Faith, interview in "Uncle Sam Leads the Way on Worksite Child Care," *Child Care ActioNews*, January-February 1996)

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NATIONAL OPINION POLL DATA ON CHILD CARE

The ability to find and afford good quality child care have been major concerns of American families ever since mothers began to enter the permanent workforce in large numbers. With the passage of welfare reform in 1996, the importance of child care in the public dialogue has grown further still. Various national polls show that Americans continue to care deeply about child care and they support child care assistance to working families and families making the transition to work.

FINDING GOOD CARE IS CAUSE FOR CONCERN

Please tell me if you agree or disagree with the following statements:
It is very difficult for parents to find child care that is both affordable and of good quality. (Push) And would that be strongly (agree/disagree) or just somewhat (agree/disagree)?

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	DK
56%	23%	9%	5%	7%

(R/S/M, Inc., conducted for the Child Care Action Campaign, 3/95)

How concerned are you, if at all, about not having adequate child care when you go to work?

Very concerned	Somewhat	Not too	Not at all concerned	D/A
30%	15%	11%	15%	29%

(Princeton Survey Research Associates, conducted for the *Times Mirror*, 10/25-30/95)

GOVERNMENT AND BUSINESS HAVE A ROLE

How do you feel about the following statement: the government has a responsibility to help improve the quality of family life by providing tax incentives to corporations to encourage them to provide parental leave and day care centers to their employees?

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	DK
41%	25%	12%	17%	5%

(Michaels Opinion Research, conducted for Massachusetts Mutual Life Insurance Company, 8/9-26/95)

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Do you think the federal government should or should not provide tax incentives to American corporations that invest in child care?

Should	Should not	Not sure
73%	23%	4%

(Yankelovich Partners, Inc., conducted for *Time*, Cable News Network, 5/8-9/96)

CHILD CARE IS ESSENTIAL IN THE WELFARE-TO-WORK TRANSITION

Do you favor or oppose proposals to provide subsidized child care for poor mothers who leave welfare for work?

Favor	Oppose	Not Sure
92%	7%	2%

Please tell me how effective you think this will be in improving the welfare system....Provide subsidized child care for poor mothers who leave welfare for work:

5 -- Very Effective	4	3	2	1-- Not effective
53%	24%	15%	4%	4%

(Hart and Teeter Research Companies, conducted for NBC News, *Wall Street Journal*, 4/21-25/95)

In regard to different approaches to improving welfare, please tell me if you think each is absolutely essential, important but not essential, or not that important to improving welfare: Providing child care while mothers on welfare work or go to school?

Absolutely essential	Important but not essential
68%	32%

(Public Agenda Foundation, 12/8-17/95)

*Which items if any on the following list do you think the government must provide to help low-income parents on welfare?**

Job training	Tax breaks to businesses	Child care	Jobs in community service	None/DK
76%	71%	67%	53%	4%

* Adds to more than 100% due to multiple responses.

(I.C.R. Survey Research, Associated Press Poll, 6/5-9/96)

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Head Start

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Listed below are attendees of the January 14, 1998 Child Care Advocates Press Briefing

Print

Barbara Vobejda	Washington Post
Robert Pear	New York Times
Rich Wolf	USA Today
Sue Kirchhoff	Congressional Quarterly, Inc.
Cheryl Wetzstein	Washington Times
Jennifer Simmons	Detroit News
Dennis M. Crowley	United News and Information
Karen MacPherson	Pittsburgh Post-Gazette/Toledo Blade
Tom Diemer	The Cleveland Plain Dealer
Carl F. Horowitz	Investor's Business Daily
Stephen Albright	CD Publications
Eileen Shanahan	Governing Magazine
Joe Volz	Youth Today
Chuck Dervarics	Report on Preschool Programs, Business Publishers
Peggy Eastman	Freelance writer for women's magazines Author of *Your Child is Smarter Than You Think*

Broadcast

Lylah Holmes	Conus Communications (Broadcasting)
Paul Burton	Medill News Service (Broadcasting)
Stacy Hutchins	A.H. Belo Corporation (Broadcasting)

News Service

Kalpana Srinivasan	Associated Press
Beth Frerking	Newhouse News Service
Candace Carpenter	Medill News Service (Print)
Elias Wolfberg	States News Service
Farid Bernoussi	Maghareb Arab Press (MAP)

Organizational Press

Nancy Geyelin	Board on Children, Youth, and Families National Research Council
Jeffrey Cooper	Coopersoft
Laurie Philips	American Association of Family & Consumer Sciences

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NEWS RELEASE

For Immediate Release:
Wednesday, January 14

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CHILD CARE ADVOCATES, EXPERTS APPLAUD CLINTON'S HISTORIC INITIATIVE

Call on Congress to Address "Bottom Line" Issues in Child Care Legislation

WASHINGTON, D.C. -- Today in Washington, child care advocates and experts in the field met to praise the President for his proposed new investment in the nation's children. "This historic investment signals that child care is a top priority for the President. We are jubilant," said Wohl.

"Finally, a President who gets it. The millions of families relying on an inadequate child care system have moved a giant step closer to the high quality, affordable care their children need," said Faith Wohl, Child Care Action Campaign President.

Seven speakers, representing a broad coalition of organizations, discussed the "bottom line" child care issues that must be addressed by Congress for any meaningful child care proposal. "We know what finally passes will be an amalgam of ideas and proposals," Wohl said.

- Providing adequate accessibility and affordability for low- and middle-income families.
- Building a stable, well-trained workforce to insure quality child care.
- Stimulating business and community resources to help provide community child care needs at affordable costs.
- Providing a wide range of options for all families.
- Addressing the need for after-school care and public safety.

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Helen Blank, Children's Defense Fund Director of Child Care and Development expressed advocates determination that a bi-partisan coalition in Congress will pass a child care plan. "Nineteen ninety-eight must be the year for action on child care."

Blank said that one-half of all families with young children earn less than $35,000 a year. "Good child care is essential to help these families work, to help their children go to school ready to learn, and to ensure that children are in safe and supportive settings after school.

Barbara Willer of the National Association for the Education of Young Children called for addressing child care workforce problems, saying that "the rising economic tide has given low-wage child care workers higher-paid opportunities in other fields."

"That's forcing child care centers to shut down just when they're needed most. They can't raise wages because families can't afford to pay more," said Willer.

"Paradoxically, as more Americans go to work and the need for child care rises, the number of child care spaces grows smaller, particularly for infants. Adequate wages to retain trained employees and training programs for new employees will go a long way to solving this problem," Willer said.

Carla Taylor, senior public policy analyst for the National Black Child Development Institute called for adequate accessibility and financial assistance for low- and middle-income families. "Currently government child care subsidies are available for one out of every ten children who need them. The Administration plan doubles this. How can we reach the other 80 percent?"

Experts called on all sectors of communities to become involved in providing support for child care. "Currently funding is coming predominantly from parents and the government. For all the money currently spent, parents pay a whopping 60 percent, government contributes 39 percent and business only 1 percent," said Louise Stoney, an early childhood policy specialist.

"Child care legislation should support all families," said Matthew Melmed, executive director of Zero to Three. He and other advocates also called for support of parents who choose to stay home with their children. "These parents deserve positive recognition for their choice and help in sustaining their families without the income they would otherwise be expected to earn," Melmed said.

Baltimore City Police Commissioner Thomas C. Frazier cited his city's success in cutting crime rates. He attributed this to Baltimore's use of after-school programs. "Investments in quality early childhood development and after-school programs for at-risk kids are our most powerful weapons against crime. Baltimore's first after-school program cut neighborhood crime 42 percent the first year."

- more -

Frazier said, "the peek hours of crime are 2 p.m. to 8 p.m. Studies show that shutting at risk kids out of quality early childhood care can multiply, by up to 10 times, their risk of delinquency by their mid teens. It's just common sense to fight crime by investing in early childhood care and after-school programs." Frazier spoke on behalf of Fight Crime: Invest in Kids, a national anti-crime organization, led by police, prosecutors, and crime victims.

"Public-private partnerships are key to a successful American child care program. Federal legislation should encourage state and local governments, schools, foundations and business to build on the President's proposed down payment toward the goal of providing every American child who needs it with quality care," according to Wohl.

Groups represented at today's press conference included the Child Care Action Campaign, the Children's Defense Fund, Fight Crime: Invest in Kids, National Association for the Education of Young Children, National Black Child Development Institute, and Zero to Three.

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child care and
early education

CHILD CARE ADVOCATES PRESS BRIEFING

National Press Club
Washington, DC
Wednesday, January 14, 1998

List of Participants

Faith Wohl
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Child Care Action Campaign
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Children's Defense Fund
202/628-8787

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National Association for the Education of Young Children
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National Black Child Development Institute
202/387-1281

Thomas C. Frazier
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Baltimore City Police
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Zero to Three
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NATIONAL
BLACK
CHILD
DEVELOPMENT
INSTITUTE, INC.

For Immediate Release
January 14, 1998

Contact: Carla Taylor (202) 387-1281

Statement of the National Black Child Development Institute (NBCDI) on President Clinton's Child Care Proposal

President's Plan Supports African American Children and Families

WASHINGTON, D.C. -- President Clinton's $21.3 billion child care proposal, announced January 7, 1998, takes an important step toward a compelling goal - making high quality child care available and affordable to all families who need it. This goal is critical to the healthy development of children and the economic stability of families. Although America's economy is robust and its unemployment rate low, many African Americans have not shared in the benefits of the nation's good fortune. The unemployment rate for African Americans, at 9.9 percent, is more than double that of whites (3.9 percent). In addition, the per capita income of black Americans is only 60 percent of the per capita income of whites. Therefore, Clinton's child care plan, which promotes the economic stability of families through expanded child care subsidies and tax credits, is of great importance to the economic well-being of African American families.

Clinton's plan increases Child Care and Development Block Grant funds by $7.5 billion over 5 years to provide child care subsidies to more families. This is particularly helpful for low-income, working families trying to stay off of welfare in the face of high child care costs. Because African American workers average about 77 percent of the earnings of white workers,

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and 26.4 percent of African American families live in poverty compared to 8.5 percent of white families, the impact of child care on the salaries of black families is greater. Too many parents have retreated from the labor force because they were unable to afford child care. Therefore, this component of the Clinton plan is key to the economic stability of low-income African American families who cannot afford unsubsidized care. However, while the proposal increases coverage by child care subsidies for children who need them from 1 out of 10 to 2 out of 10, the remaining 80 percent of children will not have their needs met.

A second feature that we strongly endorse is the Child and Dependent Tax Credit provision which would help African American parents in the middle income bracket maintain their ability to provide for their families. The plan expands the amount and eligibility for the credit for 3 million families. This is particulary significant for African American middle class families. Between 1967 and 1996, the number of African American families earning between $35,000 and $75,000 has increased by almost 10 percent, while the number of white families in that income range has decreased by nearly 2 percent.

The Clinton proposal also would help many of this nation's most disadvantaged African American children reach their fullest potentials by improving the quality of child care. Forty-two percent of African American children live in poverty, compared to 11 percent of white children. We know that poverty is a major barrier to high-quality education and future success. We also know that disadvantaged children thrive when given the benefit of high-quality child care. The Clinton plan directs $3.9 billion to quality improvements. Of that, $3 billion would go to an

Early Learning Fund for home visits, parent and consumer education, reducing child-staff ratios, assisting child care providers with meeting accreditation and licensing requirements, training providers and connecting them to centers for education and support. The proposal also directs $250 million over 5 years to provide scholarships and increased compensation and bonuses for child care professionals. Increased funding for career opportunities through training, scholarships, and compensation is particularly important for African American providers, many of whom lack training because career development opportunities are often not available to them. It has been documented that provider training is intimately related to the quality of child care. Child care professionals are helping to shape the minds of our youngest. As a nation, we cannot afford to stand for anything less than highly-trained, highly-compensated providers.

The National Black Child Development Institute applauds the President for supporting parenting and consumer education. We cannot truly improve the lives of this nation's most disadvantaged children unless we empower their parents to promote the healthy development of their children, both inside and outside of the home. Any successful parenting education program must include developmentally appropriate activities for children which enhance parenting skills. Too often, parents who want the best for their children, do not have adequate information and resources to translate this desire into a reality.

In our enthusiasm for the President's child care plan, we must not loose sight of the fact that it is, as yet, a proposal. African Americans, who have much at stake with this plan, must contact their members of Congress to bring it to fruition. Parents, local communities, businesses, schools and the child advocacy community must come together to work with Congress to develop comprehensive child care legislation. It is time for each and every one of us to take an active role in protecting our young.

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The National Black Child Development Institute (NBCDI) exists to improve and protect the quality of life for African American children. For the past 27 years, NBCDI has focused on the areas of child care, child welfare, education and health. NBCDI has 47 nationwide affiliates that play a key role in our work on behalf of African American children and families.

AMERICAN
ASSOCIATION of
FAMILY and
CONSUMER SCIENCES

AAFCS PUBLIC POLICY: CHILDREN AND YOUTH

AAFCS' membership of over 14,000 family and consumer sciences professionals form a powerful network of family advocates across the nation working on public policy and legislative initiatives at the local, state and federal levels.

Quality, Affordable Child Care

In 1997, the leadership of AAFCS passed a resolution on child care. The resolution encourages members to promote public policies that will permit access to quality early child care and education services for all families who need them. Additionally, the resolution stipulates that the cost of child care should not exceed 10% of the family's gross income, while maintaining the quality of care and providing fair and adequate wages for providers. (A copy of this resolution is attached.)

AAFCS joined forces with the Children's Defense Fund and other groups to help President Clinton, his Administration, and Congressional leaders forge legislation to address the critical need for quality, affordable child care. On January 7, 1998, President Clinton proposed spending measures and tax credits for child care in the amount of $21.7 billion over the next five years. He is expected to outline the details of his initiative in his State of the Union address later this month.

-- more --

1555 King Street • Alexandria, Virginia 22314-2752
703-706-4600 • Fax: 703-706-4663 • E-mail: staff@aafcs.org

Children's Health Care

Also in 1997, the leadership of AAFCS resolved that the association promote and support legislation for health care coverage for minor children.

AAFCS joined a broad-based effort called Campaign for CHILD Health Now. With the coalition, AAFCS worked on the successful grassroots effort to encourage legislation for health care coverage for minor children. In 1997, the White House and Congress budget agreement included $24 billion for children's health, funded in part by a tobacco tax, a historic investment in children's health.

Family and Medical Leave Act

AAFCS was part of the Council of Family Organizations that worked to enact the Family and Medical Leave Act in 1993. The association monitors legislation which expands or reduces coverage of the Act, to ensure that parents are able to take leave in order to care for their children.

JumpStart Coalition for Personal Financial Literacy

AAFCS is on the Board of Directors of this new coalition seeking to improve the personal financial literacy of young adults. The coalition wants every student to have the skills to be financially competent upon graduation from high school. To that end, the coalition develops and encourages the use of guidelines for personal financial education for grades K-12.

Vocational Education Coalition

A broad-based group consisting of representatives from 29 associations, councils, and state departments of education, the Vocational Education Coalition pursues a unified strategy to ensure a strong federal commitment to vocational-technical education through legislation.

Revision - June 24, 1997

RESOLUTION OF THE
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES

PUBLIC POLICY ADVOCACY FOR QUALITY AFFORDABLE CHILD CARE

WHEREAS, the Personal and Work Opportunity Reconciliation Act (August, 1996) requires participation in the workforce of families with dependent children, and

WHEREAS, the federal law permits parents to be exempt from work requirements if "adequate" child care is unavailable, and

WHEREAS, American families of moderate means can be expected to pay 10% of their gross income for quality early child care and education services, therefore, be it

RESOLVED, that AAFCS promote, endorse and support public policies that will permit access to quality early child care/education services for all families who need them at a cost not to exceed 10% of the family gross income **without sacrificing quality of care while providing fair and adequate wages for providers**, and be it further

RESOLVED, that the cost of quality child care not be at the expense of providers, but funded by a combination of employer or private funding and local, state and/or federal public funding, and be it further

RESOLVED, the individual members of the Association accept the challenge of
1) making media and legislative contacts to disseminate the relevant research, and
2) advocating on behalf of accessible, quality early child care/education services at all levels of government, and be it further

RESOLVED, that individual members of the Association provide leadership to help citizens and policymakers understand 1) the need for quality child care/education, 2) the process of speaking up on behalf of that need, and 3) the value of community actions on behalf of child care/education.

Children's Defense Fund

FOR IMMEDIATE RELEASE
Wednesday, January 7, 1998

CONTACT: Sarah Howe, 202/662-3609

CDF APPLAUDS ADMINISTRATION'S CHILD CARE PROPOSAL

President's Proposal to Invest in Child Care for Families Provides a Significant and Solid Foundation

WASHINGTON, D.C. -- President Clinton's announcement to provide $21.7 billion for child care for America's families was greeted with applause by the Children's Defense Fund (CDF) today.

"We are pleased that the President has made a solid downpayment on meeting the child care needs of America's families," said CDF President Marian Wright Edelman. "We look forward to working with a bipartisan Congress to move from here and build on this proposal, especially to provide more safe and supportive options for the nearly five million school-age children who are left home alone. We are pleased the President's proposal helps more low-income and middle-income families afford care, and addresses the critical need to improve the quality of child care for infants and toddlers."

Thirteen million children under six are in child care during the day. According to a recent study much of the care we offer children is inadequate, yet a full-day of child care costs an average of $4,000 to $10,000 annually per child. These costs are beyond the reach of many working parents with young children, half of whom earn $35,000 or less a year.

The lack of high quality child care that is affordable for all working families prevents children from entering school ready to learn, hinders their success in school, and limits the ability of their parents to be productive workers. After-school care is critical since juvenile crime peaks between the hours of 3 p.m. and 7 p.m., when school-age children are at greater risk of engaging in activities that lead to problems like violence and teen pregnancy.

"This country can make the investments in early childhood education programs that help get children ready for school and provide the programs that help keep them out of trouble at the end of the school day," said Edelman.

Edelman urged Congressional leaders in both parties to make child care one of the biggest priorities in the 1999 budget. She also urged families, businesses, schools, and communities to join together to expand and improve the quality of child care, after-school, and summer options for children and youths to keep them safe, out of trouble, and on track and help families pay for child care so they can work and be independent.

-30-

EDITOR'S NOTE: Call CDF's radio hotline at 800-883-5059 for a soundbite on CDF's reaction to the President's child care proposal.

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American Academy of Pediatrics
601 Thirteenth Street, N.W.
Suite 400 North
Washington, DC 20005

News Release

January 14, 1998
10:00 a.m. (EST)

Contact: Marjorie Tharp
Gem Benoza
202/347-8600
800/336-5475

Press Statement on Child Care and the Role of the Pediatrician

Pediatricians have always recognized the importance of the early years in the physical, social, intellectual and emotional development of children. Recent research on early brain development shows that the capacity and abilities of the brain itself are determined in part by the child's environment during the early years of life. Care in early childhood is truly early education.

The American Academy of Pediatrics and its 53,000 members have been, and will continue to be, extensively involved in child care issues. The Academy applauds the administration's recent efforts to make child care a high priority in this country through last fall's Child Care Conference and last week's announcement of a $21.7 billion child care initiative.

The president's child care proposal sets the foundation for increasing the affordability and availability of child care in America. The Academy is extremely pleased that the administration's plan includes incentives to improve the safety and quality of child care and recognizes the importance of linking health care professionals and child care providers.

The role of the pediatrician in this process is an important one, as these physicians partner with families, child care providers, state and county child care licensing agencies and other health care professionals to promote the healthy development of children in child care. Pediatricians can play a critical role in ensuring that child care settings protect and promote children's health, safety and development. These roles should include increasing access to preventive health services, offering advice to families on selection of child care programs, and consulting with child care providers on children's individual needs, and on general program guidelines and standards.

