

QUALITY

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SCHOOL-AGE CARE

FACT SHEETS

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FACT SHEET ON SCHOOL-AGE CHILDREN

Revised September 1996

CHILDREN'S OUT OF SCHOOL TIME

- ***Children spend less than 20 percent of their waking hours in school.*** Schools typically are open for less than half the days of the year, and when open provide care only until mid-afternoon. What happens in the other 80 percent is critical to children's development.
- ***Whether or not their mother is employed, research indicates that what children do during non-school hours has a critical impact on school achievement and long-term success.*** Research indicates that the activities in which children are engaged, as well as the quality of adult supervision they receive, are as important as family income and parents' education in determining academic success.
- ***Children spend more of their out-of-school time watching television than in any other single activity. Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression.*** Television is not necessarily harmful to all children, but when they watch more than three hours a day and/or watch programs with violent content, negative outcomes are increasingly likely.

SCHOOL-AGE CHILDREN WITH EMPLOYED PARENTS

- ***Approximately 24 million school-age children require child care.*** According to the Bureau of the Census, in 1991 there were 36.7 million children between the ages of 5 and 14 years living in the U.S. Of these children, 21.2 million lived with a mother who was employed, and an additional 953,000 lived with an unemployed mother (currently seeking employment) and 999,000 lived with a mother enrolled in school. An estimated 912,000 children in this age range lived with a single father who was employed, 61,000 with an unemployed father, and 9,000 with a single father enrolled in school.
- ***An estimated 17 million parents need care for their school-age children during their hours of work.*** In 1991, the Census Bureau found that 14.9 million employed mothers had children between the ages of 5 and 14. An additional 681,000 mothers were unemployed and 642,000 were enrolled in school. An estimated 728,000 employed single fathers lived with school-age children, in addition to 50,000 unemployed fathers who were seeking employment and 9,000 fathers who were attending school.

CHILD CARE ARRANGEMENTS OF SCHOOL-AGE CHILDREN

- ***Unlike preschool children, school-age children are likely to spend time in many different care arrangements.*** According to the National Child Care Survey 1990 (NCCS), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school. Based on a nationally representative sample of parents of children under the age of 13, the NCCS examined both primary and secondary care arrangements for school-age children, in addition to the hours they spend in school (see Hofferth et. al., 1991 in references).
- ***School-age children of employed mothers are most likely to be cared for by a parent (33%), followed by care by a relative (23%), lessons (15%), center-based afterschool program or day care center (14%), family day care home (7%), self-care (4%), and in-home provider (3%), according to the NCCS.*** These percentages reflect the primary care arrangement, or the one where the child spends most of his or her non-school hours during a typical week. Secondary care arrangements are as follows: care by a parent (55%), lessons (19%), relative (14%), self-care (4%), family day care (3%), center care (3%), in-home provider (1%) and other arrangement (1%).
- ***Experts estimate that nearly 5 million school-age children spend time without adult supervision during a typical week.*** Exact figures are not available, due to parents' reluctance to report that they leave children alone. Older children are much more likely to spend time on their own than younger children. Data from the NCCS suggest that less than 5% of children under age 8 are regularly in self-care compared to nearly 35% of twelve-year-olds.
- ***Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or-after-school programs in 1991, according to the National Study of Before and After School Programs.*** The study found that 83 percent of those enrolled in after school programs are in the pre-kindergarten through third grade age range.

THE EFFECTS OF OUT-OF-SCHOOL TIME ON FAMILIES AND THE COMMUNITY

- ***Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision.*** According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use (Dwyer et. al, 1990). These researchers also found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk.
- ***A number of studies have found that children who attend good school-age child care programs during the hours when their parents are working may experience positive effects on their development.*** Most recently, Posner and Vandell (1994) found that children attending afterschool programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television.
- ***Teachers and principals are recognizing the positive effects of good quality programs on their students.*** The Cooperative Extension Service (Riley et. al., 1994) studied the effects of 64 programs that had received Extension assistance in 15 states. Teachers said that the programs had caused the children to become more cooperative (34%), learned to handle conflicts better (37%), developed an interest in recreational reading (33%), and were getting better grades (33%). Over one-third (35%) of the school principals stated that vandalism in the school had decreased as a result of the programs. In addition, 16 percent of the program children had avoided being retained in grade due to program participation, resulting in a savings of over \$1,000,000.
- ***Public officials are recognizing the importance of school-age care.*** In a 1995 survey conducted by the National League of Cities (Meyers and Kyle, 1996), child care and before- and after-school care together were seen as one of the most pressing needs for children and families by 92 percent of all respondents. No other need received this rating from such a high percentage of respondents, such needs included: housing, family stability, drug and alcohol abuse, education, crime, welfare reform, and a host of other issues.

RELATED MATERIALS

Condry, J. (1993). Thief of time, unfaithful servant: Television and the American child. *Daedalus*, 122, 259-278.

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Miller, B.M. (1995). *Out-of-school time: Effects on learning in the primary grades* (Action Research Paper No. 4). Wellesley, MA: SACCPProject, Wellesley College Center for Research on Women.

Myers, J. and Kyle, J.E. (1996). *Critical needs, critical choices: A survey on children and families in America's cities*. Washington, D.C.: National League of Cities.

Posner, J.K. & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.

Riley, D., Steinberg, J., Todd, C., Junge, S., McClain, I. (1994). *Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 64 school age child care programs in 15 states supported by the Cooperative Extension Service Youth-at-Risk Initiative*. Madison, WI: University of Wisconsin.

Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., & Kisker, E.E., (1993). *National study of before & after school programs* (Final report to the Office of Policy and Planning, U.S. Department of Education). Portsmouth, NH: RMC Research Corporation.

U.S. Bureau of the Census. (1994b). *Current Population Reports: P70-36. Who's minding the kids? Child care arrangements: Fall 1991*. Washington, DC: U.S. Department of Commerce.

Resources:

School-Age Child Care Project (SACCPProject)
Center for Research on Women
Wellesley College
Wellesley, MA 02181.
Tel.(617)283-2547
Fax.(617)283-3657
Website: <http://www.wellesley.edu/WCW/CRW/SAC>

Resources include *The School-Age Fact Sheet*, *Spotlight on MOST*, and *ASQ Resource Manual*. The Project provides training, technical assistance, consultation, and resource materials.

National School-Age Care Alliance (NSACA)
c/o AYS Services
4720 North Park Ave.
Indianapolis, IN 46205
(317)283-3817

NSACA is the national organization for school-age care professionals, with state affiliates in 35 states.

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
Tel.(615)242-8464
Fax.(615)242-8260

School-Age Notes is a newsletter for the field, and distributes many other publications.

Search Institute
Thresher Square West
700 South Third St., Suite 210
Minneapolis, MN 55415
Tel.(612)376-8955
Fax.(612)376-8956

Resources on developing programs for youth based on developmental assets.

OVERVIEW

Need for After-School Programs

There is a tremendous need for extended-learning opportunities in the United States today.

- **Limited participation.**
 - In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 (K through grade 8) living in the U.S.
 - Approximately 24 million of these K through grade 8 school-age children required child care.
 - However, only about 1.7 million children of these children in grades K through grade 8 were enrolled in 49,500 formal before- and after-school programs.
- **Especially limited participation in schoolbased programs.**
 - In 1993-94, according to the National Center for Education Statistics, only 974,348 children in public elementary and combined schools (grades K up to 8) were enrolled in 18,111 before- or after-school programs in public schools.
 - Just 3.4 percent of all public elementary and combined school students (grades K up to 8) were enrolled in before- or after-school programs in public schools.
 - Seventy percent of all public elementary and combined schools (grades K up to 8) did not offer before- or after-school programs.
- **Latch-key child problem.**
 - Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million.
 - Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week. Because of self-reporting, however, it is difficult to get a firm figure.

Barriers to Participation

The most frequent barriers to schools' participation in after-school programs include:

- Lack of resources to offer an after-school program
- Recruitment of a program administrator and staff to run a program
- Unwillingness of the school district to open the building beyond the regular school day
- Unwillingness of the principal to have his/her school used for a program
- Unwillingness of teachers to have their classrooms used for after-school activities
- Negotiations with custodial unions that stipulate building use fees

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs.

- Availability
- Parent fees
- Transportation
- Hours of the program
- Quality of activities
- Poor conditions
- High staff turnover

Components of Successful Extended Learning After-School Programs

Based on an examination of schoolbased, afterschool programs that have a focus on enrichment and learning activities, the following components characterize these programs:

- Coordination with the regular school day learning program
- Student participation in learning activities
- True linkages between after-school and regular school day personnel
- Hiring of qualified staff
- Low student-staff ratio
- Involvement of parents
- Program evaluation

Costs of Schoolbased After-School Programs

Estimated costs of schoolbased, after-school programs, (programs that are housed in a public school either run by the school system, in collaboration with a communitybased organization, or by a schoolbased organization) range in costs according to the types of services delivered.

- Costs per student run between \$2-2.50 an hour
- Transportation costs run about \$1.00 per trip.

The Need for After-School Programs

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school programs¹ available to parents who work, many children must care for themselves or be supervised by older siblings which can entail excessive television watching and experimenting in risky behaviors such as alcohol and drug use. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to achieve their potential. These common sense notions are borne out in the research that shows the importance of providing after-school opportunities for children:

Few opportunities exist for young people. While there has been a growth in the availability of after-school care programs for children over the last 20 years, relatively few organized, extended learning opportunities exist. And even when they do exist, a 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school.

- **Limited participation.** In 1991, according to the Bureau of the Census, there were 36.7 million children between the ages of 5 and 14 living in the U.S. Approximately 24 million of these school-age children required child care (U.S. Bureau of the Census, 1994). However, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before- and after-school programs (Seppanen, 1993).
- **Especially limited participation in schoolbased programs.** Extended learning programs in schools are even more scarce, especially for older children and youth. According to the National Center for Education Statistics (NCES), in 1993-94, only 974,348 children in public elementary and combined schools (just 3.4 percent of all public elementary and combined school students) were enrolled in 18,111 before- or after-school programs at public schools. Seventy percent of all public elementary and combined schools did not offer before- or after-school programs (NCES, September 1996).

¹For the purposes of this paper, the definition used in the 1993 Study of Before and After School Programs of "Before- and after-school programs" applies: Before and After-school programs refer specifically to formally organized services for 5 to 13 year-olds that occur before and/or after school during the academic year and all day when school is closed and parents are at work. These programs include only school- or center-based programs that operate at least two hours a day, four days per week. These programs augment the schoolday, and typically also the school calendar, creating a second tier of services that provide supervision, enrichment, recreation, tutoring, and other opportunities for school-age youth.

- **Latch-key child problem.** Estimates of the number of kids in self care (latch-key children) who are unsupervised during non-school hours range from 2 million to 15 million (Child Care Action Campaign, 1992; Children's Defense Fund, 1989; National Commission on Working Women, 1989; U.S. Bureau of the Census, 1987). Experts estimate that about 5 million school-age children spend time without adult supervision during a typical week (School Age Child Care Project, 1997). Because of self-reporting, however, it is difficult to get a firm figure.