The American Academy of Pediatrics will work with the administration and Congress to ensure that every child has access to high quality child care.

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The American Academy of Pediatrics is an organization of 53,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical subspecialists dedicated to the health, safety and well-being of the nation's infants, children, adolescents and young adults.

NOTE TO EDITORS: Pediatricians with an expertise on child care issues are available for interviews by contacting Marjorie Tharp or Gem Benoza at 202/347-8600. Academy child care resources are also available upon request.

ZERO TO THREE

NEWS

National Center for Infants, Toddlers and Families

FOR IMMEDIATE RELEASE
January 14, 1998

Contact: Lynette Ciervo
202/638-1144

Babies and Toddlers at Greater Risk in Child Care

Washington, D.C. -- Babies and toddlers have unique needs in child care. The current state of child care for babies and toddlers is particularly bleak. A 1996 national study found that in nearly half the classrooms in centers serving children under 3, children received such poor quality care that their health, safety and development were jeopardized. Babies and toddlers cared for in family day care homes or by relatives fared no better, other studies showed.

Inadequate child care for babies and toddlers is particularly worrisome in light of recent brain research. Scientists have found that brain development is more rapid from birth to 3 years than during any other period of life. Good care, including both physical care and emotional nurturing, is therefore crucial for very young children's healthy brain development.

"While many parents recognize the significance of the first three years of life, there is still a great deal of confusion about the need for quality child care and its impact on a child's overall development," says Matthew E. Melmed, executive director of ZERO TO THREE.

Melmed cites a national parent study released by ZERO TO THREE in April that found that half of all parents believed -- incorrectly -- that the *more* caregivers a child has before age three, the better that child will be at adapting and coping with change. The study also found that 60 percent of babies and toddlers are cared for on a regular basis by someone other than their parents, yet only 2 percent of parents reported turning to child care providers to seek information on their children and parenting issues.

- more -

The pediatricians, psychologists, psychiatrists, social workers, and early care and education professionals at the national non-profit organization, ZERO TO THREE, stress the importance for a young child of being able to rely on continuing relationships with a few caring adults, who include parents, other family members and child care providers.

Child care for babies and toddlers must address the unique needs of this young group during a period when development is greatest. ZERO TO THREE's 1995 publication *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practices* identifies 9 key elements for quality care for babies and toddlers.

WHAT BABIES AND TODDLERS NEED TO THRIVE IN CHILD CARE

High quality care for babies and toddlers can enrich children's early experience and complement the work of parents and family members.

The key to quality child care is a high-quality relationship with caregivers. It is through a close relationship with caring adults -- including child care providers -- that children flourish and learn about the world and who they are.

9 Elements of Quality Child Care for Babies and Toddlers

1. **Small groups with high staff-to-child ratios**
2. **Staff trained in childhood development and programs licensed and accredited**
3. **A primary caregiver**
4. **Continuity of care**
5. **Responsive caregiving**
6. **Cultural, linguistic and familial continuity**
7. **Meeting the needs of the individual within the group context**
8. **Promotion of health and safety.**
9. **Age appropriate physical environment**

- more -

1. **Small groups with high staff-to-child ratios.**

Small groups create a sense of intimacy and safety. The rich dialogue between caregivers and infants is possible in small groups because there are fewer bodies, less noise and less activity to interfere with a child's ability to learn. Small groups and more staff enable caregivers to build strong relationships with individual children and adapt activities to meet the changing interests, needs and capacities of the group.

For children birth to age 3, recommended group size: 6--8 children; 1:4 ratio of caregiver to child. No more than 6 children who are not yet mobile should be in a group.

2. Staff trained in childhood development and programs licensed and accredited.

National research underscores that quality infant and toddler child care is contingent upon the special training that caregivers receive in early childhood development. Ongoing training, good salaries and benefits are essential to attracting and retaining quality caregivers. Staff should be certified by the Council for Early Childhood Professional Recognition with a Child Development Associates degree credential for infant/toddler caregivers or an equivalent credential that addresses comparable competencies (such as an associates or bachelors degree). Centers should be accredited by the National Association for the Education of Young Children and family child care by the National Association of Family Child Care. Both should be licensed by the state.

3. A primary caregiver.

For children in group care, each child should be assigned a primary caregiver. A primary caregiver is principally responsible for the child and helps in building a positive, continuing, intimate relationship with the child. It also offers family members a key child care contact. It does not mean that one person only cares exclusively for a baby or toddler.

4. Continuity of care.

Having one primary caregiver for more than a year (optimally, from entry into child care until the child is three years of age or older) is important to the child's emotional development. Switching from one caregiver to another takes its toll. Too many changes in caregivers can slow a child's development and leave children reluctant to form new relationships. When very young children switch repeatedly from one caregiver to another, the time they spend grieving the loss of the old caregiver and learning the new caregiver's ways may slow down their overall development.

- more -

5. **Responsive caregiving.**

Watching, asking and adapting are the tools of responsive caregiving. Responsive caregiving involves knowing each child and taking cues from the child about when to expand on the child's initiative, when to guide, when to teach and when to intervene.

A responsive caregiver has an overall plan for each day, including materials and activities that are appropriate for the development stage of each child. In addition, the caregiver should continually observe each infant or toddler to discover what skills he is ready to explore and eventually master.

6. **Cultural, linguistic and familial continuity.**

Child rearing reflects the values and beliefs of families and culture of their community. Caregivers should be culturally sensitive and recognize their own values that they may be transmitting to children. Caregivers who use the infant's home language reinforce the infant's sense of "rightness" and sense of belonging in both the home and child care environment. Speaking the child's home language, welcoming family members into the child care setting, and respecting the child-rearing values and beliefs of the child's family all support the early development of a strong sense of the child's identity. To provide cultural and familial continuity, baby/toddler child care programs should, when possible, employ staff who are of the same culture and who speak the same language as the children served.

7. **Meeting the needs of the individual within the group context.**

Caregivers should understand the needs, temperament, moods and preferences of each child and adapt their care to meet those individual needs. To provide care for infants and toddlers with special needs, caregivers need training and support from community partners.

8. **Promotion of health and safety.**

Babies and toddlers are more susceptible than older children to infectious disease because their immune systems have not fully developed. In addition, their emerging mobility and curiosity put them at increased risk of injury. A quality group child care setting for young children should be safe and sanitary but also interesting to children and efficiently maintained to allow time for intimate, responsive interaction.

Achieving efficient health and safety policies and procedures require: careful planning of areas for food preparations and diapering/toileting; detailed and scrupulously maintained healthy policies, emergency, injury and health procedures and child and staff health records; concise policies and staff procedures; knowledge of and collaboration with community health and safety resources; vigilant monitoring procedures for health and safety; time for caregivers to meet to share current health/safety information; and daily communication between family members and caregivers.

- more -

9. **Age appropriate physical environment.**

The physical environment -- indoors and out -- should promote intimate, satisfying relationships. Spaces must provide growing infants with a wide variety of interesting objects, textures and physical challenges, while neither overwhelming them with choices or jeopardizing their safety.

For copies of this ZERO TO THREE publication -- including detailed anecdotes that describe situations that either promote or hinder development of young children in child care settings -- or the national parent study, contact Lynette Ciervo at 202/638-1144.

ZERO TO THREE is a national nonprofit founded 20 years ago by leading pediatricians and child development specialists to share new knowledge on how children develop in the early years.

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A Checklist for Parents

Because the way children are treated in their earliest years of life by important adults shape their future successes or failures, it is crucial that all caregivers provide a healthy setting that encourages appropriate emotional, social and intellectual growth.

Parents should observe caregivers interacting with their child before making decisions. Some questions for parents to ask in determining the caregiver's or program's ability to understand babies and toddlers and support healthy development, include:

- What training do staff have in infant/toddler development?
- Does the caregiver use straightforward, simple words to talk with my child?
- Are activities and schedules explained to my child?
- Are toys and materials well organized so my child can choose what interests her?
- Is this caregiver able to accommodate the special needs of my child?
- Does the environment accommodate the special needs of my child?
- Does this caregiver respect the language, culture and values of my family?
- Do the caregiver and I agree on discipline? Weaning? Toileting? Feeding?
- Can this person handle conflicts without losing patience, shaming a child or frequently displaying anger?
- Does the caregiver enjoy children?
- Am I welcome to drop in at any time?
- Will my child feel good about coming here?
- Is the environment sanitary and safe?
- Is the place appealing with comfortable lighting and an acceptable noise level?
- Is the child care program licensed by the state or local government?
- Is the child care program accredited by the National Association for the Education of Young Children or the National Association of Family Child Care?
- Are the caregivers certified by the Council for Early Childhood Professional Recognition with a Child Development Associates degree credential for infant/toddler caregivers or an equivalent credential that addresses comparable competencies (such as an associates or bachelors degree)?
- Is there a primary caregiver for my child?
- Are the ratios and group size appropriate for my child's age?

Child Care Reporters:
An Exciting New Developmen
in the Child Care Debate

FIGHT CRIME: INVEST IN KIDS

President

Brenu...

CONTACT: Communications Director
John W. Bartlett
(202) 638-0690

MEDIA ADVISORY
Embargoed for Thursday, January 22, 10:00 a.m.

Over 150 Police Chiefs, Prosecutors, and Crime Victims to Issue Report Calling for Major Boost in Child Care and After-School Programs

Clinton Child Care Plan A First Step, But Greater Investment Needed, Says Ground-Breaking New Report on Anti-Crime Impact of Investments in Kids

More than 150 law enforcement leaders and crime survivors — the men and women on the front lines of the war on crime, and those victimized by crime's horrific impact — will issue a sweeping new report this month, showing that the most powerful weapons in America's fight against crime are early childhood development and after-school programs.

The unexpected message of these anti-crime leaders: *America could cut crime — perhaps by half or more* — by cutting the enemy's most important supply line: its ability to turn kids into criminals. Drawing on a breadth of research, the report clearly illustrates the dramatic crime-prevention potential of early childhood care and after-school programs.

Perhaps the least expected voices in the child care debate, crime fighters approach the issue from a unique perspective: **government's most fundamental responsibility is to protect the public safety — and that responsibility can't be met without investing in early childhood care and after-school programs.**

This audio briefing provides an opportunity for journalists across the country to learn about this new report and hear from law enforcement leaders and crime victims...

- **... why child care *is* crime prevention — and how it saves millions of tax dollars.**
- **... why 92 percent of police chiefs, in a nation-wide poll, agreed "America could sharply reduce crime if government invested more in programs to help children and youth get a good start" by "fully funding Head Start for infants and toddlers... and providing after-school programs and mentoring" for older kids.**
- **... how an "invest-in-kids" strategy could cut crime in your community.**
- **... what top crime fighters think about President Clinton's new child care initiative.**

Audio Press Briefing

Thursday, January 22, 1:00 p.m. EST (10:00 a.m. PST)

SPEAKERS:

Ruben Ortega, Chief of Police, Salt Lake City, Utah.
Donald H. Warshaw, Chief of Police, Miami, Florida. *(Invited.)*
Charles Reynard, State's Attorney, McLean County, Illinois.
Marc Klaas, founder, Klaas Foundation for Children (Sausalito, CA). Mr. Klaas' 12-year-old daughter Polly was abducted and murdered in 1993. *(Invited.)*
Ellen Halbert, who was raped, beaten and stabbed by an intruder in her home. Ms. Halbert, of Austin, survived to become the first crime victim appointed to the Texas Board of Criminal Justice.
Sanford A. Newman, President, FIGHT CRIME: INVEST IN KIDS

Journalists responding by 4 p.m. on Friday, January 16 will receive an embargoed copy of Crime Prevention Impact of Early Childhood and Youth Development Investments *by mail. When possible, local law enforcement contacts will be referred to participating journalists.*

A Law Enforcement Perspective on Child Care & After-School Programs

Fax-Back Form for Thursday, January 22, 1998
Audio Press Briefing

Please fax this sheet to John W. Bartlett at (202) 638-0673

Journalists responding by 4 p.m. on Friday, January 16 will receive an embargoed copy of the Crime Prevention Impact of Early Childhood and Youth Development Investments *report by mail.*
(The report will be available on January 22 on FIGHT CRIME's web site.)

PLEASE PRINT

Name ______________________________

Title ______________________________

Organization ______________________________

Address ______________________________

City ______________ State ________ Zip ____________

Phone ______________ Fax ______________

E-mail ______________________________

☐ Yes, please reserve me a space on your conference call at 1:00 p.m. EST (10:00 a.m. PST) on January 22.
Our conference call service will contact you just before the audio conference begins. Is there a backup number they should use if you're not reachable at the above number? ______________

☐ No, I cannot participate in the press briefing on January 22, but please send me a copy of the report and press kit.

☐ No, I am not interested. Please remove me from your list.

FIGHT CRIME INVEST IN KIDS

President
Sanford A. Newman

Associate Directors
Amy R. Dawson
Brendan J. Fitzsimons

Communications Director
John W. Bartlett

For Immediate Release
Wednesday, January 14, 1998, 10:00 a.m.

CONTACT: John W. Bartlett
(202) 638-0690

Police, Prosecutors, Crime Victims: Clinton Child Care Proposal Would Be Powerful Blow Against Crime

Congress Should 'See and Raise' Clinton's Bid

"Passage of President Clinton's proposal on early childhood care and after-school programs would be among the most important and powerful anti-crime steps ever taken by Congress," says Sanford A. Newman, **President of FIGHT CRIME: INVEST IN KIDS** a bi-partisan, national anti-crime organization led by police chiefs, prosecutors and crime survivors.

"If Congress wants to really unleash America's most powerful anti-crime weapons, it should 'see and raise' Clinton's opening bid," Newman said. "We urge Congress to view the President's proposal as a floor; proposals seeking a substantial reduction in crime should certainly not drop below this floor."

"We guarantee criminals taxpayer-provided room and board in a jail cell. Shouldn't we be just as ready to *prevent* crime by guaranteeing good child care to toddlers and quality after-school programs for older kids?" remarked **Buffalo (NY) Police Commissioner Gil Kerlikowske, president of the Police Executive Research Forum.**

"We could be saving thousands of lives — and sparing thousands of families unimaginable heartbreak — by investing up front in the proven early childhood care and youth development programs that can turn kids away from crime by teaching them the values and skills to succeed," said **Jean Lewis, president of the National Organization of Parents of Murdered Children.** Ms. Lewis' son Scott was murdered in 1981.

After-school hours are "prime time for juvenile crime." FBI data show that violent juvenile crime *triples* in the hour after school lets out; the peak hours are between 3:00 p.m. and 6:00 p.m. These are also the peak hours for teen experimentation with sex and drugs.

"Investments in quality early childhood development and after-school programs for at-risk kids are our most powerful weapons against crime. The first after-school program we started cut neighborhood crime 42 percent the first year," said **Baltimore (MD) Police Commissioner Thomas C. Frazier.** "When the peak hours of crime are from 2:00 p.m. to 8:00 p.m., and when studies show that shutting at-risk kids out of quality early childhood care can multiply by up to ten times their risk of delinquency by their mid-teens, it's just common sense to fight crime by investing in early childhood care and after-school programs."

Studies show dramatic impact of early childhood care on crime. For example, two studies compared kids randomly assigned to receive quality early childhood care or to do without it. The results: Denying these services multiplied by *ten times* the risk of later delinquency and by *five times* the risk the kids would become chronic lawbreakers as adults.

"Everyone knows that the delivery of child care must take place not in our capitals but in our communities, through partnerships of schools, parents, businesses and community

- MORE -

groups," said **John Millner, Chief of Police in Elmhurst, Illinois.** "But there is no government responsibility more fundamental than protecting public safety. The government can't meet that obligation without committing the funds so every community can ensure that early childhood care and after-school programs reach all the kids that need them."

Emerging Unanimity Among Law Enforcement Leaders. One of the most striking developments of the past year has been the emergence of virtual unanimity among police, prosecutors, crime victims and criminologists — crossing all ideological lines — that investments in quality early childhood development and after-school programs are among our most pov ... weapons against crime.

Frazier noted that in a Northeastern University poll of police chiefs nation-wide...

... More than nine out of ten police chiefs (92%) agreed "America could sharply reduce crime if government invested more in programs to help children and youth get a good start" by "fully funding Head Start for infants and toddlers... and providing after-school programs and mentoring" for older kids.

... Police chiefs chose "increasing investment in programs that help all children and youth get a good start" as the "most effective" anti-crime strategy *nearly 4-to-1* over "trying more juveniles as adults" or even "hiring additional police officers."

Can we afford such investments? Early childhood care and after-school programs actually save millions of taxpayer dollars. In one study, early childhood care prevented $150,000 *per child* in later crime costs. And the human dividends — the lives saved, and the sense of safety we could have again in our communities — are priceless.

"The President's funding for child care is a major step forward, but still meets only a portion of the need. When child care and after-school programs save dollars and cut crime, why shouldn't Congress provide the funding that will enable communities to get the job done?" said **former U.S. Attorney General Elliot L. Richardson,** one of FIGHT CRIME's founders.

The Bottom Line from a law enforcement perspective: Clinton's child care proposal is a major step forward which would substantially reduce crime. All members of Congress, regardless of party or ideology, should view his proposal as a minimum floor, and expand on it to provide more funding for after-school programs, Head Start, and quality child care for those children who are otherwise most at risk of getting into trouble.

For more information on the powerful crime-prevention impact of early childhood care and after-school programs, call (202) 638-0690, or visit http://www.fightcrime.org/ on the Internet.

Inadequate Child Care Strains America's Working Families

Every day, three out of five preschoolers are in child care.[1]

- Children of working mothers are entering care as early as 6 weeks of age and can be in care for as many as 40 hours a week until they reach school age.

Women work in the overwhelming majority of American families.

- 62 percent of women with children under age 6 work, and 77 percent of women with children ages 6-17 are in the labor force.[2]

Child care costs are unaffordable for many working families.

- About half of families with young children earn less than $35,000 per year.[3] A family with both parents working full-time at minimum wage earns only $21,400 per year.

- Child care is a major household expense for working families. Full-day child care easily costs $4,000 to $10,000 per year -- equal to what families can pay for college tuition plus room and board at a public university.[4] The following are average child care costs for *one* three-year-old child; care for babies and toddlers costs even more:[5]

Boston $8,840	Durham $4,630	Dallas $4,210
Boulder $6,240	Oakland $6,500	Minneapolis $6,030

Child care helps shape the way children think, learn, and behave for the rest of their lives.

- A recent report by the Carnegie Corporation confirmed that the quality of child care has a lasting impact on children's well-being and ability to learn.[6] Children in poor quality child care have been found to be delayed in language and reading skills, and display more aggression toward other children and adults.[7]

Child care quality for many American children is inadequate.

- 6 out of 7 child care centers provide care that is mediocre to poor, according to a recent national study by a group of universities. One in eight centers were found to be providing care that could jeopardize children's safety and development.[8] Equally alarming patterns were found in a study of home-based care -- 1 in 3 could be harmful.[9]

- There are major gaps in the basic health and safety standards for child care in many states, and even the standards that are in place are often inadequately enforced. For example, in many states, care in smaller providers' homes is not inspected at all because licensing is not required, and more than half the states do not annually inspect homes that *are* licensed.[10]

- Professional, quality child care is hard to find in a marketplace where child care teachers and providers do not earn as much as bus drivers ($20,150) or garbage collectors ($18,100) -- or even bartenders ($14,450).[11] A national wage study found that most child care workers earn only $12,058 per year (only slightly above minimum wage) and receive no benefits or paid leave.[12]

- Staff education and training are among the most critical elements in improving children's experiences in child care. Yet while hairdressers and manicurists are required to attend 1,500 hours at an accredited school in order to get a license, 40 states (including D.C.) do not require providers who offer care in their homes to have *any* training prior to serving children.[13]

Babies and toddlers are particularly vulnerable to poor quality care.

- Almost half of babies who haven't reached their first birthday are regularly spending their day in some form of child care.[14]
- A recent national study found that almost half of rooms in centers serving babies and toddlers provided such poor quality care as to jeopardize children's health, safety and development.[15] Studies of home-based care produced equally troubling results.[16]

Scarcity of after-school programs leaves school-age children home alone.

- Nearly 5 million children are home alone after school each week.[17]
- Although it is often thought that juvenile crime occurs mostly on evenings and weekends, juvenile crime actually peaks between 3:00 and 7:00 p.m. -- the after-school hours when many children are unsupervised.[18]
- A 1990 study found that eighth-graders left home alone after school reported greater use of cigarettes, alcohol, and marijuana than those who were in adult-supervised settings.[19]
- Good after-school activities for children and teens can be hard to find because options are inadequate in many communities. This problem is even more serious in low-income neighborhoods -- for example, only one-third of schools in low-income neighborhoods offered before- and after-school programs in 1993.[20]

America can help working families get affordable, quality child care.

1. Strong safety standards must be established and enforced for all centers and homes offering child care. Programs to improve the quality of care and help parents find good options for their children should be expanded.
2. Child care providers should be trained professionals, earning family-supporting wages. Efforts must be made to increase the number of child care staff who are appropriately trained and compensated. Scholarship and loan forgiveness programs should be expanded to support careers in child development.
3. Structured after-school activities should be available in all communities. Investments should be made to expand the supply of quality care for babies and toddlers, and to strengthen and enrich existing programs.
4. Child care help should be available to low-income families to prevent welfare dependency. Federal, state and local dollars should also help other working families with their child care expenses and better afford quality care.
5. Employers should help their employees who need child care, and should invest in improving the quality of child care in the communities in which they operate.
6. The Family and Medical Leave Act should be expanded to cover more workplaces and employees to help enable working parents stay home with their children during the critical early months of a child's life.

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COPY OF DOCUMENT RELEASED BY WHITE HOUSE

President Clinton Announces Child Care Initiative -- January 7, 1998

President Clinton today announced an historic initiative to improve child care for America's working families. The President's FY 1999 budget will include approximately $20 billion over five years for child care, the largest single investment in child care in the nation's history. President Clinton's initiative responds to the struggles our nation's working parents face in finding child care that they can trust, afford, and rely upon. The President's proposal will help working families pay for child care, build the supply of good after-school programs, improve the safety and quality of care, and promote early learning.

- **Doubles the number of children receiving child care subsidies** to more than two million by the year 2003 by increasing funding for the Child Care and Development Block Grant by $7.5 Billion over 5 years.

- **Increases tax credits for three million working families to help them pay for child care** by investing $5.2 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also provides a new tax credit for businesses that offer child care services for their employees.

- **Provides after-school care for up to a half a million children per year** by expanding the 21st Century Community Learning Center program by $800 million over five years to provide funds to school-community partnerships to establish or expand programs for school-age children.

- **Improves child care safety and quality and enhances early childhood development** by establishing a new Early Learning Fund as well as supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers per year, and investing in research and consumer education

Child Care Block Grant Increase		$7.5 billion over five years
Child and Dependent Care Tax Credit Reform		$5.2 billion over five years
Tax Credit for Businesses		$500 million over five years
After-School Program		$800 million over five years
Early Learning Fund		$3 billion over five years
Head Start Increase		$3.8 billion over five years
Standards Enforcement Fund		$500 million over five years
Child Care Provider Scholarship Fund		$250 million over five years
Research and Evaluation Fund		$150 million over five years
	Total:	**$21.3 billion over five years**

Makes Child Care More Affordable For Working Families

- **Doubles the Number of Children Receiving Child Care Subsidies to More than Two Million.** The President proposes to expand the Child Care and Development Block Grant to help working families struggling to meet the costs of child care. This block grant is the primary federal subsidy program to pay for child care, enabling low-income parents to work. Funds are distributed by formula to the states to operate direct child care subsidy programs, as well as to improve the quality and availability of care. The President's initiative will more than double the number of children served from the one million served in FY 95 (the last year from which data is available). The President's budget will increase funding for the block grant by $7.5 billion (with a match) over five years, which will enable states to provide subsidies for more than two million children by 2003.

- **Increases Tax Credits for Child Care for Three Million Working Families.** The Child and Dependent Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of credit depending on the taxpayer's income. The President proposal increases the credit for families earning under $60,000, providing an additional average tax cut of $538 for these families and eliminating income tax liability for almost all families with incomes below 200% of poverty ($35,00 for a family of four) that take the maximum allowable child care expenses under the law. The President's budget will include $5.2 billion over five years to expand the Child and Dependent Care Tax Credit for three million working families.

- **Provides New Business Tax Credits.** The child care initiative includes a tax credit to businesses that provide child care service for their employees, by building or expanding child care facilities, or providing child care resource and referral services to employees. The credit covers 25% of qualified costs, but may not exceed $150,000 per year. The President's budget will include approximately $500 million over five years with these tax credits.

Promotes Early Learning and Healthy Child Development

Promotes Early Learning. Research shows that children's experiences in the earliest years are critical to their development and future success. The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to support programs to improve early learning and the quality and safety of child care for children ages zero to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education about child care. The President's Early Learning Fund builds on state initiatives such as North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, health linkages that have raised immunization rates, and parent education and mentoring programs to give new parents support. The President's budget will include $3 billion over five years for this fund.

- **Increases Investment in Head Start and Doubles the Number of Children Served by Early Head Start.** Head Start provides early, continuous and comprehensive child development and family support services, preparing children for a lifetime of learning and development. The President is committed to reauthorize Head Start and reach one million children by 2002. The President's budget will invest $3.8 billion over five years to keep on track his commitment to serving one million children by 2002, and to double the number of infants and toddlers in Early Head Start to 80,000.

Improves The Quality Of Child Care

- **Steps Up Enforcement of State Health and Safety Standards.** Building on the military's model child care program, this proposed initiative will fund state efforts to improve licensing systems and enforce child care health and safety standards, including by increasing unannounced inspections of child care settings. The President's budget will include $500 million over five years for this program

- **Facilitates Background Checks on Child Care Providers.** On the day of the White House Conference on Child Care, the President transmitted to Congress the National Crime Prevention and Privacy Compact which will facilitate effective background checks on child care providers by eliminating state law barriers to sharing criminal history information for non-criminal purposes. Although the vast majority of child care providers are dedicated to the teaching and nurturing of children, one tragedy in child care is too many. Background checks are an important way to ensure that the people watching our children are fit for this responsibility.

- **Increases Scholarships and Training for Child Care Providers.** At the White House Conference on Child Care, the President proposed establishing a Child Care Provider Scholarship Fund to enable states to provide scholarship funds to students working toward a child care credential. Eligible child care workers must commit to remaining in the field for at least one year for each year of assistance received and will earn increased compensation or bonuses when they complete their course work. The President proposed a federal investment of $250 million over five years which will support 50,000 scholarships per year. The President is also proposing to expand the Department of Labor's Child Care Apprenticeship Program to fund the training of child care providers.

- **Invests in Research.** Because too little is known about our child care system, the President's budget will increase support for data, research and evaluation. The research fund will also support a National Center on Child Care Statistics and a child care hotline that parents can call to get information about how to find child care in their communities and how to identify appropriate, quality care for their children. In addition, the research fund will support demonstration projects to test approaches to help new parents who choose to stay home to care for their newborns or newly adopted children. The President's budget will include $150 million over five years for this fund.

Expands And Streamlines After-School Care

An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs and alcohol use. To meet this pressing demand, the President is proposing a dramatic expansion of after-school care.

- **Provides After-School Care for up to Half a Million Children a Year.** The President proposes a dramatic expansion of the 21st Century Community Learning Center Program to provide start-up funds (with a local match) to school-community partnerships to establish or expand before-and-after-school programs for school-age children. The program increases the supply of after-school care in a cost-effective manner primarily by finding programs that use public schools and their existing resources, such as computers, gymnasiums, and sports equipment. The program also includes a set aside to fund programs run by community organizations. The President's budget will request $800 million of entirely new money for this program for a total of $1 billion over five years.

Improves Coordination of Federal After-School Initiatives to Help Communities Make Best Use of Existing Resources. The President will put in place a collaborative effort involving numerous federal agencies to eliminate duplication and better coordinate federal funding for after-school programs in three to five pilot cities, including the District of Columbia.

DOCUMENT 38 OF 282
MSP9801500579
NEWS
More working moms solve daycare crunch by turning to family members // The Census Bureau finds working mothers - particularly those with low incomes - are relying on relatives - particularly fathers - for care.
Cox News Service
450 Words
3425 Characters
* 01/15/98
Star-Tribune Newspaper of the Twin Cities Mpls.-St. Paul
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While most working moms still send their children to day-care centers, they are increasingly reliant on relatives - especially fathers - to watch their preschoolers during working hours, the Census Bureau reported Wednesday.

About 40 percent of the nation's 10 million preschoolers received primary care from relatives other than mom in the fall of 1994.

Fathers were the family member most often providing care, at 18 percent, followed by grandparents, at 16 percent. Other relatives such as siblings, aunts or uncles cared for children of working moms 9 percent of the time.

* Child-care advocates said Wednesday that the high cost of child
* care and the insufficient training of many professional care-givers have created quandaries for some families, particularly those with low incomes. Additionally, poor wages and high turnover among
* child-care workers harm the chances for continuity in care-giving, a key factor to a child's development, they said.

"Children need warm, responsive, adequate care," said Barbara Willer of the Washington, D.C.-based National Association for the Education of Young Children.

Economic factors often drive fathers to become the primary care-givers for children, according to an October census report, which said that poor fathers were twice as likely as non-poor fathers to be the primary care-givers.

The census figures also showed that the number of married fathers who took primary care of the children ebbed and flowed with the currents of the national economy.

In 1988, 17 percent of married fathers were the primary care-giver for a child. At the lowest point of the economic recession in 1991, that number jumped to 22 percent. As the economy began recovering in 1993, the percentage dropped back to 19 percent.

Whether a father becomes the primary care-giver for his children appears to vary regionally. Thirty-three percent of fathers in the Northeast provide care, compared with 27 percent in the Midwest and West and 18 percent in the South.

Although mothers are getting more help from other family members, most of the burden still falls on them, according to Lawrence Johnson, a professor at the University of Cincinnati and director of the Arlitt Child Development Center.

"While dads may be helping more, the mom's share of the work may have moved from 98 to 95 percent," he said.

Shifting demographics and welfare changes will continue to
* aggravate child-care issues, said William O'Hare, a demographer with the Casey Foundation, a Baltimore-based foundation whose annual KidsCount report tracks the well-being of American children.

"As time goes on, moms are going to have more difficulty finding
* ways to deal with these child-care issues," he said.

* - The child-care report can be downloaded from the Census Bureau Web site at http: //www.census.gov/population/www/socdemo/childcare.html.

- The Associated Press contributed to this report.

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DOCUMENT 40 OF 282
GRNB9801600081
EDITORIAL
WHAT KIND OF SOCIETY PAYS MORE TO BURY PEOPLE THAN TO RAISE KIDS?
Ellen Goodman Boston Globe
783 Words
4879 Characters
* 01/15/98
Greensboro News & Record
ALL
A9
(Copyright 1998)

We have simply got to pay more attention to improving our
* child-care system.

Every once in a while when you dig through the dusty archaeology of statistics you come across something of value. Or at least something about our values.

Consider the numbers from the Bureau of Labor Statistics showing that a worker who helps bury people is worth about a dollar more than one who helps raise them.

The median wage for a funeral attendant is $7.16 an hour; the
* median wage for a child-care worker is $6.17 an hour.

If that doesn't strike home, consider that we pay someone in pest control $10.25 an hour. That's about $4 an hour more to get rid of bugs than to take care of kids.

I offer these figures not just to excavate a few facts but because we are at a wonderful moment when all sorts of folks are
* fighting for political custody of the child-care issue. Without paying a whole lot of attention to who will mind kids.

* In October, the White House conference on child care served up a rather empty plate of platitudes. But during this January recess, while the Republican Congress plays, the administration put some money on the table.

To be precise, the White House is proposing an additional $21
* billion over five years for child care. This money pot is sweetened by the fact that a third of it will come from the tobacco settlement. What a nice little touch; the folks that have been addicting kids could help pay for taking care of them.

The Clinton proposal is divided into several parts. An expanded
* child-care tax credit for middle-class families, block grants to the states for poorer kids, credits for businesses, and some incentive dollars for training new workers.

The package has, of course, been instantly opposed by the usual suspects. Gary Bauer of the Family Research Council called it "a
* socialized child-care system." And the Senate Republican response labeled it "Managed Day Care."

* This has left many child-care advocates in a rather awkward
* position. As Faith Wohl, head of the Child Care Action Campaign, says, "Nobody wants to rain on the parade. We need this to pass." But she and others also regard the proposal that would increase
* overall child- care spending by just 10 percent a year as fairly little, terribly late, and too limited.

"The biggest unasked and undiscussed question" about the
* expansion of child care, says Wohl, who is also a grandmother of eight, "is who is going to staff these programs? What kind of people and how are we going to compete for those people?"

* Good child care depends on good child-care jobs. Which leads us to another dusty little economic word: turnover.

* The current turnover in child-care workers is a dismaying 40 percent a year. Turnover, not surprisingly, is directly related to wages. In a booming economy, with Help Wanted pages bulging at the
* margins, low-paid child-care workers can often do better at

Wal-Mart, let alone pest control. Those at the upper end with college degrees are leaving as well, for better-paying jobs with better benefits in expanding public kindergartens.

The White House bill does have a bonus for training new workers. But what good is training new workers if you can't retain them?

* Marcy Whitebook, director of the Center for the Child Care Workforce, knows the problem. In a nutshell, or a ditty, it goes like this: "Parents can't afford to pay. Teachers can't afford to stay. There's gotta be a better way."

Any public policy for a better way has to help get higher wages to the people who do the work. But that rests on resolving some of
* the old conflicts that swirl around child care.

We are still trapped in what Whitebook refers to ruefully as "bipolar policy disorder." We are trapped between thinking that
* child-care workers are worth what we pay mothers - nothing - and what we pay professional teachers. We are caught between wanting welfare mothers to work and middle-class mothers to stay at home. We are focused on how to get more and cheaper care while talking about how we need to nurture the crucial early years.

In the next months, we have to decide not just how fast we can
* expand, but what kind of child-care system we want at the end of the expansion. That system will depend, as always, on who is with the children.

In the business world, turnover may be just another fact of labor dynamics. But to the 2-year-old customer, the word for turnover is "loss."

As Whitebook puts it, "It doesn't matter to a hamburger who flips it. It does matter to a child."

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DOCUMENT 53 OF 282
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FEATURES
More relatives step into day care breach, census finds Children still depend on moms most often
Natalie Hopkinson WASHINGTON BUREAU
406 Words
2972 Characters
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The Atlanta Journal; The Atlanta Constitution
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Washington ---While most working mothers still send their children to day care centers, they are increasingly depending on relatives

---especially fathers ---to watch their preschoolers during working hours, the Census Bureau reported Wednesday.

About 40 percent of America's 10 million preschoolers received primary care from relatives other than mom in the fall of 1994.

Fathers were the relative most often providing care, at 18 percent, followed by grandparents at 16 percent. Other relatives such as siblings, aunts or uncles cared for children of working moms 9 percent of the time. Economic factors often drive fathers to become the primary caregivers for children, according to an October census report. The study showed that low-income fathers were twice as likely as high-income fathers to be the primary caregivers.

The census figures also showed that the number of married fathers who take primary care of children ebbs and flows with the currents of the national economy. In 1988, 17 percent of married fathers were the primary caregiver for a child. At the lowest point of the economic recession in 1991, that number jumped to 22 percent. As the economy began recovering in 1993, the percentage dropped back to 19 percent.

Whether a father decides to become the primary caregiver for his children also varies regionally. Thirty-three percent of fathers in the Northeast provide care, compared to 27 percent in the Midwest and West and 18 percent in the South. Although mothers are getting more help from other family members, most of the burden still falls on them, according to Lawrence Johnson, a University of Cincinnati professor and director of the Arlitt Child Development Center.

"While dads may be helping more, the mom's share of the work may have moved from 98 to 95 percent," Lawrence said.

Shifting American demographics and welfare reform will continue to
* aggravate child care issues, said William P. O'Hare, a demographer with the Casey Foundation, a Baltimore-based foundation whose annual KidsCount report tracks the well-being of American children.

Working moms will not be able to lean on grandmothers as much in the future because many grandmothers who used to stay at home are themselves having to go out and work, he said.

O'Hare also said that the implementation of welfare reform also will send many mothers of preschoolers out into the work force.

"As time goes on, moms are going to have more difficulty finding
* ways to deal with these child care issues," he said.

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DOCUMENT 55 OF 282
PPGZ980150088I
NATIONAL
RELATIVES CARE FOR HALF OF PRESCHOOLERS WITH WORKING MOMS
KAREN MACPHERSON, POST-GAZETTE WASHINGTON BUREAU

524 Words
3544 Characters
* 01/15/98
Pittsburgh Post-Gazette
SOONER
A-8

Relatives - especially dads and grandparents - care for half of America's preschoolers whose mothers work for pay, the U.S. Census Bureau reported yesterday.

Another 30 percent of preschoolers whose mothers work for pay attend organized facilities, such as day-care centers and nursery schools. The Census report is based on 1994 figures, the most recent available.

But fewer preschoolers are attending family day-care centers - in which one person cares for children in her home - perhaps because of recent media reports regarding child abuse in such facilities, said Lynne Casper, author of the Census report.

The report comes just a week after President Clinton rolled out
* a child-care plan that calls for $22 billion in spending and tax subsidies over the next five years. Clinton called it the "single
* largest national commitment to child care in the history of the United States."

But Congress must approve Clinton's plan. Some Republicans
* already are raising critical voices, urging more emphasis on child
* care tax credits and less on new spending for child care.
* At a news conference yesterday, child-care advocates who support Clinton's approach cited the Census report as proof that both tax credits and new spending are needed to support families in
* whatever child-care choice they make - either to care for their children themselves or to have others care for them.

The Census report "supports the need for there to be a
* diversity of approaches to improving child care," from offering early childhood education to relatives who care for preschoolers to expanding the child tax credit, said Faith Wohl, president of the
* Child Care Action Campaign.

The Census report indicated that the nation's preschool population is evenly split between the 10 million children whose mothers are employed and the 10 million whose mothers don't work for pay.

Of preschoolers whose mothers worked for pay, about 43 percent, or 4.5 million children under the age of 5, were cared for by relatives in 1994. Another 6 percent of preschoolers were cared for by their mothers at their workplaces or while they were working at home.

Dads provided about 18 percent of care for preschoolers, grandparents provided 16 percent and siblings, aunts and uncles provided another 9 percent.

Poor families, black families and Hispanic families were especially likely to have their children cared for by relatives.

While the percentage of preschoolers cared for by relatives has held steady in recent years, the percentage of preschoolers in organized facilities, such as day-care centers and nursery schools, continues to grow, Casper noted.

Organized facilities provided care for nearly 30 percent of all preschoolers whose mothers worked in 1994, up from 23 percent in 1991. Day-care centers were by far the most popular, drawing 21 percent of all preschoolers whose mothers worked in 1994. Nursery schools cared for another 8 percent of preschoolers.

But the use of family day care has continued to decline, from 18 percent in 1991 to 15 percent three years later, the report showed.

"Recent media reports of child neglect and abuse at the hands of . . . family day-care providers may . . . be a factor in the decline," Casper said.

I0607 * End of document.