Parents want more access to extended learning opportunities. Survey data clearly indicate the demand for after-school programs:

- **Extent of parent demand for access.** A 1997 survey of elementary and middle school parents shows that 90 percent of parents have children that attend an after-school program or would be willing to pay for an after-school program if it was offered to them (National Opinion Research Corporation, 1997).
- **Extent of general public demand for access.** By and large, the public favors keeping school buildings open for use by schoolchildren (with adult supervision): 87 percent after school; 67 percent on weekends; and 72 percent during vacations (Gallup, 1992).
- **Principal agreement.** Principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs (Seligson, 1989). In 1993, the National Association of Elementary Principals printed a book entitled, "Standards for Quality School-Age Child Care."

Youth are at greatest risk of violence after the regular school day. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m and 6 p.m.— a time when they are not in school at the end of the regular school day (FBI, 1993).

- **Child self-care risky.** Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than children in supervised care. They also are more likely to engage in risk-taking behaviors and drug and alcohol use, and are more often the victims of accidents and abuse. Children who spend more hours on their own and who began self-care at younger ages are at increased risk (Miller and Marx, 1990).
- **Organized activities can counter unsafe behaviors and enhance learning.** Children under adult supervision in a formal program have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling-care. After-school and summer programs can offer the support and supervision children need

in order to learn and to resist the influences of unsafe or violent behaviors (Miller and Marx, 1990).

Children in quality programs do better in school. Research indicates that program quality is very important. Children in these programs are exposed to more learning opportunities, spend more time in academic activities and enrichment, and spend less time watching TV. These students have more positive interactions with staff when student to staff ratios are low, staff are well-trained, and a wide variety of activities are offered. Students in quality programs may have better peer relations and better grades and conduct in school than their peers in other care arrangements (Posner and Vandell, 1994).

- **School-age programs of poor quality can harm children.** When school-age programs are well designed, they can raise achievement, but when they are low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).
- **Teachers and principals recognize the positive effects.** The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop an interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs (Riley et al., 1994).
- **Youth need opportunities outside of the regular school day.** Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school. After-school activities allow children and youth to explore and master activities (art, dance, music, sports) that can contribute to their overall well-being and achievement (Clark, 1989).
- **Young people want opportunities outside the regular school day.** In a recent survey, young adolescents ages 10 to 15 were asked to identify what they wanted most during their non-school hours. Their responses included safe parks and recreation centers, exciting science museums, libraries with the latest books, videos, and records, opportunities to go camping and participate in sports, long talks with trusting and trustworthy adults who know a lot about the world and who like young people and opportunities to learn new skills (Carnegie Council on Adolescent Development, 1992).
- **Parents rank high computer classes, art and music courses, and community service as activities for after school programs.** In a 1997 survey of parents who indicated they enrolled or would like to enroll their child in an after-school program, 95 percent feel that their child would benefit from an after-school program that included computer technology classes and 91 percent feel their child would benefit from arts,

music, and cultural after-school activities. Among middle school parents, 90 percent favor after-school community service or volunteer opportunities for their children (NORC, 1997).

Barriers to Participating in After-School Programs

The most frequent barriers to schools' participation in after-school programs include:

- **Lack of resources** to offer an after-school program
- **Recruitment of a program administrator** and staff to run a program
- **Unwillingness of the school district** to open school buildings beyond the regular school day
- **Unwillingness of the principal** to have his/her school used for a program
- **Unwillingness of teachers** to have their classrooms used for after-school activities
- **Negotiations with custodial unions** that stipulate building use fees

The last barrier is particularly acute in the State of New York. Some union contracts stipulate significant fees for the use of school buildings outside of regular school hours that make the operating costs prohibitive. This is especially a problem for nonprofit organizations in New York City when fees were established as part of the janitorial union contract in 1975, as well as other New York cities (e.g., Buffalo). However, calls to several cities in other states do not indicate a similar problem.

In addition, parents face barriers to their children's participation:

- **Access.** Seventy percent of public elementary and combined (K-8) schools do not offer before- or after-school programs. A mere 3.4 percent of all students in public elementary and combined schools nationwide participate in before- and after-school programs in their schools (NCES, September 1996).
 - **Solutions:** Organizations like the National Community Education Association works with both individual schools and whole districts to make available after-school programming in the public schools. In addition, the Partnership for Family Involvement in Education, like many organizations, has pledged as part of the Presidents' National Volunteer Summit to work more vigorously in this area and create 500 new after school program in 1997.
- **Parent fees.** After-school activities for children may require fees which parents are unable or unwilling to pay. Parent fees make up approximately 80 percent of the budget of school-based programs (Seppanen et al., 1993). Waivers and scholarships are available on a very limited basis. Programs in high poverty areas simply do not have enough resource to serve the large numbers of children who wish to attend. Many good programs have long waiting lists. In cases when parents cannot afford child care, students may not participate because they are needed at home to care for younger siblings.