DOCUMENT 57 OF 282
APOL9801600231
Show: MORNING EDITION ...
FDCH
683 Words
4720 Characters
* 01/15/98
The Associated Press Political Service
Associated Press

Show: MORNING EDITION

Date: JANUARY 15, 1998
Time: 10:00

Tran: 011508NP.210

Type: PACKAGE

Head: Business Update

Sect: Business

Time: 10:51

BOB EDWARDS, HO
MADELEINE BRAND, NPR REPORTER: Good morning.

No more family favoritism. That's one pledge President Suharto of Indonesia gave today in outlining his economic reforms. Investors, however, are skeptical. Bloomberg's Dan Murphy (ph) in Jakarta says they've been burned by President Suharto's promises before.

DAN MURPHY, BLOOMBERG: He has a real firm grip on the country. However, he's always been very susceptible to suasion from his children, who don't like it when they have their wings clipped.

And he also doesn't like the feeling of being pushed around, and he has certainly been pushed around by the markets, by the drastic fall in his currency, into doing something that he otherwise wouldn't have done.

And I wouldn't be surprised if he's tempted to back off from some of his commitments down the road, especially if he feel the heat isn't on as much anymore.

BRAND: Asian markets were generally down today. Stocks on Wall Street are also lower. The Dow has lost about 40 points.

The Census Bureau reports that the number of working mothers is
* increasing and child care advocates say it's getting harder for families to find quality care for their children.

NPR's Corey Flintoff has more.

COREY FLINTOFF, NPR REPORTER: The report says in 1994 about 10.3 million preschoolers needed care while their mothers worked, up almost 10 percent from four years before. Parents were less likely to choose day care in someone's home and more likely to turn to grandparents or other relatives, day care centers, or nursery schools. It said parents are concerned about finding caregivers who can really contribute to their child's development.

Barbara Willer (ph) of the National Association for the Education of Young Children says training is critical.

BARBARA WILLER, NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN: People need to know how to respond sensitively to children, to have information about how children grow and learn, and realize that the early years are perhaps most critical in terms of laying the foundation for children's success in school.

* FLINTOFF: Many child care advocates support a more than $21
* billion package of child care initiatives proposed last week by President Clinton.

Corey Flintoff, NPR News, Washington.

BRAND: NBC has agreed to fork over a record $13 million an episode to hang on to the medical drama "ER." The network had been paying Warner Brothers less than $2 million a show.

David Bianculli, TV critic for the New York Daily News, says after losing "Seinfeld" and professional football, NBC would have paid almost anything to keep ER.

DAVID BIANCULLI, TV CRITIC, NEW YORK DAILY NEWS: NBC will be able to pay seven or eight times more than it did for this program --in other words, to pay $10 million more per episode -- and still make money on the show. That's how much money it was making before. But if it loses Thursday night, NBC's ratings have been so precarious otherwise that it only has like one or two other hits on its entire primetime schedule.

BRAND: In Los Angeles, new subway construction has been put on hold, perhaps indefinitely. The MTA says it can no longer afford to pay $300 million for each new mile of track.

I'm Madeleine Brand, NPR News, Washington.

(Dateline: Madeleine Brand, Washington, DC; Bob Edwards, Washington, DC)

(High: NPR's Madeleine Brand runs down this morning's business headlines. This segment will be updated throughout the morning.)

(Spec: Business; Stock Markets; Money)

 (End-Story: Business Update)

I0607 * End of document.

DOCUMENT 61 OF 282
DMRG9801600006
Main News
* Working mothers depend on relatives for child care
Cox News Service
325 Words
2307 Characters
* 01/15/98
The Des Moines Register
DM
006
(Copyright 1998)
Cox News Service

Washington, D.C. - While most working moms still send their
* children to child-care centers, they are increasingly depending on relatives -especially fathers -to watch their preschoolers during

working hours, the Census Bureau reported Wednesday.
About 40 percent of America's 10 million preschoolers received primary care from relatives other than their moms in the fall of 1994.

Fathers were the relative most often providing care at 18 percent, followed by grandparents at 16 percent. Other relatives such as siblings, aunts or uncles cared for children of working moms 9 percent of the time.

Economic factors often drive fathers to become the primary caregivers for children, according to an October census report.

The study showed poor fathers were twice as likely as nonpoor fathers to be the primary caregivers.

The census figures showed the number of married fathers who took primary care of the children ebbed and flowed with the currents of the national economy.

In 1988 17 percent of married fathers were the primary caregiver for a child. At the lowest point of the economic recession in 1991, that number jumped to 22 percent. As the economy began recovering in 1993, the percentage dropped back to 19 percent.

Whether a father decides to become the primary caregiver for his children also varies regionally. Thirty-three percent of fathers in the Northeast provide care, compared with 27 percent in the Midwest and West and 18 percent in the South.

Although mothers are getting more help from other family members, most of the burden still falls on them, according to Lawrence Johnson, a University of Cincinnati professor and director of the Arlitt Child Development Center.

"In my experience, caregiving falls to the mother," Lawrence said. "While dads may be helping more, the mom's share of the work may have moved from 98 to 95 percent."

Shifting American demographics and welfare reform will continue * to aggravate child-care issues, said William O'Hare, a demographer with the Casey Foundation.

I0607 * End of document.

DOCUMENT 86 OF 282
DTNS9801500346
Relatives watch 40% of kids: Up to 62 percent of poor ask families to watch children so mothers can work.
Detroit News wire services
381 Words
2608 Characters
* 01/15/98
The Detroit News
Final
A4

Fathers, grandparents and other relatives care for more than 40 percent of the nation's preschoolers while moms are off working, and the proportion is higher among poor families, according to a study released Wednesday by the Census Bureau.

The study, based on a survey of 37,000 households in 1994, shows that 4.5 million of the country's 10.3 million children under the age of 5 -- about 43 percent -- are watched by relatives while their moms work.

That jumps to 62 percent among poor families, said Lynne Casper, a Census Bureau analyst. Casper said the number of children being watched by relatives has remained at a steady rate since 1992.

* About a third of all preschoolers spend time in child care facilities. The percentage watched by family day care providers -- people working out of homes -- fell from 23 percent in 1988 to 15 percent in 1994. Casper speculated that parents may be wary of
* family child care providers since the industry is not as regulated as
* child care centers.

* Donna Thornton, president of the National Association of Child
* Care Professionals in Christiansburg, Va., said trust is a major factor in why relatives watch children.

Miranda Elkins, 28, sought a familiar face when looking for someone in Asheville, N.C., to care for her first child, Bayley. Her husband watches Bayley in the morning. His parents and a private baby sitter take turns watching Bayley in the afternoon.

"I worked at a day care before, and I felt the younger children didn't get the proper attention," she said.

* Poor wages and high turnover among child care workers harm the chances for continuity in care-giving, said Matthew Melmed, executive director of Zero to Three, a toddler advocacy group.

"I think parents are understandably freaked about leaving their very young kids with someone who does not know and who may not understand their kids," he said.

Who is looking
after children?

According to Census figures:
Relatives watched 43.8 percent of preschoolers while mothers worked in 1994, up from 39.6 percent in 1990.
Dad remained the most likely person to tend children, taking responsibility for 18.5 percent of the children. That was up from 16.5 percent in 1990.
Grandparents were the second-most-common care-givers at 16.4 percent of cases, up from 14.3 percent in 1990.

I0607 * End of document.

DOCUMENT 92 OF 282
BLM9801600080
BUSINESS
* More mothers working yet child care not keeping pace
AP
393 Words
2727 Characters
* 01/15/98
The Pantagraph Bloomington, IL
FINAL
C1
(Copyright 1998)
WASHINGTON, D.C. (AP) - The number of young children with employed
* mothers is increasing, but the quality and availability of child care
* options for many families are not keeping pace, says a group of child
* care advocates.

The Census Bureau reported Wednesday that 10.3 million preschoolers needed care while mothers worked in 1994, up from 9.6 million in 1990.

The figures suggest that parents may feel particularly uneasy with family day cares, in which a single person watches the children. Only 15 percent of preschoolers were cared for in someone's home in 1994, down from 18 percent in 1991, 20 percent in 1990 and about 23 percent from 1977 to 1988.

* But advocates contend that the high cost of child care and the insufficient training of many care-givers have remained serious obstacles for families, particularly those with low incomes.

"Children need warm, responsive, adequate care," said Barbara Willer of the National Association for the Education of Young Children in Washington. "They need people who understand child development."

"I think parents are understandably freaked about leaving their very young kids with someone who does not know and who may not understand their kids," said Matthew Melmed, executive director of Zero to Three, a Washington-based infant and toddler advocacy group.

* Poor wages and high turnover among child care workers harm the chances for continuity in care-giving, he said. Without adequate government money, inspection of centers also can be slipshod.

According to the Census Bureau report, relatives watched 43.8 percent of preschoolers while mothers worked in 1994, up from 39.6 percent in 1990. Dad remained the most likely person to tend the little ones, taking responsibility for 18.5 percent of the children. That was up from 16.5 percent in 1990, though below the 20 percent recorded in 1992.

Grandparents were the second-most-common care-givers at 16.4 percent of cases, up from 14.3 percent in 1990.

Organized day care and nursery schools accounted for 29.4 percent of preschoolers, up from 27.5 percent. The Census study found that
* 62 percent of child care in poor families was provided by relatives compared with 48 percent in other families.

Advocates stress that even schools and relatives may lack resources to give children the best possible care. They strongly
* support President Clinton's $21.7 billion package of child care initiatives, announced last week, as a way to put more money into the system.

I0607 * End of document.

DOCUMENT 118 OF 282
SDU9801600273
NEWS
Times seem good, yet poll finds Americans are grumbling
Amy Bayer
COPLEY NEWS SERVICE
614 Words
4241 Characters
* 01/15/98
The San Diego Union-Tribune
UNION-TRIBUNE; 1,2,3,4,5,6,7,8
A-6
POLL;
(Copyright 1998)

WASHINGTON -- The economy is booming, the president is popular and there are few big crises facing the country. But that doesn't mean Americans are contented with their lot.

According to a major political poll released yesterday, more than one in three Americans is worried, disappointed or angry about the state of the nation. Moreover, 51 percent of those polled said the country is on the "wrong track," compared with only 36 percent who believe America is going in the right direction.

The result is a disgruntled electorate that will fuel a bitter, highly partisan campaign year ahead, according to the authors of "Battleground 1998," an annual survey of the American electorate conducted as a joint product of Republican and Democratic pollsters.

"America is at a partisan stalemate, split nearly evenly between Democrats and Republicans," said Democratic pollster Celinda Lake, who said 72 percent of voters want change in 1998.

Voters' anxieties are not rooted in their pocketbooks. Indeed, 86 percent said they expect their personal financial situation will be better or the same one year from now.

Crime and drugs ranked as the No. 1 problem for 28 percent of respondents, far outpacing the pocketbook issues that have dominated voter concern in past years. Only 9 percent cited the economy and jobs as the top problem, while 6 percent chose education, 6 percent chose politics and corruption, and 4 percent chose morality and religious concerns.
Nor are Americans particularly concerned about the issues President Clinton has spotlighted so far this year: Medicare and Social
* Security (a top concern to only 1 percent of respondents); child care (1 percent); and health care (1 percent).

Even taxes, a big issue with politicians, ranked low on the list of public concerns. Only 2 percent of those polled identified taxes as a chief worry.
All of which makes for a tricky political landscape for congressional lawmakers and their challengers in this election year.

"There is no clear road map in terms of what the American public wants," said Republican pollster Ed Goeas.

Among the other findings:

{} Americans are ambivalent about the role of government. Only 43 percent agreed that "government can help people and can work for average American families," compared with 50 percent who said government is not the solution.

{} Voters have more confidence in Democrats to champion the poor, create jobs, improve education, improve health care and protect the environment.
{} Voters said the GOP is better able to reduce the deficit, fight crime, cut taxes, guide foreign policy, reform campaign finance laws and "keep America prosperous."

{ } Democrats are losing support among senior citizens, white males and white suburban families with young children, what Lake called the "Ward Cleaver" vote. Republicans, meanwhile, are losing ground among Hispanics.
Both Lake and Goeas agreed that the party that best energizes its base will succeed in 1998, arguing that the "swing vote" of independents who were courted ardently in the past is now "disengaged and disinterested" in politics.

Both pollsters gave Republicans the advantage because GOP voters are, on the whole, more unified than the Democrats and less satisfied with their government and are thereby more likely to vote.

The poll brings mixed reviews for President Clinton: 42 percent of Americans had "cold, unfavorable" feelings toward him, while 41 percent had "warm, favorable" feelings. Clinton's approval rating has fallen to 52 percent, down from 60 percent six months ago.

The poll surveyed 1,000 voters Dec. 7-9 and, therefore, does not reflect voter response to the president's recent policy proposals, including news that the federal budget will be balanced three years ahead of schedule. The poll's margin of error was plus or minus 3 percentage points.

I0607 * End of document.

DOCUMENT 136 OF 282
LATM9801500050
Life & Style; View Desk
Is America Ready to Care for Its Children?
Families: As the president prepares a State of the Union address on
* child care, some workers in the field say it's about time someone noticed.
ELIZABETH MEHREN
TIMES STAFF WRITER
1484 Words
9884 Characters
* 01/15/98
Los Angeles Times
Home Edition
E-1
Copyright 1998 / The Times Mirror Company

At long last, the moment may have arrived. Decades after other industrialized nations came to grips with the needs of children in working
* families, America seems poised to tackle child care as an urgent social

concern.

"Finally, finally, finally," said Vivian Weinstein, who has toiled in
* the deep and muddy trenches of child care for nearly 30 years. "Finally," she said, "the time is getting closer when the United States joins the
* rest of the civilized world and acknowledges child care as a universal need for all children whose parents need to be or are in the work force."

* Advocates and child-care professionals say they are heartened that after years on the political margins, their issue is at last on the agenda at all. But even after President Clinton unveiled his
* $21.7-billion child-care initiative, and as he prepares to make child
* care a priority in his State of the Union message Tuesday, specialists say the question of how best to provide for children whose parents are in
* the work force is nowhere close to resolution. As child care surfaces as
* an issue du jour, moreover, some longtime child-care workers worry that the current spotlight represents an expediency, not a commitment.
* Too many policymakers, for example, see child care only in terms of the number of slots available, said Carolyn Harris, director of the
* Westminster Child Center in Eagle Rock. Meanwhile, child-care teachers receive salaries below those of most fast-food workers. After more than 20 years in the field of early education, "years and years in which we sat around and moaned and groaned and said 'nothing is ever going to happen,' " Harris said that even with the present level of interest, "I would want over and over again to emphasize that it's not just the numbers. It's the quality that counts. We need to do a better job."

Still, professionals are encouraged that top government officials are paying attention. At the state level, California's Pete Wilson has emerged as a leader among governors who are focusing on pre-kindergarten children. In a report expected this spring, Wilson's Universal Task Force on Preschool Education will propose state-provided preschool for California's 1.2 million 3- and 4-year-old children.

Recent reports on the astonishing amount of brain development that takes place in a child's first years also have strengthened the case for more aggressive involvement in the lives of young Americans. New brain research is winning converts even among hard-core skeptics, said Los
* Angeles County child-care coordinator Kathleen Malaske-Samu.

"All this new data has provided something tangible. It's made it real for a lot of people who demanded a different kind of proof," Malaske-Samu said. "It has shown clearly that these aren't little vegetables until they turn 5 and hit the kindergarten steps."

With data to demonstrate that all children benefit from enriched
* environments in their early years, child-care discussion has become more broad-based. Using grants and tax breaks, for example, President
* Clinton's child-care proposal "provides support for low-income families and for middle-income families as well," said Helen Blank, director of
* child care at the Children's Defense Fund in Washington, rather than

zeroing in only on the needs of poor families, as has often been the practice.

* Professionals note that much of the concentration on child care stems directly from state and federal efforts to restructure the politics of poverty. "Welfare reform threw a tremendous spotlight on the whole issue * of child care," said Faith Wohl, head of the Child Care Action Campaign in New York. By requiring low-income mothers to work in order to receive * welfare benefits, the national ambivalence about child care became inescapable.

"We really are of two minds when we think about our national feelings about caring for kids," said Wohl, a longtime business executive. "On the one hand, we say that welfare mothers ought to go to work. On the other hand, we say that someone like my daughter, who is an executive at DuPont, ought to stay home with her kids."

Welfare-to-work mothers are caught in a bind of their own, said Blank. While they are required to work, the salaries they command seldom * accommodate an "extra," such as child care. When these mothers go off to work, said Blank, "there's no safety net." Because of this dilemma, she said, "A lot of governors, whether Republican or Democrat, are starting to get it. They're starting to realize, you can't do welfare reform unless you look more holistically." .

*

Social benevolence is not their only motivation. Politicians know the * kids in child care don't vote--but their parents and grandparents do. * With more parents of young children working than not, child care becomes a safe, marketable issue, even though some conservatives have questioned Clinton's approach of expanding the federal government's role.

Not coincidentally, this change in perspective has taken place amid other significant cultural shifts. "We're at the end of an era in calendar terms, and that makes the whole society reflective," said Wohl, * of the Child Care Action Campaign. "As much as you want to throw up if you hear one more thing about the bridge to the 21st century, the fact is, there's a great sense of the possibility of change."

As members of one generation of mostly male executives and policymakers approach the end of their careers, a new crop of young, high-powered women is moving up the ladder of responsibility. Rather than postponing motherhood, many of those female professionals are having children early. "You have more and more people sitting in those * decision-making chairs who have dropped their children off at child care before they came to work," said Malaske-Samu.

Older government officials or corporate captains who may have felt that taking care of children was their wives' jobs sometimes are forced to take a different view when "their precious grandchildren" are * involved, child-care advocates say. Whether by choice or by necessity, their daughters are in the workplace--and their grandchildren are spending time in the care of others.

These same senior executives typically enter "what I call the legacy period," said Wohl. "They want to be known for something else, not just the return on their investment." Projects such as mentoring, community outreach, volunteerism and day care--concepts they may once have opposed on the basis of the bottom line--start to sound more appealing.

Wohl and others theorize that this same feeling may apply to government officials. Wrapping up their final terms, governors--such as Wilson--and even the president may feel comfortable championing policy they avoided earlier. Children don't vote, so many of their concerns have been seen as expendable. It was then-Sen. Walter Mondale of Minnesota who observed more than 20 years ago that if the voting age were dropped to 18
* months, the child-care crisis would end overnight.

"Maybe Clinton is in his legacy period, too," Wohl speculated. "I
* don't know what the political calculus was that kept the words 'child
* care' from crossing his lips in the first four years--and all of a sudden made him speak it. But I almost don't care."

*

Despite the change in mood, critics contend that the president's initiative solves none of the structural problems of providing care for the children of working parents. Nor does the potential infusion of funds offer a framework to improve the quality of care. An equally pressing--and unaddressed--concern, say those in the field, is boosting pay for providers.

* "His focus on the importance of child care for all families could have a lasting impact," said Malaske-Samu. "But we have to back that up. Quality care costs. It requires a more highly skilled staff. That means better compensation."

In Los Angeles County, for example, Malaske-Samu's agency found the
* average 1995 entry level salary for a child-care worker to be $7.24 an
* hour. Child-care teachers reached the top of their wage scale that year at $10.64 an hour.

"That is frightening enough," she said. "But what was really disturbing to me was the lack of health benefits." Her survey showed that
* 45% of child-care teachers were offered no health insurance. Only 29% in her sample had full health benefits, and 29% had partial coverage. Without offering more attractive compensation packages, "I don't know how we are going to attract or retain people," said Malaske-Samu.

With no hesitation, Ray Hernandez of the Southern California office of Volunteers of America said improved compensation would top his own wish
* list for child-care reform. As director of children's services, Hernandez administers four programs that serve just shy of 1,000 children. He said
* that money for training staff also is often overlooked in child-care budgets.

"If we're talking about quality, then you have to invest money into training of staff--even if it's just connected to getting them college
* credit for work," he said. Attaching college credit to child-care

employment also would help to build credibility in a field that ranks only above the clergy at the low end of professional salary scales, Hernandez noted.

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DOCUMENT 147 OF 282
CHSM9801400004
FEATURES, FAMILY
Brown-Baggers Mix Briefcases and Child Concerns
In an era when neighbors can be strangers, working moms find camaraderie and useful tips at office lunches
Marilyn Gardner, Staff writer of The Christian Science Monitor
912 Words
5964 Characters
* 01/15/98
Christian Science Monitor
ALL 01/15/98
12
(Copyright 1998)

At noon on a winter Wednesday, nine working women are giving new meaning to the phrase "Let's do lunch."

Instead of meeting friends or colleagues at a restaurant, they have come to a law office in Chicago's West Loop to join an unusual brown-bag session for working mothers. For an hour, they will share experiences, ask questions, and trade practical solutions to the sometimes daunting task of nurturing children when time is short, extended families are scattered, and neighbors are often strangers.

"When you're a working mom, there's not much opportunity to talk with other mothers," says Dawn Gray, who founded the group five years ago as president of Moments, a resource company for working parents. She experienced isolation firsthand when she returned to work as vice president of a public relations company after the birth of her first child.

Today the kaffee klatsch is going corporate as lunch-hour sessions like this gain popularity nationwide. Most brown-bag groups for parents are sponsored by large companies and feature outside speakers. They typically focus on a single topic, such as discipline, sibling rivalry, and helping children with homework.

By contrast, Mrs. Gray's discussions rely on conversation, which can range from toddlers' sleep habits and children's school challenges to infant care and alternative work schedules. Groups - two in downtown Chicago and one in suburban Northbrook - meet every three weeks. Participants pay $10 a session.

"Some people come only when they're having a problem," explains Gray, the mother of two children, ages 8 and 5. "Others come no matter what."

As the women settle into blue swivel chairs in a 36th-floor conference room, munching sandwiches and salads, an easy informality prevails, along with refreshing candor.

"I haven't gotten this gig figured out yet," says Erin Drury, referring to her dual role as an assistant partner at Andersen Consulting and the mother of a 10-month-old daughter. "I'm up at 5 and don't go to bed till 11. I run all the time. I think someone has the key to survival, and I'm on a hunt to find it. I want to find that 25th, 26th hour in the day to spend more time with my daughter."

Less juggling, more family time

Finding ways to carve out more time with children and husbands is, in fact, a recurring theme in this day's discussion, as it is in all Gray's groups. Several years ago, she says, women talked about juggling. "Now I'm hearing more emphasis on finding family time. Women say, 'I really want to have a quality of life.' "

Linda Saran, whose daughters are 2-1/2 and 1-1/2, offers one small idea for achieving that. "We all have breakfast together," she says. "It just gets me grounded for the day." She adds, "You also don't do as much talking at the end of the day. They're more wired then. In the morning, we end up having different conversations than we have in the evening."

As it happens, most of the women in today's group work less than full time, reflecting a pattern Gray has seen increase during the past five years. Yet even reduced schedules, for all their advantages, can pose challenges.

"There's animosity in my office toward part-timers," says Jan Stoner, a court reporter who works a 70-percent schedule. "You have to remind them that you're taking a pay cut. They're jealous." Mrs. Stoner and her husband have four children, ranging in age from 12 to 2-1/2.

Until recently Mary Santry, an executive recruiter, worked three days a week so she could care for the couple's two preschool sons. She says, "The two days I was home I faced decisions: Do I pick up the phone {when clients call}, or do I walk around the block and smell the roses for an hour, or do I fold the towels?"

Group members laugh as they tell of tactics they devise for handling business calls at home on their day off. "Sometimes I go into the closet and make phone calls to clients, just to grab a few uninterrupted moments," says Ms. Saran, a marketing consultant to a nonprofit group.

What is an ideal schedule? "Three days a week really gets the point across that you're part-time," says Ms. Drury. "With four days, you might as well be full-time." Ms. Santry agrees. "You're there four days a week with your head down, whereas if you work five days, you can sometimes leave early for an appointment or a haircut."

Spurred by the success of her lunches for mothers, Gray started a group for fathers, led by her husband, Rick. But only four men signed up. They also rejected the brown-bag approach. "They decided they wanted to meet in a restaurant," says Gray. The group soon disbanded.

Networking has its rewards

For the women, this networking, domestic-style, yields rewards. Some advantages are practical. When Lori Shapiro, a media buyer in advertising, tells the group that she is looking for day care for her 18-month-old daughter, Gray offers her a list of
* child-care centers by ZIP code.

Other benefits are intangible. "It's always interesting to come," says Stoner as the lunch ends. "Here are these women who are professionals and highly educated, and they're all as frazzled as I am. It's reassuring."

Comments like that gratify Gray, who says, "I feel like I'm really doing something good. I'm pursuing my dream. This is helping people to be better parents, which is the most important thing we can all do."

I0607 * End of document.

DOCUMENT 149 OF 282
LTCN9801500001
News; Domestic
Women Relying on Family for Day Care
NPR's David Molpus reports that working women who have young children are more likely to rely on relatives for day care than on any other arrangement. The Census Bureau released a report today that says there has been an increase in the use of institutional day care centers, but that far more children are cared for by close relatives.
David Molpus; Jacki Lyden, Washington, DC; Robert Siegel, Washington, DC
664 Words
4798 Characters
* 01/14/98
20:00
All Things Considered
PACKAGE

ROBERT SIEGEL, HOST: According to a report released today by the

Census Bureau, most working women who have pre-school age children rely
* on relatives for their child care. Forty-four percent use family,
* compared to 29 percent using professional child care centers. The data come from a national survey conducted in 1994.

NPR's David Molpus reports on the trends.

DAVID MOLPUS, NPR REPORTER: In the United States, just over 10 million children below the age of five have working mothers. A lot of them used to be cared for in a neighbor's home or some other informal arrangement, usually involving one non-related adult looking after several young children. But Lynn Casper (ph), author of the new census report, says that type of babysitting care is fast losing popularity among working parents.

LYNN CASPER, AUTHOR, CENSUS REPORT: It's been declining since about 1988, where it was almost 24 percent, and it's been steadily declining to where we see it now, at 15 percent.

MOLPUS: Concern for safety could be a factor. Sensational news stories about child abuse by babysitters may be giving some parents second thoughts. Casper says working mothers may feel their children are more protected in larger facilities, which are more regulated.

On the other hand, organized day care centers have been the target as well of plenty of highly publicized child neglect, and child abuse investigations, yet there's been no decline in reliance on them. In fact, the new census study shows that the percentage of pre-schoolers
* in child care centers rose from 23 to 29 percent over a recent three-year period, so, center care is growing.

Still, it does not come close to matching the number of children cared for by relatives. Nearly half of all pre-schoolers are looked after by a grandparent, a sibling, a dad, or other family relation when mom is employed.

Census analyst Lynn Casper says there's good reason for relying on relatives.

CASPER: It is preferred, because people don't have to pay for it.

MOLPUS: An earlier census study found that 80 percent of parents
* using relatives for child care did not pay for those services in cash.

The study points out that poor families are the least likely to use
* organized child care centers, especially Hispanics. When poor families do use center-based care it typically requires a large percentage of the household income.

Also noteworthy in the report is that when a relative is involved in
* providing child care, most often it is the dad. However, Lynn Casper says that doesn't mean we're seeing any big upswing in stay-at-home dads who've quit their jobs to raise the children.

CASPER: Well, a lot of these dads -- actually the majority of them have jobs and most them have full time jobs. It's just if the mother, for example, works a night shift and works, say, three hours a night at the grocery store from five to eight, and the father is home from five

to eight, he can take care of the kids.
MOLPUS: No doubt supporters and opponents of additional federal
* spending for child care will find ammunition in this research to buttress their arguments.
To some, it's more evidence that most parents prefer to rely on the extended family to look after their children, instead of impersonal center-based care. To others, the data reveals that the poor really have few choices and are missing out on the enhanced education
* opportunities of a child care center.
I'm David Molpus, NPR News.

I0607 * End of document.

DOCUMENT 154 OF 282
PRN9801416806
* Child Care Advocates, Experts Applaud Clinton's Historic Initiative;
* Call on Congress to Address 'Bottom Line' Issues in Child Care Legislation
771 Words
5636 Characters
* 01/14/98
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PR Newswire

* WASHINGTON, Jan. 14 /PRNewswire/ -- Today in Washington, child care advocates and experts in the field met to praise the President for his proposed new investment in the nation's children. "This historic investment
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"Finally, a President who gets it. The millions of families relying on an
* inadequate child care system have moved a giant step closer to the high
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Seven speakers, representing a broad coalition of organizations, discussed
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Blank said that one-half of all families with young children earn less than
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Barbara Willer of the National Association for the Education of Young
* Children called for addressing child care workforce problems, saying that "the
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* "That's forcing child care centers to shut down just when they're needed most. They can't raise wages because families can't afford to pay more," said Willer.

* "Paradoxically, as more Americans go to work and the need for child care
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Carla Taylor, senior public policy analyst for the National Black Child Development Institute called for adequate accessibility and financial
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Experts called on all sectors of communities to become involved in providing
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* "Child care legislation should support all families," said Matthew Melmed, executive director of Zero to Three. He and other advocates also called for support of parents who choose to stay home with their children. "These parents deserve positive recognition for their choice and help in sustaining their families without the income they would otherwise be expected to earn," Melmed said.

Baltimore City Police Commissioner Thomas C. Frazier cited his city's success in cutting crime rates. He attributed this to Baltimore's use of after-school programs. "Investments in quality early childhood development and after-school programs for at-risk kids are our most powerful weapons against crime. Baltimore's first after-school program cut neighborhood crime 42 percent the first year."

Frazier said, "the peek hours of crime are 2 p.m. to 8 p.m. Studies show that shutting at risk kids out of quality early childhood care can multiply, by up to 10 times, their risk of delinquency by their mid teens. It's just common sense to fight crime by investing in early childhood care and after-school programs." Frazier spoke on behalf of Fight Crime: Invest in Kids, a national anti-crime organization, led by police, prosecutors, and crime victims.

* "Public-private partnerships are key to a successful American child care program. Federal legislation should encourage state and local governments, schools, foundations and business to build on the President's proposed down payment toward the goal of providing every American child who needs it with quality care," according to Wohl.
* Groups represented at today's press conference included the Child Care Action Campaign, the Children's Defense Fund, Fight Crime: Invest in Kids, National Association for the Education of Young Children, National Black Child Development Institute, and Zero to Three.

* /CONTACT: Kathy Bonk of the CCMC, 202-326-6767, for the Child Care
* Action Campaign; or Ellen Lubell of the Child Care Action Campaign, 212-239-0138, ext. 208/

15:14 EST

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DOCUMENT 166 OF 282

MLWK9801501163

News

* Child-care reform needed, audit finds

Report shows county-funded system certifying people previously arrested for abuse, neglect of children

MARGO HUSTON

Journal Sentinel staff

997 Words

6668 Characters

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The Milwaukee Journal Sentinel

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In a damning report that exposes serious flaws in the taxpayer
* -supported child-care program, county auditors said Tuesday that immediate reforms are needed to protect children.

Among findings in the audit:

* Some people were certified for child care even though they had

been arrested in connection with child abuse. One woman certified for care was a convicted prostitute.

One provider certified for county pay recently had been arrested on suspicion of beating her 14-year-old daughter and poking her with a knife.

In many cases, contrary to state law, providers' criminal backgrounds and child abuse and neglect records were not checked.

"We felt the urgency to issue this report because the nature of the findings indicated we needed some quick changes to better protect the kids," said Jerome Heer, director of audits, who issued the 15-page report to County Board Chairman Karen Ordinans.

"I am very disturbed, and it sickens me to think that children are being watched by unqualified personnel," Ordinans said.

Problems with certification of providers who had histories of abuse or neglect and county payment of providers who were taking care of more than their legal limit of children were disclosed in a Journal Sentinel investigation in August.

In response to the newspaper's findings, the county said it put controls on the number of children assigned to one provider and 4C

* Community Coordinated Child Care, which certifies providers under contract with the county, said it discontinued its practice of paying providers before their criminal backgrounds were checked.

The audit found that in several key areas, 4C was not following state guidelines.

Ordinans said the state had a responsibility to assist the county

* in the child-care program because it is a key component of the state's W-2 (Wisconsin Works) welfare reform.

She also said that because of the findings of the audit, she would vote against renewing 4C's 1998 contract.

The county's Department of Human Services had recommended renewal of the contract. The contract is scheduled for discussion at Tuesday's meeting of the county's Health and Human Needs Committee.

Supervisor Roger Quindel, chairman of the committee, called the findings devastating, horrendous and unconscionable. He predicted that his committee would not renew 4C's 1998 contract, but predicted the contract may be renewed on a month-to-month basis until problems are corrected or other agencies can be found.

"I think most people would be shocked to find out that they (4C) don't even do the most basic of checking," Quindel said. "It's pretty damning how we operate the system and the kind of verification we demand."

In response, 4C Executive Director David Schachtner said he found auditors' "insights and recommendations to be of significant benefit to the evolution of the certification program." He also said that 4C had "implemented numerous modifications to our certification systems, policies and procedures that support the recommendations of the

Department of Audit."

* Under W-2, subsidized child care is available to all low-income families earning 165% of poverty $21,420 for a family of three or less.
* In Milwaukee County, payments for child-care increased from $14.9 million in 1996 to a budgeted $67.3 million of state and federal dollars for 1998.

In November, the last month for which statistics are available, the county subsidized care of nearly 9,000 children 2,599 of them in the care of 835 certified providers at a cost of $771,221 and 6,399 in the care of 276 licensed providers at a cost of $2,733,672.

Jeff Aikin, spokesman for the county's Department of Human
* Services, said the county paid $3.5 million in subsidized child care in the month of November.

Supervisor Lynne DeBruin, whose Finance and Audit Committee will review the audit Thursday, said, "The problems are so significant with 4C basically we feel they're swamped that we have to immediately bring another agency into the picture or get more involved ourselves."

DeBruin said the county would have to modify its computer program to check providers against a list of people found to have abused or neglected their own children.

Currently, the audit found, a file of child abuse and neglect perpetrators does not exist. Files are under the name of the abused or neglected children, not the names of the abuser. The abuse or neglect charge will only be discovered if it involves a parent and his or her own children, the audit found.

"Milwaukee County has to very quickly change its computer system to identify all abuse and neglect perpetrators. It's unbelievable we haven't done that in the past," DeBruin said.

In a sample of 48 case files, 4C did not request criminal background information for 12 providers (25%), the audit found.

In the 48 cases, auditors identified 41 other adults and household members for whom criminal background checks were required. Checks were not found for 15 of the individuals (37%), auditors said.

In addition, auditors found 267 more providers than originally believed were being paid for apparently caring for more than the legal limit of children.

In a detailed review of providers, auditors found that on average through October 113 providers a week appeared to exceed legal maximums. State law limits certified providers to caring for a maximum of six children at one time, no more than three under age 7.

Providers taking care of more than the maximum are required to have state licenses. The numbers can vary depending on whether the provider has young children of her own.

The audit notes that the number of apparently over-subscribed

providers decreased in September and October.
The audit also found that 4C "incorrectly interpreted" the definition of a provider's own children, including nieces, cousins and grandchildren. "This could have allowed providers to be over-enrolled and subsequently overpaid."

In one instance, a provider was taking care of 10 nieces and nephews, and 4C said the provider could enroll three more unrelated children, for a total of 13 children in care at the same time, the audit found.

A proper determination would have been that the provider was already over-enrolled, the audit says.

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DOCUMENT 221 OF 282
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WASHINGTON (AP) _ The number of young children with employed ...
KALPANA SRINIVASAN
Associated Press
433 Words
3093 Characters
* 01/14/98
The Associated Press Political Service
Associated Press

WASHINGTON (AP) _ The number of young children with employed
* mothers is increasing, but the quality and availability of child care
* options for many families are not keeping pace, says a group of child
* care advocates.

The Census Bureau reported Wednesday that 10.3 million preschoolers needed care while mothers worked in 1994, up from 9.6 million in 1990.

The figures suggest that parents may feel particularly uneasy with family day cares, in which a single person watches the children. Only 15 percent of preschoolers were cared for in someone's home in 1994, down from 18 percent in 1991, 20 percent in 1990 and about 23 percent from 1977 to 1988.

* But advocates contend that the high cost of child care and the insufficient training of many care-givers have remained serious obstacles for families, particularly those with low incomes.

"Children need warm, responsive, adequate care," said Barbara Willer of the National Association for the Education of Young Children in Washington. "They need people who understand child development."

"I think parents are understandably freaked about leaving their very young kids with someone who does not know and who may not understand their kids," said Matthew Melmed, executive director of Zero to Three, a Washington-based infant and toddler advocacy group.

* Poor wages and high turnover among child care workers harm the chances for continuity in care-giving, he said. Without adequate government money, inspection of centers also can be slipshod.

According to the Census Bureau report, relatives watched 43.8 percent of preschoolers while mothers worked in 1994, up from 39.6 percent in 1990. Dad remained the most likely person to tend the little ones, taking responsibility for 18.5 percent of the children. That was up from 16.5 percent in 1990, though below the 20 percent recorded in 1992.

Grandparents were the second-most-common care-givers at 16.4 percent of cases, up from 14.3 percent in 1990.

Organized day care and nursery schools accounted for 29.4 percent of preschoolers, up from 27.5 percent. The Census study found that
* 62 percent of child care in poor families was provided by relatives compared with 48 percent in other families.

Advocates stress that even schools and relatives may lack resources to give children the best possible care. They strongly
* support President Clinton's $21.7 billion package of child care initiatives, announced last week, as a way to put more money into the system.

"The economy is dependent on many of those woman who work," said
* Helen Blank, director of child care and development at the Children's Defense Fund. "We have to figure out how we can provide the best care to help children thrive."

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DOCUMENT 233 OF 282
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* Child Care Advocates, Experts Applaud Clinton Child Care Initiative
769 Words
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U.S. Newswire
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(Copyright 1998)

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Kathy Bonk of the Communications Consortium Media Center,
* 202-326-6767, or Ellen Lubell of the Child Care Action Campaign, 212-239-0138

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■ Why National Standards Won't Fly

Child Care

By Mark Murray

No matter how policy makers look at child care in America, the existing system always seems to come up short. It's too expensive for the average working family. It's in short supply given the immense demand. It's neither stimulating nor safe enough for children. Given the scope of the criticism, many experts have concluded that national standards would be one surefire way to lift the quality of preschool care outside the home.

But when President Clinton recently unveiled his child care initiative, national standards were conspicuously absent, although the issues of affordability, accessibility and quality were all addressed. The reasons for the omission are varied, but certainly high among them was White House realpolitik: The President was loath to include national norms, because it's unlikely that conservatives in Congress would accept them.

Clinton announced his initiative during an upbeat White House press conference on Jan. 7, calling it "the single largest national commitment to child care in the history of the United States." The package includes an increase in the child care block grant to the states of $7.5 billion over the next five years; an increase in tax credits for working families to help them pay child care costs; and a tax credit for businesses that provide child care for their employees. These measures augment policies announced last October that would make scholarships available to child care providers and enable states to share information about caregivers' criminal history.

"There's great jubilation in the child care advocate community," says Faith Wohl, president of Child Care Action Campaign. But Wohl, who formerly worked at the General Services Administration supervising the federal government's civilian child care centers, admits she was disappointed that the President didn't include national standards. "[They] could go a long way toward assuring that every child in America is healthy and safe," she said.