- **Solutions.** In 1991, almost 40 percent of public school programs offered a sliding scale for parent fees based on parents' ability to pay (Seppanen, 1993). In addition, the federal Title I program can be used for after-school programs, thus defraying fees. Finally, some programs like the Virtual Y make their program free to families, raising the money in the community.
- **Transportation.** The lack of safe and available transportation may prevent many of these children from participating in before- and after-school programs. Many programs do not provide transportation after the extended learning day. In addition, children who attend school outside of their neighborhood, because of a desegregation plan, school choice, or other reason, may not be able to participate unless provisions are made for early and late buses. Finally, some districts charge bus fees to access after-school transportation, which can inhibit participation among moderate and low income families.
 - **Solutions.** Based on the number of children participating in after-school programs, some schools offer late buses as part of their regular bus fleet runs. Where programs are offered in neighborhood schools, parents may be readily able to pick up their children from the school. However, in 1991, 20 percent of parents asked for transportation as a component of the after-school program their child was enrolled in when it was not offered (Seppanen, 1993).
- **Hours of the program.** Most programs operate according to the school calendar rather than parents' work schedule, in which case parents must make alternative arrangements for child care or leave children on their own.
 - **Solutions.** Programs like the Beacon Schools and IS 218 are open hours beyond the regular 3 p.m. to 6 p.m. after-school program, operating until midnight and 9 p.m., respectively.
- **Quality of activities.** Parents and students may choose not to participate because of unchallenging curriculums. Some programs may be perceived as merely providing supervision, rather than enrichment and extended learning opportunities. Activities may not address the needs of older students. Also, before- and after-school programs may not coordinate with the regular school program to help students who are falling behind in a particular subject and to reinforce what's happening in the classroom.
 - **Solutions.** Like programs operated at I.S. 218 in New York City and at the Seattle Title I school program run by Bailey Gatzert Elementary School, afterschool programs should be designed to coordinate with the regular school day and offer challenging complementary activities. Programs should have materials available to them and be aware of best

practices, perhaps employing the School Age Child Care Project standards of excellence.

- **Poor conditions.** Before- and after-school programs often have to make do with the resources available. Almost one-third of programs report a difficulty sharing space in schools and other facilities. Other common problems include a lack of activity space, no room to expand, and insufficient storage.
 - **Solutions.** Real and honest communication must take place between staff from the after-school program and the regular teaching force about the use of classrooms and other facilities. This is the most commonly discussed barrier among those groups that operate programs and communication is the only way to resolve the situation.
- **High staff turnover.** Before- and after-school programs suffer from a high staff turnover rate due to low wages and lack of benefits. While some programs do not have this problem, those that do experience a 60 percent turnover rate. This lack of continuity affects the quality of the activities, of the program as a whole, and of the bonds created between the children and staff.
 - **Solutions.** After-school programs need to be re-thought of as an extension of the regular school day with many of the same personnel that would be found during the regular school day, such as classroom teachers, participating but at perhaps a lower ratio than the regular school day. In the Murfreesboro, Tennessee program, this is accomplished by staggering teacher starting times. In after-school care situations, the quality of after-school staff is directly linked to the quality of the program offered. Wages and benefits must be calculated as an important part of the program. When teachers are used in extended learning programs, some of this turnover associated with day care can be resolved.

Necessary Components of An After-School Program

The most important part of any after-school program is that kids have a safe, learning environment with adults who clearly care for them.

Common elements across extended learning programs in schools. When we examine exemplary in-school programs that offer both enrichment and instructional activities (community schools in Flint, Michigan; after-school programs in Murfreesboro, Tennessee, I.S. 218 in New York City, and the soon-to-be implemented Virtual Y in New York City; the 21st Century Community Learning Centers) after-school, we find the following common elements:

- **Coordination with the regular school day learning program.** More than a latch key after school program, the extended school day should dovetail with the classwork engaged in throughout the day. This was also a major recommendation of the Carnegie Corporation's report, *Years of Promise: A Comprehensive Learning Strategy for America's Children*.
- **Student participation in learning activities.** The atmosphere should be more relaxed but it should be instructional allowing for hands-on projects, enrichment classes, reading, math, mentoring, sports, computer lab, music, arts, community service, trips, and even entrepreneurial workshops.
- **True linkages between after-school and regular school day personnel.** Support of and coordination with the school so that there is true partnering with the school and all school personnel in an atmosphere of mutual respect with regard to the use of facilities and materials, and the creation of a welcoming environment for parent, and community volunteers.
- **Hiring of qualified staff.** Programs should hire qualified staff, provide on-going training for staff, and be willing to pay for that quality. Staff usually include a program administrator, paraprofessionals, college students, and teachers. In some cases of when teachers are part of the program, they participate on the basis of a staggered school day where their day begins at 11 a.m. and ends at 6 p.m.
- **Low student-staff ratio.** For true student enrichment, the student-staff ratio should be low, especially when tutoring or mentoring activities are taking place.
- **Involvement of parents.** Opportunities for parents to be part of the afterschool program by offering orientation sessions, workshops, serve as volunteers, serve on a

parent advisory committee, and take part in classes that may be offered in computers or English as a Second Language.

- **Program evaluation.** From the beginning of a program, there should be a plan for measuring success, based on the goals set for the program--including student improvement in their regular school program. Both continuous improvement strategies and outside evaluations by a local university or board of education should be employed.

Researchers have also begun to identify core elements of after-school care programs and quality standards.

Characteristics of Quality After-School Programs as Assessed by the University of Wisconsin. The University of Wisconsin-Madison is conducting a study of after-school programs and assessing after-school care program quality. Programs being examined include those operated by for-profit agencies, non-profit programs, and programs located in schools. The University of Wisconsin study is assessing quality programs on the following components:

- tone and quality of interactions between children and staff
- caregiver skill
- presence of age-appropriate programming and activities
- level of child satisfaction
- level of parent satisfaction
- flexibility of programming and child choice of activities
- regulatable characteristics such as staff-to-child ratios, levels of staff education, and space available for activities.