By omitting such regulations, the President is leaving standards to the states. But, as recent research suggests, this may be risky because not every state is getting the job done.

For example, a 1995 study examining child care centers in California, Colorado, Connecticut and North Carolina ranked six out of seven centers poor to mediocre in quality. Another study discovered that 13 per cent of regulated and a whopping 50 per cent of the smaller unregulated home-based facilities offered inadequate care. In addition, a 1997 survey found that an overwhelming majority of states don't have pre-service training requirements for child care workers.

If child care in the states is mostly substandard, then why didn't the President's package include national regulatory standards to whip the deficient child care providers into shape? Well, as one Administration official put it, "In the past, trying to establish national standards has not been successful at all." Indeed, anything with the word "national" in it seems to pique the Republican-controlled, states-rights-leaning Congress. When Clinton last year floated voluntary national education tests, for instance, Congress quickly voiced its displeasure.

RICHARD A. BLOOM

Faith Wohl: "There's no one in this field who doesn't feel that standards should be the same everywhere."

At the moment, the White House believes that its child care initiative has solid bipartisan support, although Sen. Larry E. Craig, R-Idaho, in last week's Republican radio address, criticized it for being too expensive. Yet there wouldn't be even lukewarm GOP support, White House officials and child care advocates insist, if the President had included national standards.

Wohl says this sort of political manuevering sacrifices the standards that every American child deserves. "There's no one in this field who doesn't feel that standards should be the same everywhere," she said. Yet many state child care officials, Administration staff members and academic researchers argue that reforms on the local level provide the most effective route to high-quality care. "States do a better job developing regulations for themselves," says JoAnne Flodin, who supervises day care licensing for Rhode Island. And Michael Kharfen, a spokesman for the Health and Human Services Department's Administration of Children and Families, says giving the states flexibility "is an essential part of this initiative that can allow for different innovative approaches."

National standards could also adversely affect states that are providing quality care, contends William T. Gormley, a professor of government and public policy at Georgetown University. "There are some states that are doing an exemplary job, and those states might actually regress towards the mean and do a worse job" if federal standards were less stringent than local regulations.

Gormley asserts that poor standards aren't the crux of problem. Rather, he says, the weakest link is the lack of enforcement in many states. "It's extremely unlikely that a day care center will have its license revoked, even if the day care center violates numerous regulations and fails to provide for a healthy and safe environment for children." The Clinton Administration has included in its package an additional $500 million over the next five years for the states to strengthen enforcement.

Because the Administration nixed national standards, it's now up to the states to improve the quality of child care. And the disappointment of child care specialists has been quickly replaced by pragmatism. "In an ideal world, I'd love to see national standards, [but] it's not going to happen," says Sharon Lynn Kagan, a senior associate at Yale University's Bush Center in Child Development and Social Policy. "We've got to work with what we've got and work to strengthen state standards." ■

SELECT 1997 PROPOSED CONGRESSIONAL LEGISLATION INCLUDES:

EARLY CHILDHOOD BILLS	
S. 1037 CIDCARE—Creating Improved Delivery of Childcare: Affordable, Reliable, and Educational Act **SPONSOR:** Sen. Jim Jeffords (R-VT). Phone: 202/224-5141. **CO-SPONSOR(S):** Sen. Christopher Dodd (D-CT). Phone: 202/224-2823. Including one other co-sponsor. **STATUS:** Read twice and referred to the Committee on Finance 7/17/97.	♦ Expands the Dependent Care Tax Credit (DCTC) to make it refundable and provide increased assistance to families using accredited child care programs. ♦ Expands the Dependent Care Assistance Plans (DCAP) to provide increased assistance to families using accredited child care programs. ♦ Provides a $260 million competitive grant to promote innovative approaches that improve quality of child care services, expand the use of higher standards associated with accreditation or credentialing, and promote professional development. ♦ Gives employers a tax credit for contributions to child care arrangements for their employees and a charitable deduction for donating educational equipment to qualified providers. ♦ Includes other provisions to expand the supply of and improve the quality of child care.
S. 756 Early Childhood Development Act of 1997/Time for Schools Act of 1997 **SPONSOR:** Sen. John Kerry (D-MA). Phone: 202/224-2742. **CO-SPONSOR:** Sen. John D. Rockefeller (D-WV). Phone: 202/224-6472. Including seven other co-sponsors. STATUS: **Read twice and referred to the Committee on Labor and Human Resources 5/15/97.**	♦ Assists communities in funding services for children ages 0-5. ♦ Increases the Child Care and Development Block Grant by $10 billion over five years to help families with children pay for and find quality child care and assists states in improving the quality of child care. ♦ Increases funds for Early Head Start from the current 5 percent to 9 percent by 2002. ♦ Allows loan forgiveness for child care workers who earn an associate's, bachelor's, or master's degree in early childhood development and works in the child care setting for at least two years. ♦ Authorizes full funding of the WIC Program.

S. 1029 Quality Child Care Loan Forgiveness Act **SPONSOR:** Sen. Mike DeWine (R-OH). Phone: 202/224-2315. **CO-SPONSOR(S):** Sen. Paul D. Wellstone (D-MN). Phone: 202/224-5641. Including one other co-sponsor. **STATUS:** Read twice and referred to the Committee on Labor and Human Resources 7/17/97.	♦ Provides loan forgiveness for individuals who earn a degree in early childhood education, and enter and remain employed in the early child care profession for at least two years as well as provides loan cancellation for certain child care providers.
H.R. 1373 Early Learning Opportunity Act of 1997 **SPONSOR:** Rep. Rosa DeLauro (D-CT). Phone: 202/225-3661. **CO-SPONSOR(S):** Rep. Steny Hoyer (D-MD). Phone: 202/225-4131. Including 26 other co-sponsors. **STATUS:** Introduced on 4/17/97 and referred to the Subcommittee on Early Childhood, Youth and Families 5/9/97.	♦ Creates early learning grants to states on a competitive basis to improve quality of child care. ♦ Expands the Family and Medical Leave Act to include employers of 25 or more employees. ♦ Increases funds for Head Start and Early Head Start to 9 percent by 2002. ♦ Increases the percent of Head Start funds allocated to training from 2 to 3 percent.
H.R. 131 Zero to Three Resolution for Early Childhood Development **SPONSOR:** Rep. Joseph Kennedy, II (D-MA). Phone: 202/225-5111. **CO-SPONSOR(S):** Rep. Richard Gephardt (D-MO). Phone: 202/225-2671. Including 64 other co-sponsors. **STATUS:** Introduced on 4/24/97. Referred to the Subcommittee on Early Childhood, Youth and Families on 5/9/97.	♦ Stipulates that federal funding should be available to meet the needs of infants and toddlers to various programs that include the Healthy Start program, the Special Supplemental Nutrition Program of Women, Infants, and Children (WIC), Head Start programs, programs for infants and toddlers with disabilities, and programs under the Child Care and Development Block Grant of 1990.

LEGISLATION GENERATED BY THE 1996 WELFARE ACT	
S. 19 Working Families Child Care Act of 1997 **SPONSOR:** Sen. Christopher Dodd (D-CT). Phone: 202/224-2823. **CO-SPONSOR(S):** Sen. Tom Daschle (D-SD). Phone: 202/224-2321. Including eight other co-sponsors. **STATUS:** Read twice and referred to the Committee on Labor and Human Resources 1/21/97.	♦ Adds $1 billion a year to the Child Care and Development Block Grant to help families pay for child care and $500 million a year to help states and communities expand the supply of child care.
H.R. 899 Working Families Child Care Act of 1997 (Similar Bill to S. 19) **SPONSOR:** Rep. Lynn Woolsey (D-CA). Phone: 202/225-5161. **CO-SPONSOR(S):** Rep. John Conyers, Jr. (D-MI). Phone: 202/225-5126. Including 13 other co-sponsors. **STATUS:** Introduced 2/27/97. Referred to Subcommittee on Early Childhood, Youth and Families 3/14/97.	♦ Amends the Child Care and Development Block Grant Act of 1990 to authorize appropriations for grants to states for child care for (1) low-income working families; and (2) areas with child care shortages.

H.R. 1615 (No Official Title) **SPONSOR**: Rep. Lynn Woolsey (D-CA). Phone: 202/225-5161. **CO-SPONSOR(S):** Del. Eleanor Holmes Norton (D-DC). Phone: 202/225-8050. **STATUS:** Introduced and referred to the Committee on Ways and Means 5/14/97.	♦ Prohibits states from sanctioning mothers on welfare who have children up to age 11 (instead of age 6 as in current law) if they can't find affordable and safe child care.
S. 93 A Bill to Increase Funding for Child Care Under the Temporary Assistance for Needy Families Program **SPONSOR**: Sen. John Kerry (D-MA). Phone: 202/224-2742. **NO CO-SPONSOR(S)** **STATUS:** Read twice and referred to the Committee on Finance 1/21/97.	♦ Increases appropriations for child care under the TANF program of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

SCHOOL AGE BILLS	
S. 882 After School Education and Safety Act of 1997 **SPONSOR:** Sen. Barbara Boxer (D-CA). Phone: 202/224-3553. **NO CO-SPONSOR (S)** **STATUS:** Read twice and referred to the Committee on Labor and Human Resources 6/11/97.	♦ Improves the academic and social outcomes for students by extending after-school hours for schools to provide child care, productive activities, and community support for children during after-school hours via grants.
H.R. 1818 Juvenile Crime Control and Delinquency Prevention Act of 1997 **SPONSOR:** Rep. Frank Riggs (R-CA). Phone: 202/225-3403. **CO-SPONSOR(S):** Rep. Matthew Martinez (D-CA). Phone: 202/225-5464. Including ten other co-sponsors. **STATUS:** Bill passed House 7/15/97. Received in the Senate and read twice and referred to the Committee on Judiciary 7/16/97.	♦ Creates a block grant that could be used for school-age child care. The Senate Judiciary Committee is considering a similar bill (S. 1015).

TAX CREDIT BILLS	
S. 1037 CIDCARE – Creating Improved Delivery of Childcare: Affordable, Reliable, and Educational Act	See Bill Description Under Early Childhood Bills.
H.R. 1667 – A Bill to Increase the Sliding Fee Scale for the Dependent Care Tax Credit, Giving More Benefits to Low- and Middle-Income Families. **SPONSOR:** Rep. Nancy Johnson (R-CT). Phone: 202/225-4476. **NO CO-SPONSOR(S)** **STATUS:** Introduced and referred to the House Committee on Ways and Means 5/20/97.	◆ Changes the slide to a 40 percent credit for families who earn $15,000 or less (from current policy of 30 percent at $10,000 or less) and a 20 percent credit at $44,000 (instead of the current policy of 20 percent at $28,000). ◆ Provides a tax credit to families who need respite care.
S. 65 – A Bill to Improve the Dependent Care Tax Credit (No Official Title). **SPONSOR:** Sen. Olympia Snowe (R-ME). Phone: 202/224-5344. **NO CO-SPONSOR(S)** **STATUS:** Read twice and referred to the Committee on Finance 4/25/97.	◆ Similar Bill to H.R. 1667 - Exception: Makes the Dependent Care Tax Credit refundable so it would be available to low-income families who have no tax liability.
S. 548 Child Care Expansion Act **SPONSOR:** Sen. Pat Roberts (R-KS). Phone: 202/224-4774. **CO-SPONSOR(S):** Sen. Thad Cochran (R-MS). Phone: 202/224-5054. Including three other co-sponsors. **STATUS:** Read twice and referred to the Committee on Finance 4/10/97.	◆ Expands the Dependent Care Tax Credit by increasing the amount of employment-related expenses from $2,400 to $3,600 for one child and from $4,800 to $5,400 for two or more children and allows the maximum 30 percent credit for families with an income of $20,000 or less. ◆ Expands the availability and affordability of quality child care through the offering of incentives to businesses that support child care activities. ◆ Encourages older Americans already participating in federally-supported programs to provide child care services.
S. 926 Working Family Child Care Tax Relief Act of 1997 **SPONSOR:** Sen. Tom Harkin (D-IA). Phone: 202/224-3254. **CO-SPONSOR(S):** Sen. Patty Murray (D-WA). Phone: 202/224-2621. **STATUS:** Read twice and referred to the Committee on Finance 7/17/97.	◆ Increases the expense amount for the Dependent Care Tax Credit for families earning $50,000 a year or less from $2,400 to $4,000 for one child and from $4,800 to $8,000 for two or more children.
S. 82 Child Care Infrastructure Act of 1997 **SPONSOR:** Sen. Herbert Kohl (D-WI). Phone: 202/224-5653. **CO-SPONSOR(S):** Sen. Orrin Hatch (R-UT). Phone: 202/224-5251. Including one other co-sponsor. **STATUS:** Read twice and referred to the Committee on Finance 1/21/97.	◆ Provides a tax credit for employers who build, rehabilitate, or expand child care facilities for employees, subsidize the operating cost of these facilities, contract with a child care facility to provide services for the taxpayer's employees, or contract with a resource and referral agency to help employees in their communities.

H.R. 1809 (No Official Title) **SPONSOR:** Rep. Jon D. Fox (R-PA). Phone: 202/225-6111. **NO CO-SPONSOR(S)** **STATUS:** Introduced and referred to the Committee on Ways and Means and Committee on Appropriations 6/5/97.	♦ Gives employers a tax credit for providing child care benefits if they use the credit to subsidize child care for employees.
H.R. 988 Child Care Availability Incentive Act **SPONSOR:** Rep. Deborah Pryce (R-OH). Phone: 202/225-2015. **CO-SPONSOR(S):** Rep. Tim Roemer (D-IN). Phone: 202/225-3915. Including 43 other co-sponsors. **STATUS:** Introduced and referred to the House Committee on Ways and Means 3/6/97.	♦ Amends the Internal Revenue Code to allow a tax credit for employers who provide qualified child care centers for their employees.
H.R. 1706 Child Care Infrastructure Act of 1997 **SPONSOR:** Rep. Carolyn Maloney (D-NY). Phone: 202/225-7944. **CO-SPONSOR(S):** Rep. Ileana Ros-Lehtinen (R-FL). Phone: 202/225-3931. Including eight other co-sponsors. **STATUS:** Introduced and referred to the Committee on Ways and Means 5/22/97.	♦ Amends the Internal Revenue Code of 1986 to provide credit against tax for employees who provide child care assistance for dependents of their employees.
S. 490 Working Families Child Care Tax Relief Act **SPONSOR:** Sen. Daniel Akaka (D-HI). Phone: 202/224-6361. **NO CO-SPONSORS** **STATUS:** Read twice and referred to the Committee on Finance 3/20/97.	♦ Amends the Internal Revenue Code to provide annual inflation adjustment for the child and dependent care credit.
H.R. 315 Child Care Tax Credit Reform Act of 1997 **SPONSOR:** Rep. Gerald Solomon (R-NY). Phone: 202/225-5614. **NO CO-SPONSORS** **STATUS:** Introduced and referred to the Committee on Ways and Means 1/7/97.	♦ Amends the Internal Revenue Code to increase the amount of employment-related expenses subject to the dependent care income tax credit. ♦ Denies the credit to taxpayers having an adjusted gross income of $50,000 or more.

(As of October 1997)

For more information or to receive a child care and early education press kit, please contact Ellen Lubell at 212/239-0138 or Helen Blank, 202/628-8787.

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GOOD QUALITY CHILD CARE AND EARLY EDUCATION: A DRAMATIC OPPORTUNITY TO PROMOTE LEARNING AND PREVENT DAMAGE IN OUR YOUNGEST CHILDREN

The social, emotional, and cognitive development of as many as 12 million children under the age of six is dependent on their access to safe, reliable child care and early education that provides them with the opportunity to form stable relationships with caring adults and other children and to engage in interesting and stimulating activities. Such good quality child care and early education is strongly linked to school achievement and the development of social skills that enable a child to grow into a happy, productive adult. Such child care has been used successfully to prepare at-risk children for school. It also improves educational and social development for children from middle- and low-income families (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984; Burchinal, Lee, & Ramey, 1989; Campbell & Ramey, 1994; Carnegie Corporation of New York, 1994; Doherty, 1991; Hayes, Palmer, & Weikart, 1980; Lazar, Darlington, Murray, Royce, & Snipper, 1982; Schweinhart & Weikart, 1980).

Poor quality child care and early education can harm children. Their intellectual and social development can be stunted. In extreme cases, children have been harmed physically. The Carnegie Corporation's Starting Points Task Force, citing new scientific research on brain development in the first three years of life, found that "an adverse environment can compromise a young child's brain function and overall development, placing him or her at greater risk of developing a variety of cognitive, behavioral, and physical difficulties. In some cases these effects may be irreversible. But the opportunities are equally dramatic: a good start in life can do more to promote learning and prevent damage than we ever imagined" (Carnegie Corporation, *Starting Points*, abridged, p.4, 1994).

Most child care and early education is not of good quality

Tragically, several recent studies have documented that the quality of most child care and early education available to working families in the United States is mediocre to poor. Independent observers for *The Cost, Quality, and Child Outcomes Study in Child Care Centers* (Helburn, Culkin, Howes, Clifford, Cryer, Kagan *et al.*, 1995) found that in 40 percent of the infant and toddler rooms, caregivers did not follow basic sanitary practices. In these poor quality settings, children were rarely held, cuddled, or talked to by their providers. The rooms lacked toys and other materials that encourage development. *The Study of Children in Family Child Care and Relative Care* by the Families & Work Institute in 1994 found that "only nine percent of the [family child care]

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homes in the study are rated as good quality (meaning growth-enhancing), while 56 percent are rated as adequate/custodial (neither growth-enhancing nor growth-harming), and 35 percent are rated as inadequate (growth-harming)."

The quality of child care and early education affects parents as well. When working parents are comfortable with their child care arrangements, they are more productive on the job. When care is inadequate, parental stress mounts and work performance suffers. Poor quality child care arrangements are more likely to fall apart, causing parents to miss work and even to lose their jobs (Galinsky *et al.*, *The Changing Workforce*, 1993; Fernandez, *Child Care and Corporate Productivity*, 1986).

What does good quality child care and early education look like?
In good quality child care and early education, children learn how to share, play with, and get along with each other. They are read to, and encouraged to talk and create their own stories. There is a lot of warmth and support for all children. Babies are held when they are fed. They receive a lot of attention from caregivers who understand their cues. They are hugged, talked to, and comforted when they are fussy. Toddlers and preschool children are engaged in interesting, age-appropriate, safe activities both indoors and out. They can play at the sandtable with other children, or build a tower on their own. When they are finished with one form of play, they are encouraged to explore something else.

Essential ingredients of good quality child care and early education:

- Providers who *want* to care for and work with children.
- Providers who are *trained* in the stages of child development, health, and safety.
- Providers who are *paid* a salary commensurate with their skills, training, and experience.
- Low staff turnover (a product of above conditions), which helps children experience secure attachment to caring adults.
- High staff:child ratios, which ensure each child is safe and gets enough attention.
- Policies and practices that encourage parental involvement in children's education and development.
- Stimulating activities that help children develop cognitive and social skills through play.

Poverty-level wages undermine quality work force
Although demand for good quality child care and early education remains high and is certain to increase with the implementation of welfare reform, child care teacher and provider salaries still hover at or near the poverty level. Low salaries lead to a high turnover rate; nearly one-third of all child care center teachers and one-half of all family child care providers leave their jobs each year (National Center for the Early Childhood Work Force, *National Child Care Staffing Study Revisited*, 1993).

Between 1993 and 1994, real wages for the lowest paid teaching assistants, the fastest growing segment of the child care center work force, actually declined. At the same time, real wages for the highest paid teaching staff in centers, who constitute a very small segment of the work force, increased by only 66 cents per hour. The *Cost, Quality, and Child Outcomes in Child Care Centers* study surveyed teaching assistants and teachers in early 1995 and found that the average wage was $6.89 an hour, or $12,057.50 a year. The same study found that health care benefits were offered in 64 percent of centers for full-time teachers, in 49 percent of centers for full-time assistants, and in 13 percent of centers for part-time staff. The National Center for the Early Childhood Work Force reports that only 63.7 percent of the staff of child care centers receive paid vacation (Whitebook *et al.*, *National Child Care Staffing Study Revisited: Four Years in the Life of Center Based Child Care*, Oakland, CA: Child Care Employee Project, 1993).

Cost of good quality child care and early education is out of reach for most
Most working families cannot afford to pay what it costs to *produce* good quality child care and early education. This is true despite the fact that the wages of child care providers, which account for 60 to 70 percent of the cost of producing child care, are below what individuals with similar education and experience earn in other settings (*Cost, Quality, and Child Outcomes*). Families who pay for child care spend, on average, about $3,700 per year for one or more preschool children (U.S. Census Bureau, "What Does it Cost to Mind Our Preschoolers?," in *Current Population Reports*, September 1995). By contrast, national experts peg the cost of **providing** good quality care at $6,300 to $8,500 **per child per year** (National Association for the Education of Young Children, "Estimating the full cost of quality," in *Reaching the full cost of quality in early childhood programs*, 1990). The latter figures represent 26 to 44 percent of the gross income for a family of four earning the median income and paying for child care for two children.

Providers struggle, too often unsuccessfully, to get by on fees that parents can afford. Whether in a center or family child care home, revenue from parent fees alone do not allow the typical child care provider to offer children the trained staff, small group sizes, and low child-to-adult ratios that encourage frequent, responsive adult interactions with each child that are at the heart of good quality child care and early education.

Parents need help paying for good quality child care and early education
Parents need help bridging the gap between what they can afford and what good quality child care and early education cost. There are a number of ways that federal, state, and local governments can help more parents pay for good quality child care: by expanding the Dependent Care Tax Credit, and making it refundable; by extending child care subsidies to a broader range of working families; by extending tax incentives to employers who provide child care subsidies or on-site child care; and by linking child care with public school systems to improve the quality of the child care and early education our youngest children receive.

Businesses benefit when they play a role in helping parents find and pay for good quality child care and early education. The most important role for business is as a partner of local or state public agencies for investment in child care and early education resources, so that all families have good quality child care choices they can afford in their communities. Public-private partnerships of this nature sustain child care and early education growth and improvement in communities. Businesses also can provide employees with the Dependent Care Assistance Plan pre-tax payroll deduction, link parents with child care resource and referral agencies in their communities, or invest directly in child care and early education resources in or near the work site for their employees.

Choices for children and parents
More and more emphasis has been placed on consumer education: arming parents with the knowledge that they need to make informed decisions regarding child care and early education. But, parents often feel that they do not have a choice about the care they use. Sixty-two percent of parents using family child care and relative care said that they had looked for alternatives to the child care they presently use. Sixty-five percent of these same parents said they found no other acceptable options (Galinsky *et al.*, *The Study of Children in Family Child Care and Relative Care,* 1994).

Public support for standards to protect children
There is strong public support for the setting and enforcement of regulations that establish basic health and safety standards to protect consumers of child care. According to a March 1995 poll by prominent Republican pollster Vince Breglio of R/S/M, Inc., 54 percent of all Americans oppose efforts to eliminate federal requirements that states set minimum health and safety standards for child care facilities.

Overall, large gaps exist in state regulations of child care in centers and family child care homes, which helps determine the minimum quality and safety of the care in each state. *The Cost, Quality, and Child Outcomes Study in Child Care Centers* found that "states with more demanding licensing standards have fewer poor quality centers " (Helburn *et al.*, Executive Summary, p.4). A study by the Children's Defense Fund (CDF) found that 43 percent of all children in out-of-home care are unprotected by state regulations due to exemptions. For example, a number of states specifically exempt child care located in or provided by churches and schools (CDF, *Who Knows How Safe?* 1990).

- Fewer than half of all states regulate group size. Nearly all set staff:child ratios for centers, but many allow staffing ratios that exceed levels that have been shown to produce good quality child care (*Ibid.*).

- Although at least three-fifths of the states require ongoing training for teachers, most require only 12 hours of training or less per year (Morgan *et al.*, *Making a Career of It*, Center for Career Development in Early Childhood Education, Wheelock College, 1993).

Regulations make a difference in the quality of child care and early education
It is clear that regulations make a difference. In a study that compared regulated family child care providers with those who were not regulated, the regulated providers were more likely to be sensitive and responsive to children in their care (Galinsky *et al., The Study of Children in Family Child Care and Relative Care*). In states that regulate family child care, standards are usually less demanding than for child care in centers. For family child care providers, ongoing annual training is required in only 19 states (Morgan *et al.*, *Making a Career of It*). The Families & Work Institute found that when family child care providers participate in intensive workshops and general courses in child care, their commitment to their jobs increases and they seek out additional training; this leads to higher quality for children and families (Galinsky *et al.*, *The Family Child Care Training Study*, 1995).

Choosing to meet higher standards of quality through accreditation
Accreditation is another way to ensure that children are receiving good quality child care and early education. Accredited centers and family child care homes voluntarily strive to attain higher standards of quality that have been established by national child care organizations and that exceed minimum state licensing standards. The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, is the largest accrediting body for child care and early childhood centers. As of April 1995, nearly 5,500 programs have been accredited by NAEYC. Health and safety, staffing, staff qualifications, physical environment, and administration are all reviewed during the accreditation process, with primary consideration placed on the quality of the interactions between staff and children and the developmental appropriateness of the curriculum. Family child care providers (as well as providers in centers) can have Child Development Associate credentials, meaning that they have completed a 6 to 18-month course of study. They also may be accredited by the National Association for Family Child Care, which assesses the provider's skills as well as the home in which the care is provided (Families & Work Institute, *Child Care Aware: A Guide to Promoting Professional Development in Family Child Care*, 1995).

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WELFARE REFORM: SHIFTING RESPONSIBILITY TO THE STATES

A huge gamble

On August 22, 1996, President Clinton signed the Personal Responsibility and Work Opportunity Reconciliation Act into law. This new law not only ends the 60-year old guarantee of subsistence income for poor families and their children, it also eliminates the child care assistance that had been guaranteed to families who were moving from welfare into the work force, education, or training. The federal government will now provide capped block grants[1] to the states, which have a great deal of discretion as to how the funds are spent. Within six years, half the parents on welfare in every state will have to be working in private sector jobs or in some type of "workfare" program. This will create a huge need for child care, since two-thirds of all welfare recipients are children under 13, many of them very young. Their parents cannot get or keep a job unless they have reliable child care.

Painful choices: Which working families deserve child care help?

Each state can now determine how it will meet the child care and early education needs of families making the transition from welfare to work. These decisions will shape the entire system of subsidies for <u>all</u> low-income working families, including the millions of low-income working families who are not on welfare but who need help bridging the gap between what they can afford and what safe, reliable child care costs. Thirty-eight states and the District of Columbia already have waiting lists thousands of names long of working families who are eligible for help paying for child care, but for whom there isn't enough money (Children's Defense Fund, *Child care and welfare reform: More painful choices, 1995)*. In fact, waiting lists understate the need for care; they include only the parents who know about the programs and have sought places for their children in them. Some states simply close their waiting lists to new applicants when they get too long.

States have an opportunity in next two years

The Congressional Budget Office estimates that child care funding in the Act is $1.4 billion short of what will be necessary for states to maintain their current efforts and meet the needs of all the families who must move from welfare to work. But the big crunch will not come until the third year; during the first two years, many states will have more child care money than they had before. The states thus have a window of opportunity they can use to put systems into place and help <u>all</u> low-income working families pay for child care; to invest money to expand the supply and

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[1] A state's block grant allocation will be based on its FY 1994 or FY 1995 expenditures, whichever is higher, or the average of its spending for the three years from FY 1992 to FY 1994.

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improve the quality of existing child care and early education; to train new providers and increase wages to reduce turnover; and to support resource and referral services that provide parents with information about child care and early education options in their communities.

If states provide leadership and invest the time and money, it is possible to make child care help available to low-income families who can thereby avoid needing welfare.

Families leaving welfare vs. low-income working families

The new welfare act eliminates the former guarantee of Transitional Child Care and child care help for parents enrolled in education or training programs. As states try to meet the Act's work participation requirements with capped child care funds, they may have to choose between subsidizing child care for welfare recipients required to work and the working poor. According to Department of Health and Human Services calculations, almost two-thirds of the 1.5 million children who get federally subsidized child care nationally are from low-income working families. Without child care help, many of these low-income working families are at risk of needing welfare because they will not be able to afford the child care and early education they need to keep working.

Quality of child care is a low priority for states

Though parents know that good quality child care and early education helps children grow, thrive, and succeed in school, they have great difficulty finding good quality care, and when they do, they often can't afford it. The *Cost, Quality, and Child Outcomes* study (Helburn, Culkin, Howes, Bryant, Clifford, Cryer, Peisner-Feinberg, and Kagan, *et al.*, 1995) found that the quality of care in seven out of 10 child care centers is mediocre to poor, and the *Study of Children in Family Child Care and Relative Care* by Families & Work Institute (1994) found similar quality ratings for family child care. In addition, the *Future of Children*, Winter 1995, by the Packard Foundation Journal, published a review of 144 studies demonstrating that poor children get the greatest benefit from good quality child care and early education even more than other children; they need the extra boost that good quality care can provide.

But states faced with burgeoning demand and restricted budgets may decide that "something is better than nothing," and simply try to spread too few child care dollars too thinly. The *Cost, Quality, and Child Outcomes* study demonstrated the clear link between cost and quality. When reimbursement rates are too low, child care providers in centers and family child care homes simply cannot provide good quality child care. In addition, if reimbursement rates go down, many centers and family child care homes will be forced to close, thereby cutting back on the child care supply for all working families.

What about informal care?

Informal child care, provided by neighbors, relatives or friends, is used by 46 percent of low-income families, according to *The National Child Care Survey* (Hofferth, *et al.*, 1990). Informal child care is exempt from regulation or monitoring; most care by relatives and all in-home care is unregulated. Many parents want their children to be cared for by friends or relatives. Many parents use this form of care because they have no other choice: they can't afford another kind of care, no other kind is available locally, or no other kind is available for shift or weekend work.

According to *The Study of Children in Family Child Care and Relative Care,* care that is regulated is usually higher quality care, and care that is provided by people who **want** to work with children is more reliable and of higher quality. Parents need to have child care and early education options so that informal care is not their only choice; that's why states must use their window of opportunity to expand the quality and supply of child care and early education resources for all working families.

States will have to decide whether to establish a minimum requirement for informal providers who receive federal and state funds. Basic health and safety requirements would include having a telephone, passing a criminal background check, having smoke detectors, and passing a health screening. Child care resource and referral agencies are finding innovative ways to help parents assess such care and can make information resources available to the friends, relatives, and neighbors providing the informal care.

Welfare recipients as child care providers: A risky experiment
Many states have already tried to turn welfare recipients into child care providers. It has worked in some places but not all, and takes a lot of time and investment in order to succeed. While moving these parents into the work force as informal child care providers, working in their own homes, would seem to take care of both a state's work participation requirement and the increased demand for child care, a number of obstacles exist.

Recent reports like the *Family Child Care Training Study* (Families & Work Institute, 1995) have demonstrated the critical relationship between provider training and the quality of care, and some states and municipalities are encouraging former welfare recipients to become providers with no training. Care by unregulated providers is usually less reliable, causing working parents to miss work more frequently. Even child care providers who love their work still leave the field for lack of decent wages and health benefits. In addition, states are considering cutting the reimbursement rates for these providers, lessening their chances even more of earning a living wage as a child care provider.

Welfare recipients who become child care providers need ongoing support in order to succeed, as do other parents making the transition from welfare to work. Outreach, orientation, training, and continued investment and support are the foundations of success in this risky undertaking.

Child care for infants
The new law does permit states to exempt welfare recipients with children under six from the work requirements if they can't find affordable, available, and appropriate child care. Mothers of infants under one year of age also may be exempted. However, the five-year lifetime limit on welfare benefits will still apply to the mothers who are exempt. Even though they are not required to work, the "exempt" period of months or years that parents spend taking care of their children at home counts towards the five-year time limit.

Some states such as Michigan are requiring mothers with children as young as 12 weeks old to go to work. Child care for infants is scarce and very often of very poor quality; 40 percent of current infant care is of such low quality that it endangers the babies in care (*Cost, Quality and Child Outcomes*, 1995). But insufficient child care and early education funding means little hope exists for improving the quality and supply of available care.

School-age children: Child care needs don't disappear at age six
Parents of school-age children also will need help finding and paying for care during out-of-school time, since the Act depends on these parents to meet the work requirements. School-age children need good quality care and supervision before and after school, as well as on school holidays and during vacations when parents still have to work. In some communities, 25 percent of school-age children are already on their own after 3:00 p.m.; a study released by the Office of Juvenile Justice and Delinquency Prevention in 1995 showed that most crimes committed by juveniles take place between 3:00 and 6:00 p.m. States can invest money to expand and improve the supply of out-of-school care, and avoid adding millions more children to the current legions of latch-key children.

States must commit to two generations: Parents and children
Over the next several months, states will develop plans to use the federal block grant funds. They will have to determine how they will meet the child care and early education needs of families who move from welfare to work, and of the millions of low-income working families who need help paying for child care so that they can continue working. Some states -- including Illinois, Wisconsin, and Minnesota -- are looking for ways to ensure that all working families with income below a certain level get child care assistance. They are looking at ways to structure parent co-payments so that parents have access to all types of care and can choose what is best for their children.

During the next two years, states will have an unprecedented opportunity to build the supply of child care and early education to meet expanding need, bolster the quality, and ensure that working poor families continue to receive assistance. Because of the enormous challenge the Act creates, it is important that states use available state and federal money to leverage investment from employers and local philanthropies. Good quality child care and early education can be the means to help families become and stay independent.

Sources:
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"Welfare Mothers and Informal Day Care: Is It Up to Par?" by Joe Sexton, *The New York Times*, October 14, 1996, p. B1.

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THE STATE OF THE STATES: A PATCHWORK OF COMMITMENTS AND APPROACHES TO CHILD CARE AND EARLY EDUCATION

States set standards for child care and early education

Decision-making about child care and early education policies has long been under the jurisdiction of states and localities. Each state sets its own standards for child care, including which child care settings will be subject to licensing and regulation. States determine what the ratio of child care staff to children should be, and set the minimum health and safety standards for regulated child care settings. Regulations vary widely; in Maryland, for example, there must be one child care provider for every three babies, while Idaho and several other states permit one child care teacher to care for six babies. Nearly all states set staff:child ratios for child care centers, but fewer than half of all states regulate group size. A study by Children's Defense Fund found that 43 percent of all children in out-of-home care are in care settings that are exempt from state regulations (Children's Defense Fund, *Who Knows How Safe?* 1990).

Parent fees cover 70 to 75 percent of the cost of child care and early education, with public subsidies making up most of the balance. States and the federal government invest in the provision of child care and early education because they recognize the public benefits of good quality child care. Government support for child care and early education takes the form of both expenditure-based subsidies, mostly targeted to low- and moderate-income families, and tax-based subsidies. Expenditure-based subsidies generally are designed to help people enter the labor force or to keep them in the labor force and off welfare, in recognition of the fact that low-income working parents need help paying for child care. Many states provide tax-based subsidies, including dependent care tax credits, which benefit parents, and employer tax credits, which allow employers to claim up to 50 percent of the cost of an employee child care benefit. States also put up matching funds to draw down federal funds designated for child care and early education initiatives. They invest in public pre-school programs for four-year-olds, and some states have subsidized special programs such as child care for teen parents and for school-age child care. States also support programs to increase the quality and expand the supply of child care and early education, including training, licensing, and monitoring efforts (Stoney and Greenberg, "The Financing of Child Care: Current and Emerging Trends," *The Future of Children*, Summer/Fall 1996).

Study finds state commitments inadequate

While numerous studies have demonstrated that children need good quality child care and early education to grow, thrive, and enter school ready to learn, and that parents need accessible, affordable good quality child care programs to get and keep jobs, not all families have access to the child care and early education programs they need. Parents often cannot find good quality child care in their communities, and if they do, many cannot afford it (Children's Defense Fund, *Child care and welfare reform: More painful choices*, 1995). Parents pay, on average, a total of $3,700 per year for child care; good quality child care costs between $6,300 and $8,500 **per year per child** to provide (Casper, L.M., "What does it cost to mind our preschoolers?" *Current Population Reports*, U.S. Census Bureau, September 1995; Zigler, E.F., and M. Finn-Stevenson, "Funding Child Care and Public Education," in *The Future of Children: Financing Child Care*, David and Lucile Packard Foundation, Summer/Fall 1996; Willer, B., "Estimating the full cost of quality," *Reaching the full cost of quality in early childhood programs*, NAEYC, 1990).

The level of financial commitment to child care and early education varies greatly from state to state. A recent analysis by the Children's Defense Fund of 1994 data finds that state commitments to child care and early education were inadequate to serve the many children and working families that need help. Thousands of working families are on waiting lists for child care assistance in 38 states, and too often, the child care that is available is of poor quality, especially for infants. The report found that states placed child care and and early education low on their list of state priorities: almost three-fifths of the states (29) invested less than 50 cents out of every $100 in state tax revenues in child care and and early education (Children's Defense Fund, *Who Cares? State Commitment to Child Care and Early Education,* 1996).

Welfare reform gives more child care responsibility to the states

With the enactment of the new federal welfare legislation in August 1996, the Personal Responsibility and Work Opportunity Reconciliation Act, the federal government has thrown the states into uncharted waters - never before have states had this much responsibility and discretion to try to meet the demand for good quality child care and early education. While most states will have more federal child care funds than before, many still will not have enough to meet the anticipated demand for child care from parents required to work under the welfare law's work requirements, as well as to continue to help low-income working parents bridge the gap between what good quality child care and early education costs and what they can afford. Some states may have to choose which families to assist with child care and early education subsidies; if they decide to support the families leaving welfare for work, they may jeopardize the continued independence of the low-income families that are working but cannot afford the child care and early education that will allow them to continue to work and their kids to grow and develop.

States are taking varied approaches to meeting child care and early education demands both created by and pre-dating welfare reform: allocating more funds; extending child care for parents leaving welfare for work from one to up to two years; increasing the state investment in Head Start so more children can enroll, and extending the program from a half-day to a full day, and to children younger than three years; leveraging private sector investment with public dollars; and developing other programs to expand the supply and improve the quality of child care and early education for working families in each state.

Programs must link child care and early education

The 12 million children under the age of six who need child care and early education for all or part of their day need care that will help them grow and learn and be ready for school, not just care that will keep them safe. States should recognize that all children need good quality child care and early education, and should seek to improve the quality of all child care and early education settings, as well as increase the supply of good quality care in order to meet the anticipated demand created by welfare reform. The stakes are very high; new research on the brain and children's earliest years shows that the need for good quality care and early education starts immediately; yet recent studies have found most infant care to be dangerously poor (Helburn, S. *et al., Cost, Quality and Child Outcomes*, University of Colorado at Denver, 1995: Families & Work Institute, *Study of Children in Family Child Care and Relative Care*, 1994). This lack of attention to our children's earliest years is a high stakes gamble; studies show that every $1 spent on early education saves $7 in remediation, incarceration, and special education (Barnett, W.S., "Benefit-cost Analysis of Preschool Education: Findings from a 25-year Follow-Up," *American Journal of Orthopsychiatry*, 1993).