Knowing the kind of program a child attends (e.g., for-profit or nonprofit) offers clues about the quality of care provided. For example, children in for-profit programs generally have more unoccupied time, spend more time watching television and videos, and spend more time not interacting with anyone, when compared with children attending nonprofit programs. For-profit programs also tend to offer fewer positive interactions between staff and children and offer fewer programming alternatives, when compared to nonprofit programs. Parents of children attending for profit programs report lower satisfaction with those programs, compared with nonprofit programs located in schools and those operated by community centers.

Program quality also varies across elements that are potentially regulatable, such as program size and caregiver education levels:

- **Size.** Children in small programs (41-60 children) have more and more positive interactions with caregivers and with other children.

- **Child-to-staff ratios.** Larger child-to-staff ratios (greater than 13-1) are associated with more time waiting in line and with caregivers showing poorer behavior management skills.
- **Caregiver education.** Higher levels of education are related to fewer negative interactions between caregivers and children and greater parental satisfaction.
- **Caregiver experience.** Caregivers with 25 to 36 months experience had better behavior management skills and more positive regard for children compared to those with more or less experience.

Core Components from the Carnegie Council on Adolescent Development. Whether an after-school program is located in a neighborhood school or community facility, effective programs identified by the Carnegie Foundation include the following key elements:

- **A research base and needs assessment.**
- **A basic understanding of social relationships.**
- **Involving parents.**
- **Tailoring programs to community needs.**
- **Capturing interest.**
- **Providing food.**
- **Setting clear rules.**
- **Collaborating with local community organizations.**
- **Being safe and accessible for all children.**
- **Providing linkages to schools.**

Standards for Quality After-School Care as developed by Wellesley College, Institute for Out of School Time. Standards of quality for after-school care have been developed by the Wellesley College School-Age Child Care Project (now the Institute for Out of School Time). The National Association of Elementary School Principals were also involved in developing these standards.

- **Human Relationships.**
- **Indoor Environment.**
- **Outdoor Environment.**
- **Activities.**
- **Safety, Health, and Nutrition.**
- **Administration.**

Costs of After-School Programs

Costs vary widely in implementing after-school extended learning programs. The major sources of variation in the cost of extended-hours programs run by public schools are:

- **Salaries of program staff**
- **Type and extent of services offered, including any materials**
- **The number of children served in the program**

These costs can vary widely depending on the level of staff expertise, the scope of the director's responsibilities, and local custodial rates. Most programs pay for instructional staff, a part-time director who receives a salary supplement, and custodial services. Materials costs vary extensively, and can be minimal, or very substantial, depending on the activities a program offers. Programs depend upon a variety of sources for their funding, including donations and government and foundation grants based upon the services which they provide.

The costs below are for school-sponsored programs; programs sponsored by other organizations appear to have somewhat lower costs, primarily due to using lower cost (non-school) personnel.

Hourly program cost per child: The costs of typical after-school programs vary significantly depending to the scope of the program, the level of staff expertise, and the materials used in the program.

- **Lower range costs.** The lower range of the cost estimate assumes that program staff will be supplemented by volunteers or low-level staff (college-students, etc.), and that program activities will include academic and enrichment work, but will not require a significant amount of new materials. Lower cost programs often center around providing homework assistance, recreation, and provide art and enrichment activities which do not require large expenditures for materials or professional staff (e.g. professional music teachers).
- **Higher range.** The higher range of the cost estimate assumes that programs will use certified teaching personnel and more experienced staff to provide instruction, and a full-time program director; program activities may include substantial amounts of enrichment activities (e.g. art and music classes) as well as significant materials expenditures (e.g. computer labs, art supplies). Higher costs programs are able to provide a wider range of options for students, and usually include targeted academic assistance, enrichment activities supervised by well trained staff (e.g. an art class taught by an art instructor), and may feature computer labs or field trips.

Hourly program costs per student. Hourly program costs typically range between about **two to two and a half dollars per student** (assuming three hours after school, five days each week, and a ratio of 10-12 students per instructional staff member)

Estimated hourly cost per student: \$2.00 to \$2.50

Yearly program costs per student. Per student yearly program costs range from \$1,050 to \$1,575, (assuming three hours after school, five days per week, thirty-five weeks, ratio of 10-12 students per instructional staff member)

Estimated yearly cost per student: \$1,050 to \$1,575

Yearly program cost. In a typical elementary school of 450 kids, yearly costs for after school programs range from \$157,500 for low-cost programs serving approximately a third of the student body (i.e. 150 students) to \$500,000 for higher-cost programs serving most of the student body (i.e. almost all of the 450 students; **note: assume that marginal costs per student should decline with increased utilization**).

Estimated total yearly program cost: \$157,000 to \$500,000

Transportation costs. Many programs do not report paying any additional transportation costs; programs which do provide extra transportation report paying about \$1.00 per child, per trip (assume \$25 per hour for bus drivers, \$1.00 per mile for bus use, gas, and maintenance, 30 miles per day, 45-60 students per bus).

Estimated cost per student per trip: \$1.00

OVERVIEW

U.S. DEPARTMENT OF EDUCATION'S AFTER-SCHOOL ACTIVITIES

? **Title I.** The 1992 reauthorized Title of the Elementary and Secondary Education Act (the Improving America's Schools Act) includes strong language recommending use of effective instructional strategies that "give primary consideration to providing extended learning time such as extended school year, before-and after-school, and summer programs and opportunities." In Spring 1996, 64 percent of principals in Title I schools reported using Title I funds for before or after-school efforts. The Department produced *Extending Learning Time for Disadvantaged Students: An Idea Book* in 1995.

middle school **21st Century Community Learning Centers.** As part of the Improving America's Schools Act, after-school programs were encouraged through 21st Century Community Learning Centers. The Department is seeking \$50 million from Congress to fund about 500 pilots in FY 1998. The Senate has marked the appropriation at \$1 million while the House fully funded the program at the \$50 million.

Partnership for Family Involvement in Education. The Community Sector of the Partnership for Family Involvement in Education embraced bolstering after-school programs in the sign-on pledge. They also helped write a guidebook on keeping schools open for extended learning. Finally, the steering group of the Partnership voted to make after-school opportunities a nationwide initiative of the Partnership.

Keeping Schools Open Guidebook. In May, 1997, the First Lady released *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-free Environment Before and After School*. The Department of Education wrote the step-by-step guidebook on how school facilities can be used for after-school programs with the National Community Education Association, Policy Studies Associates, and the America Bar Association.

America Reads Challenge. The President announced the America Reads Challenge in Summer 1996 that focuses on bringing all third graders up to basic proficiency on national reading tests through the use of volunteers working in before and after-school and summer programs. This summer, 1.5 million elementary school children were tutored through the summer component of the America Reads Challenge, READ*WRITE*NOW!

Summit Commitment. As part of the Presidents' Volunteer Summit, the Department pledged a nationwide effort to develop 1,000 new after-school partnerships by December 1997 through the 21st Century Community Learning Centers program.

America Goes Back to School. A major thrust of this year's America Goes Back to School: Answering the President's Call to Action has been on showcasing after-school programs. Every interested citizen writing in for a kit receives examples of after-school programs.

Family Reunion VI Survey. As part of the Vice President's Family Reunion VI conference, "Families and Learning," a survey sponsored by the U.S. Department of Education, the Partnership for Family Involvement in Education, and GTE found that 82 percent of parents have a child who attends an after-school program or would like their child to attend an after-school program. Computer classes, art and music courses, and community service rank high as activities for after-school programs (see attachment).

Training and Evaluation Guide. The Department is planning a follow-on document to *Keeping Schools Open* that will focus on training for staff in after-school programs and how to provide a continuous improvement model for extended learning programs' self evaluation. Discussion are underway with the Institute for Out-of-School Time on the project.

Beyond the school day and the school year (Percent of all parents who:)			
	All Parents	Elementary School Parents	Middle School Parents
Have a child in an after-school program	35	32	39
Pay fees for an after-school program	17	19	15
Are interested in free after-school programs	79	77	81
Would pay a fee for an after-school program	73	72	74
Have a child in a school-based summer program	18	19	16
Paid for a school-based summer program	9	9	9
Are interested in a free school-based summer program	70	68	72
Would pay a fee for a school-based summer program	73	70	76

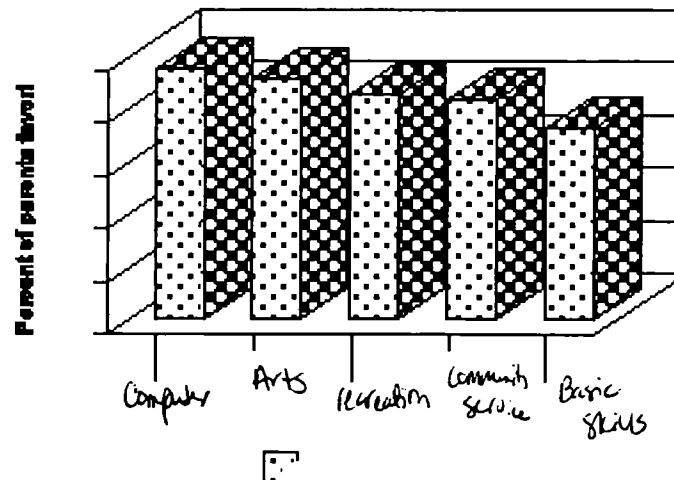
- Parents express a strong demand for after-school programs: 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.

After-School Activities: What do parents want?

(Percent of parents with children in after-school programs or who would like their children to attend an after-school program reporting that their child would benefit from:)

	Parents Who Want or Use After- School Programs	Elementary School Parents	Middle School Parents
Computer technology classes	95	96	95
Arts, music and cultural programs	91	94	88
Supervised recreational activities	85	86	85
Community service or volunteer opportunities	83	76	90
Basic skills enrichment or tutoring	73	71	75

- Of these parents (who enroll or would like to enroll their child in an after-school program), 95 percent feel that their child would benefit from an after-school program that included computer technology classes and 91 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 90 percent favor after-school community service or volunteer opportunities for their children.



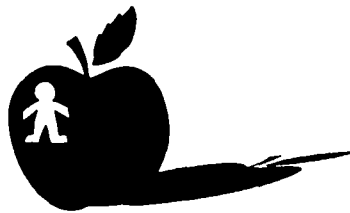
QUALITY

AFFORDABILITY

SCHOOL-AGE CARE

FACT SHEETS

WH CONFERENCE



child care and
early education

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 million¹

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)

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)

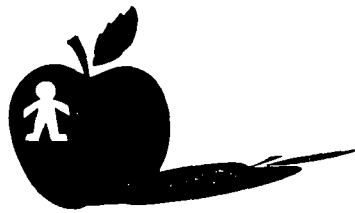
How many U.S. businesses provide on-site or near-site child care for employees who pay for it?

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 ActionNews*, January-February 1996)



child care and
early education

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, along 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, Edward 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 ActionNews*, 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

of dependent care programs that may involve a consortium of corporations and, in some unions.

One of these investors in community resources is the American Business Collaboration for Dependent Care (ABC), a coalition of 156 major U.S. corporations, government entities, and nonprofit 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 after-school projects in communities across the country. This is believed to represent the largest single commitment in dependent care ever by the private sector.