Examples of state initiatives

A number of states are choosing to make the well being of children their priority, and are often undertaking bold initiatives to support child care and and early education. Some of the most exciting and innovative state programs are going beyond the distinction between child care and and early education, offering coordinated curricula and joint training of teachers. Below are some of the noteworthy state efforts in child care and early education. (A state may appear more than once if its programs fall into more than one category.)

PROGRAMS RESPONDING TO LOCAL NEEDS :

North Carolina's Smart Start is designed to provide every child in North Carolina who needs it access to affordable early childhood education and other crucial services. Smart Start is built on the concept of empowering and supporting local communities to develop, implement, and fund a plan for children and families. The state spends almost $57 million annually to support and implement the work of the 42 counties that have brought together planning groups to participate in Smart Start. When Smart Start was passed by the North Carolina legislature in 1993, it was accompanied by other efforts to improve quality and affordability of child care and early education. Licensing changes improved staff:child ratios for young children, and additional staff was hired to monitor and assist the child care program. A special program, TEACH, was funded to help child care workers obtain training at community colleges and is linked to increases in salaries and compensation. Affordability was addressed by increasing, on a sliding scale, the amount of the state's child care tax credit for families earning less than $40,000.

New Jersey's Governor Whitman's Bright Beginnings is an $8.5 million initiative that will create 8,600 additional child care slots in the state, which has a waiting list for subsidized care of 24,000. The initiative will expand the capacity of Head Start and licensed child care centers by 1,650 slots, will register an additional 1,600 family child care providers (creating openings for an additional 6,000 children), will issue planning grants to promote "full coordination and partnership" for pre-K programs among schools, Head Start and non-profit child care providers, will fund parenting education, and will expand training, development and accreditation for child care providers to boost quality. Grants and loans will create 950 additional slots at licensed centers for children from low- and middle-income families. The initiative will be funded with federal money and "savings from administrative efficiencies."

SCHOOL-AGE CHILD CARE:

Hawaii's After-School Plus, or A+, program is the nation's first statewide, after-school child care program. It provides low-cost, after-school care to children in every elementary school district in the state. It is accessible to all families: low-income families are served free; all others pay a flat fee.

Indiana schools are required by law to provide after-school programs unless they receive waivers due to lack of demonstrated need, thanks to an initiative by former Governor Bayh. Originally funded by a state cigarette tax, the programs are currently funded by Child Care and Development Block Grant funds and through the State School-Age Project Fund. Schools or school districts can run programs themselves or combine with other schools and contract out for the service with a program provider.

EARLY EDUCATION:

Colorado's Children's Campaign, a grassroots effort, was the active force behind the creation of a bipartisan committee of 20 state legislators that moved several key pieces of legislation in 1995 and 1996, including a bill to increase the number of four-year-olds in public pre-kindergartens from 6,500 to 8,500. New licensing legislation will permit more frequent inspections of poor quality child care settings and fewer for programs that meet state standards. Another bill established a program to provide funds to community organizations to train welfare recipients to be child care workers.

Georgia's Governor's Pre-Kindergarten Program delivers child care and and early education and health screening to children in child care centers and in family child care homes. Local community councils administer the program, delivered through community providers, and help ensure that they are responsive to community needs. Funded by a lottery, the program receives $255 million and serves 57,000 children. (In comparison, in 1993-94, the state invested $37 million and served just 8,000 children.) Programs offer comprehensive services including health, nutrition, and social services; parents can obtain literacy and job training, for example. Located in both public and private facilities (25,000 are in public schools and 32,000 in private settings), the programs are encouraged to be open on a full-day, full-year basis to meet the needs of working parents. A Department of Education evaluation found that 94 percent of parents were "satisfied" with the program. The goal is to make these services available to all of Georgia's four-year-olds.

Ohio's Governor Voinovich's Ohio Family and Children First Initiative aims to achieve the goal of school readiness for all Ohio children by improving child health care, family stability supports, and early childhood care and education. In the early childhood arena, the initiative has succeeded in providing either Head Start or state pre-kindergarten programs to nearly all 4-year-old children living in poverty, whose parents choose to enroll them, as well as improving the child care licensing system to ensure higher quality. Ohio leads the states on investment in Head Start and also has been a leader in developing linkages between Head Start and child care programs to ensure full-day care and education for children of working parents on very low incomes, many of whom are making the transition from welfare to full-time jobs.

Oregon Benchmarks are the indicators that this innovative state uses to measure its progress toward broad strategic goals of all types; they define a constructive, supportive role for the state that helps communities solve their own problems. Improvement of early childhood development is considered an urgent, or high-priority, benchmark. Six county-level pilot demonstrations of program elements necessary to ensure good quality child care and early education in all settings, including schools, will provide evidence for state initiatives to improve child care and early education, as well as family support and choice, across all public school, Head Start, and child care settings.

Tax breaks/credits:

Arkansas doubles the state dependent care tax credit (a supplement to the existing tax credit) from 10 to 20 percent if parents enroll their children in a child care program that has received a good quality rating or is accredited.

Colorado parents will once again be able to claim a child care tax credit on their state income tax return, thanks to a bill passed by the state legislature in 1996, and Colorado citizens will have the opportunity to use a new voluntary income tax check-off that will help fund quality enhancement in licensed child care facilities, particularly for staff training and development and accreditation. Both the tax credit and check-off were among the recommendations of the 25-member Business Commission on Child Care Financing, created by Governor Romer in 1995 to examine financing structures for early care and education from a business perspective. A related bill that would have made the tax credit refundable was defeated.

Minnesota anticipates that the demand for child care and early education will continue to be greater than the funds available in welfare reform. The state is considering eliminating the dependent care deduction in favor of tax credits, consolidating all funding sources, and making child care funds equally available to all families at particular income levels. Minnesota proposes to maximize the funds available through parent co-payments, tax credits, and child support enforcement. State child care and earned income tax credits, combined with federal tax credits, would create the potential for "substantial financial assistance" to many families. Minnesota also is exploring "tax credit express," which would make funds available on a monthly basis to help minimize the impact of higher co-payments (Child Care Action Campaign, *Wisconsin and Minnesota: Approaches to Welfare Reform and Child Care*, 1996).

Public-private partnerships for child care financing:

Florida's legislature passed the Child Care Partnership Act in 1996 that created a state fund of child care subsidy dollars for working families. Private employers, whose employees directly benefit from child care subsidies, can draw on these dollars by matching them one to one. The Act allocates $2 million for a child care purchasing pool in 10 counties, and will be administered by child care resource and referral agencies. The act will allow an additional 1,500 children or low-income working families now on the waiting list to receive child care, with the price of care to be shared by the state, employers, and families. A precedent is being established for employers to provide at least some child care subsidy support. The CEO who chairs the governor's board for the Partnership Act has become so concerned about Florida's looming child care crisis that he recently appeared at a press conference with Governor Chiles to call for an increase in state child care subsidy funding. The idea for this budget increase had emerged earlier, during a series of state and local meetings for business leaders that Child Care Action Campaign helped to plan and carry out in partnership with the Florida Children's Forum.

Indiana has hosted two Child Care Financing Symposiums, the cornerstones in a multi-year effort to bring together county-based teams comprised of business, early childhood professionals, educators, and community organizations to create ways to improve the quality and expand the supply of child care in Indiana. This collaborative effort between the Child Care Action Campaign (CCAC) and the Indiana Family and Social Services Administration (FSSA), launched the Indiana Child Care Fund to raise and channel private funding for investments in child care provider training and other improvements in child care quality. The fund operates under the aegis of the Indiana Donors Alliance, representing 70 community foundations, which has agreed to become the home of the Indiana Child Care Fund.

As a result of this collaborative effort, 17 counties in Indiana launched business-community initiatives in 1995, and 46 counties joined the project in October 1996. The original 17 counties' business-community partnerships have achieved impressive results, including opening new child care centers, upgrading existing centers, providing child care for children with special needs, and creating a loan fund to help family child care providers make repairs and needed renovations to their homes.

WELFARE REFORM AND CHILD CARE:
Wisconsin Works (W-2), the state's new welfare plan, "guarantees" that no mother of a child under six who leaves welfare for work will be required to work unless child care is available, but women who cannot work due to lack of care will still face the federal five-year lifetime limit on benefits. The plan provides child care subsidies to all low-income families regardless of whether they have been on AFDC, eliminates time limits on child care for eligible families, and supports parent choice through a voucher system. Parent copayments for child care are based on family income but never exceed an amount equal to 16 percent of gross income, regardless of the number of children in care. However, the parent copayment plan steers families to cheaper child care with fewer standards. Under W-2, Wisconsin will increase its child care spending by 300 percent by 1998. In December 1996, Governor Thompson announced that the state would use the federal funds available due to welfare caseload reduction to "completely eliminate" the waiting list for subsidized child care for low-income working families in the first half of 1997, and to build capacity for the expected increase in demand created by welfare reform work requirements. One way the Governor expects to build capacity is through use of provisional child care providers, who are welfare recipients who provide child care, for whom 15-hour state training requirements are eliminated and who are reimbursed at half the market rate.

Washington State's Child Care Coordinating Committee (CCCC), created in 1988 by the state legislature, helps develop a focused legislative agenda, while a multi-tiered coordination process among child care advocates and administrators sets priorities and creates budget recommendations. The coordination and cooperative efforts between the CCCC and the advocacy community paid off in the inclusion of child care provisions in all of the legislative proposals for welfare reform that were introduced in 1996. To reduce the waiting list for child care for low-income working families, $9.8 million was appropriated, and $3.8 million was approved to expand the state's version of Head Start. Another recent achievement is the increase of state funding for child care training and licensing activities.

Other state efforts: **Illinois's** Governor Edgar has proposed an "entitlement" to help both families moving from welfare to work as well as low-income working families with child care assistance for those earning below 60 percent of the state median income The "entitlement" is subject to appropriations by the state legislature. **Colorado** has proposed a guarantee of child care assistance for all families earning up to 130 percent of the federal poverty line. Counties would have discretion to expand the assistance to families earning up to 185 percent of poverty. **Florida**'s Governor Chiles has proposed adding $49 million new state dollars for child care and transferring $89 million Temporary Aid to Needy Families (TANF) dollars to child care. This would allow Florida to serve nearly half of the more than 30,000 children of low-income families on the state waiting list for subsidized child care.

Sources: Children's Defense Fund; Child Care Action Campaign; Office of the Governor, State of New Jersey.

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CORPORATE PRODUCTIVITY, CHILD CARE, AND WORK-FAMILY POLICIES

The changing workforce

In the past forty years, the nature of the American work force has changed dramatically, bringing with it equally dramatic changes in family life:

- Fewer than 10 percent of all households are headed by a male breadwinner with a wife at home.
- Half of all mothers with children under one year of age are working outside their homes.
- Eighty-seven percent of American workers--men and women--have some day-to-day responsibility for family members and 47 percent have dependent (child or elder) care responsibilities (Galinsky *et al.*, *The Changing Workforce*, 1993, Families & Work Institute).
- By the year 2005, more than 70 percent of women in the work force will have children in need of child care or after-school care, based on current population projections.

(Source: Census Bureau, Bureau of Labor Statistics, unpublished data, 1993, 1995; Fullerton, Howard J, "The 2005 Labor Force: Growing, but Slowly," *Monthly Labor Review*, p.30, Table 1, November 1995.)

A survey of 5,000 employees at five major U.S. corporations found that 82 percent of working parents missed days at work, were tardy, had left work early, or had used work time to deal with various child care problems. A number of national surveys have estimated such lost work time to be between six and eight days per parent annually (Fernandez, *Child Care and Corporate Productivity*, 1986). This translates into a $3 billion loss annually for American businesses, according to the Child Care Action Campaign.

The changing workplace

The workplace, too, is changing dramatically. In the past decade, many companies have restructured, drastically scaling back on their workforces to increase profitability and competitiveness. Companies continue to search for ways to cut costs, improve quality, and maintain flexibility.

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The employment contract has changed for employees at all levels. No longer can production workers, service employees, or even managers count on lifetime employment, steady career advancement, and ever-increasing salaries and benefits. Yet at the same time, "[companies] are asking employees to work harder and smarter, to provide better customer service, and to be ready and willing to change with a newly flexible organization" (Work/Family Directions, Inc., *The Business Case for Work and Family Policies and Programs*, Boston, MA).

The role of business

Convinced that work/family conflict affects productivity, more companies are recognizing that flexible work options and dependent care benefits are smart investments in their current and future workforces. Improved employee recruitment and retention, productivity, and loyalty are important results of these benefits that feed directly into a company's bottom line. Also, many companies are thinking ahead, and realize that investment in child care and early education today results in a better educated and prepared work force tomorrow.

Parents know their children need good quality child care, but many can't find it in their communities. If parents do find good quality child care, they often can't afford it. Parents need help bridging the gap between what good quality child care costs and what they can afford. They also need help locating good quality child care settings in their communities. A growing number of companies now respond to their employees' child care needs in a variety of ways.

Employers may provide one or more of the following dependent care benefits:

- Access to child care resource and referral services.
- On-site or nearby child care centers.
- Emergency care for ill children.
- Dependent Care Assistance Plans (DCAP), which allow employees to pay for child care out of pre-tax earnings.
- Seminars and workshops on child care and child care support services.
- Paid family leave.
- Flextime and other work scheduling such as work-at-home or compressed workweeks that help families balance work schedules with parental responsibilities.
- Child care subsidies to help lower-wage employees afford child care.

There is some evidence of growth in employer-supported benefits. In 1993, approximately 2,200 employers in the United States sponsored child care centers (Families & Work Institute, *Workforce*), with 6,000 employers nationwide offering some form of work-family benefits (Bureau of Labor Statistics, *Employee Benefits in the United States 1993-94*, March 1995). The U.S. Government operates over 800 on- or near-site child care centers in the U.S. and abroad. Six hundred forty-four of these are sponsored by the U.S. Armed Forces (Faith Wohl, interview in "Uncle Sam Leads the Way on Worksite Child Care," *ChildCare ActioNews*, January-February 1996). Uncle Sam, the nation's largest employer, also is its largest supporter of worksite child care programs (Wohl, *ibid.*).

Investment in community child care resources: American Business Collaboration

A growing number of companies recognize that investing in the child care resources in the communities in which they operate is a cost-effective way to satisfy the child care needs of employees, improve corporate productivity, and improve the community's resources for the benefit of all families. These have taken the form of direct corporate investments in community-based child care programs in centers and family child care homes, in resource and referral services, and in the creation of dependent care programs that may involve a consortium of corporations and, in some cases, unions.

The largest of these investors in community resources is the American Business Collaboration for Quality Dependent Care (ABC), a coalition of 156 major U.S. corporations, government entities, and non-profit organizations established in 1992. During the first phase of the ABC's initiative, in 1992, members of the group invested more than $27 million in 45 communities in 25 states and the District of Columbia. In September 1995, 21 "champion" corporations of the original group pledged to invest a total of $100 million over the next 10 years to develop and strengthen school-age child care and child care projects in communities across the country. This is believed to represent the largest single investment in dependent care ever by the private sector.

Examples of corporate dependent care programs
Based in Charlotte, North Carolina, **NationsBank** offers resource and referral services, numerous dependent care assistance policies, and a near-site child care facility for its headquarters, and has provided more than $900,000 in seed money for a center for its employees in Atlanta. In addition, Nations Bank has invested $25 million to provide child care benefits, such as income-based subsidies.

Other corporations are addressing the child care needs of lower income workers. A division of CONAGRA Refrigerated Foods Company, **Butterball Turkey**, has invested corporate funds into on-site and near-site child care centers for low-income employees at its Arkansas and Missouri plants. Prompted by concerns about worker loyalty and productivity and by employee surveys that found that child care was a workers' second greatest expense, CONAGRA now provides care for all shifts (6:00 a.m. - midnight), operates after-school and summer school programs for children and infants, and subsidizes employee expenses through pre-tax payroll deductions.

Fel-Pro Incorporated, a Skokie, Illinois-based manufacturer of automobile sealing products, employs approximately 2,000 people in three states and overseas, and expresses its commitment to them through the benefits it offers. Its work and family benefits package -- costing about $700 per employee -- includes: on-site child care, an elder care resource and referral service, a sick child care and adult emergency care service, and subsidized tutoring and college scholarships for employees' children. A University of Chicago study of 882 Fel-Pro employees found that 92 percent of the respondents indicated that the company's benefits make it easier to balance their work and their personal lives. Of those with children, 72 percent agreed that Fel-Pro's benefits have helped their children do things they would not otherwise have been able to do (*Added Benefits: The Link Between Family Responsive Policies and Job Performance*, University of Chicago, 1993).

Small businesses respond too
Almost 37 million Americans work for companies with fewer than 100 employees, according to the U.S. Small Business Bureau. However, a company's small size does not have to limit its ability to provide child care benefits to its employees. With proper planning and strong commitment on the part of the employer, the goal of meeting employees' child care needs can be achieved. Moreover, the benefits to small employers are much the same as those commonly reported by large corporations: improved employee productivity and morale, an increased ability to attract and retain skilled workers, and a better image in the community. Child care options that work especially well for many small businesses include:

- Child care subsidies.

- Financial assistance, through the pre-tax Dependent Care Assistance Plan (DCAP).
- Resource and referral services.
- A flexible benefits plan which offers employees the opportunity to choose from a menu of benefits that include some form of child care.
- The direct provision of a licensed on- or off-site child care facility.
- Consortium centers.

Chalet Dental Clinic in Yakima, Washington, with 50 employees, operates an on-site child care center used by 15 of its employees, which is its maximum capacity. When space is available, the clinic opens the center to non-employees in the community, and patients may use the center at no charge during their office visits. Employees pay low daily fees for using the center, which serves children up to five years of age; and the employer reports that the operating costs for the center are approximately $2,500 to $3,000 monthly. The employer reports that publicity surrounding the clinic's center has helped reduce the clinic's recruiting costs, and that benefits to the employees outweigh the center's operating costs. The clinic also offers employees up to three months of unpaid parental leave (Child Care Action Campaign, *Not Too Small to Care: Small Businesses and Child Care,* pp.26-28; telephone interview, 1997).

In its eleventh annual survey (1996) of the 100 best companies for working mothers, *Working Mother* magazine included <u>two</u> companies with fewer than 100 employees. The smallest company on the list was **Tom's of Maine**, a manufacturer of natural personal care products, with 68 employees. The company subsidizes the cost of child care for employees earning less than $22,500 annually, and provides a smaller subsidy for employees earning between $22,501 and $32,500. The company also provides four weeks of fully paid parental leave, work at home, job sharing, compressed workweek, and flextime options.

VCW, Inc., which sells insurance and other products to truckers and employs 70 persons, provides on-site child care, with fees below market rates, with back-up care also available. Employees have work at home, flextime, and compressed workweek options.

Child care benefits boost the bottom line

Businesses that help employees with child care also benefit from decreased absenteeism and turnover, improved productivity and morale, and less staff turnover, which has in turn led to lower recruitment and training costs. A 1994 comparative study of Johnson & Johnson's employees found that 71 percent of those employees who utilized family-supportive policies at the company ranked this reason as "very important" in deciding to stay at Johnson & Johnson (Families & Work Institute, *An Evaluation of Johnson & Johnson's Balancing Work and Family Program*, Executive Summary, April 1993).

If American employers understand that people are the critical resource responsible for the success of any business, they will realize the value of understanding and responding to employee's needs. American businesses are realizing that if child care and other dependent care problems are solved, productivity can be increased and worker stress can be alleviated. The very small number of employers who currently support comprehensive work-family initiatives for their employees must radically increase if the long-term success of business, and the nation, is to be ensured. As the Fel-Pro study states, "Demographic and economic trends indicate that it is time for American business to learn to make the most out of the vast human resources available ... Providing family responsive policies in the workplace helps accomplish this goal" (University of Chicago, *Op. cit.*, p.10).

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