Examples of corporate dependent care programs

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 donated more than \$900,000 in seed money for a center for its employees in Atlanta. In addition, NationsBank has invested \$25 million to provide child care benefits, such as income-based child care allowances.

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. Motivated 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. to midnight), operates after-school and summer school programs for children and infants, and reimburses 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 allowance, an 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 family lives. Of those with children, 72 percent agreed that Fel-Pro's benefits have helped them do things they would not otherwise have been able to do (*Added Benefits: The Link Between Responsive Policies and Job Performance*, University of Chicago, 1993).

Small businesses respond too

Over 37 million Americans work for companies with fewer than 100 employees, according to the Small Business Bureau. However, a company's small size does not have to limit its ability to offer 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 workers, and a better image in the community. Child care options that work especially well for 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 two 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).

Fact Sheet

Administration for Children and Families

Administration on Children, Youth and Families

Child Care and Development Fund

The newly established Child Care and Development Fund (CCDF) has made available \$2.9 billion to States. Tribes receive approximately \$59 million for FY 1997. This new program, authorized by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, PL 104-193, will assist low-income families and those transitioning off welfare to obtain child care so they can work or attend training/education. The award represents an increase in child care funding of \$568 million for States over FY 1996.

The Child Care and Development Fund brings together, for the first time, four Federal child care subsidy programs and allows States to design a comprehensive, integrated service delivery system to meet the needs of low-income working families. Additionally, the Child Care and Development Fund sets aside a minimum of four percent of Federal and State funds to improve the quality and availability of healthy and safe child care for all families.

Major Change for Child Care

The major change for child care services under the Child Care and Development Fund is the requirement for States to serve families through a single, integrated child care system. Four Federal child care programs are now combined. Three programs, AFDC/JOBS Child Care, Transitional Child Care, and At-Risk of Welfare Dependency Child Care (formerly called Title IV-A child care), have been repealed and all child care funding is now combined under the former Child Care and Development Block Grant (CCDBG) program. CCDBG regulations will apply to the combined Child Care and Development Fund program where they correspond with the statute. New regulations will be developed to revise the old regulations and make them conform with the new law.

Child Care Services Funded by CCDF

Subsidized child care services will be available to eligible parents through certificates or contracted programs. Parents may select any legally operating child care provider. Child care providers serving children funded by CCDF must meet basic health and safety requirements set by States and Tribes. These requirements must address prevention and control of infectious diseases, including immunizations; building and physical premises safety; and minimum health and safety training.

Quality Activities

A minimum of four percent of CCDF funds must be used to improve the quality of child care and offer additional services to parents, such as resource and referral counseling regarding the selection of appropriate child care providers to meet their child's needs. To improve the health and safety of available child care, many States have provided training, grants and loans to providers, improved monitoring, compensation projects, and other innovative programs. Tribes may use a portion of their funds to construct child care facilities provided there is no reduction in the current level of child care services.

Public Input For State And Tribal Child Care Plans

All States and Tribes must submit comprehensive plans by July 1, 1997. The legislation has strengthened the requirements for conducting public hearings regarding these plans and public comment is invited through this process.

Fact Sheet

Administration for Children and Families

Administration on Children, youth and Families

ACF Child Care Programs Serving Children and Youth

What's New in Child Care

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996, PL 104-193, establishes the Child Care and Development Fund to provide assistance to working low-income families to achieve and maintain economic self-sufficiency.

The major change in Federal child care is the requirement for States to serve families through a single, integrated child care system. Three Title IV-A child care programs, Aid to Families with Dependent Children (AFDC) including Job Opportunities and Basic Skills Training (JOBS) program, Transitional Child Care (TCC), and At-Risk Child Care (ARCC) have been repealed and replaced by new funding under section 418 of the Social Security Act. All child care funding is now administered under the Child Care and Development Block Grant (CCDBG) Act rules. CCDBG regulations will apply to the Child Care and Development Fund program where they correspond with the statute. This new program took effect on October 1, 1996.

The data following in this publication was reported under the old Child Care laws.

Federal Child Care Programs in FY 1995

The Administration for Children and Families' (ACF) child care programs are administered by the Child Care Bureau within the Administration on Children, Youth and Families. ACF child care programs assist low-income families to obtain child care and other supportive services so they can work or participate in an approved education and training program, in order to achieve economic self-sufficiency. Child care assistance was formerly available through States by either Title IV-A programs or the Child Care and Development Block Grant.

Title IV-A Child Care Programs (Prior to October 1, 1996)

Aid to Families with Dependent Children (AFDC) - provided child care to recipients who were employed or participating in an approved education and training program, including the State and Tribal Job Opportunities and Basic Skills Training (JOBS) program.

Transitional Child Care (TCC) - provided up to 12 months of child care to working AFDC recipients upon loss of eligibility for AFDC due to an increase in hours of or earnings from employment.

At-Risk Child Care (ARCC) - provided child care to low-income working families not receiving AFDC, but who need child care in order to work and who would be at-risk of becoming dependent on AFDC if they did not receive child care assistance.

These Title IV-A child care programs were named after Title IV-A of the Social Security Act, which was amended by the Family Support Act of 1988 to provide for AFDC child care and TCC. Title IV-A was further amended by the Omnibus Budget Reconciliation Act of 1990 to provide for At-Risk child care.

Child Care and Development Block Grant (CCDBG) Program

Child Care and Development Block Grant (CCDBG) - provides child care services for low-income family members who work, train for work, or attend school, or whose children are receiving or need to receive

protective services. CCDBG provides States, Indian Tribes, and Territories with funding to help low-income families access quality child care for their children. In addition, CCDBG increased the availability of early childhood development and before- and after-school care services. Funds are available to provide certificates, grants, and contracts for child care services for low-income families. The CCDBG was created under the Omnibus Budget Reconciliation Act of 1990.

What the Numbers Show for FY 1995

What was federal spending on child care in FY 1995?

In FY 1995, States, the District of Columbia, and territories received the following IV-A child care funds:

AFDC child care (including Jobs):	\$678.1	million
Transitional child care:	\$214.7	million
At-Risk child care:	\$285.6	million
Administration:	\$56.7	million

In FY 1995, 288 grantees, including the 50 states, the District of Columbia, Puerto Rico, Guam, Palau, American Samoa, the Commonwealth of Northern Mariana Islands, the Virgin Islands, and 231 Indian tribes received:

CCDBG:	\$932.3	million
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State matching funds are required for AFDC child care, TCC, and ARCC at the FMAP rate for program funds. Matching requirements ensure that States and Territories will receive a certain level of funding if they contribute a specified amount. The Child Care and Development Block Grant is a discretionary program requiring no match.

How many children were served by these child care programs in FY 1995?

FY 1995 average monthly number of children served:

AFDC/JOBS:	233,029	average per month
AFDC/non-JOBS:	209,020	average per month
TCC:	141,017	average per month
ARCC:	198,891	average per month
Children served by CCDBG: (funded some portion of care for)	662,735	per year (unduplicated count of children for the whole fiscal year)

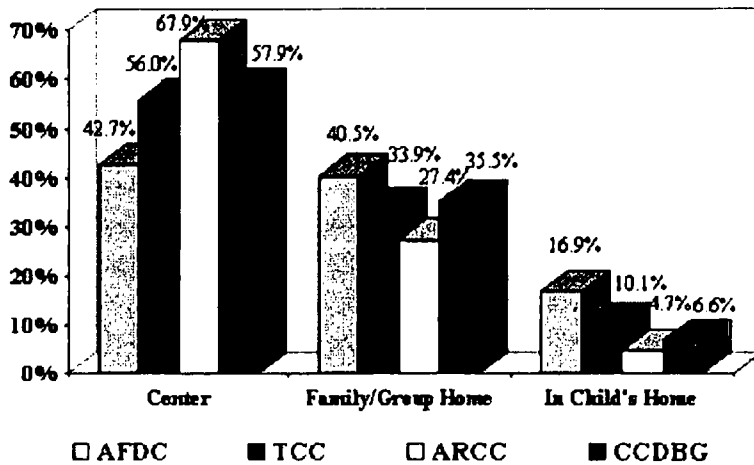
What types of child care arrangements did parents choose for their children?

The type of paid child care arrangements used while parents were employed or participating in an education and training program varied depending on the program status of the families and the age of the child. In FY 1995, center based care was the type of care arrangement most frequently chosen by parents receiving title IV-A and CCDBG. The second most frequently chosen child care arrangement was family day care or group home followed by child care provided in the child's own home.

Program	Center	Family/Group Home	In Child's Home
AFDC	42.7%	40.5%	16.9%
TCC	56.0%	33.9%	10.1%
ARCC	67.9%	27.4%	4.7%
CCDBG	57.9%	35.5%	6.6%

1

Children Served, by Federal Program and Type of Provider
October 1, 1994 through September 30, 1995



2

1 By program, the following number of States/territories reported on Type of Provider: 46 for JOBS; 44 for AFDC/non-JOBS; 48 for TCC; 38 for ARCC; and 55 for CCDBG.

2 Children of AFDC, JOBS, and non-JOBS participants receiving IV-A paid child care.

What were the ages of the children of JOBS participants receiving IV-A paid child care?

Data on children served by age for FY 1995 are available only for children of AFDC/JOBS participants and children in CCDBG-funded child care. The majority of the children of JOBS participants served are under age six.

Children of JOBS Participants Receiving IV-A Paid Child Care, by Age

October 1, 1994 through September 30, 1995

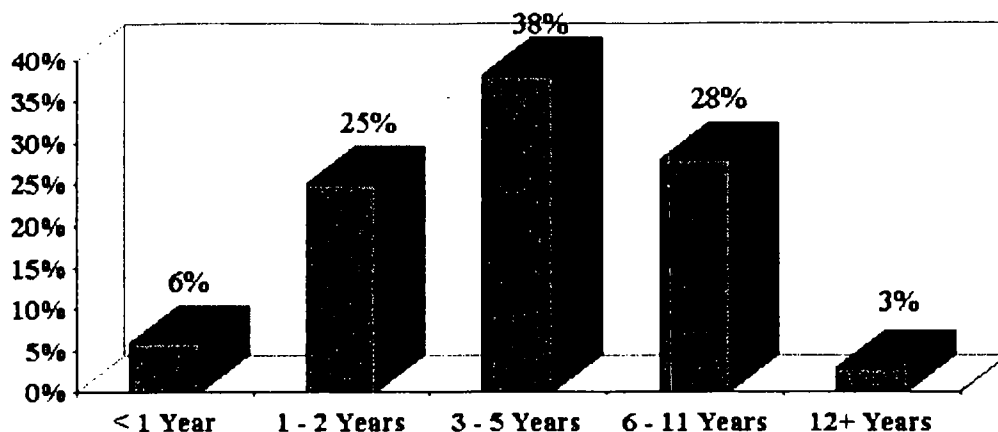


Chart is based on reporting by 46 States, the District of Columbia and territories of Guam, Puerto Rico, and the U.S. Virgin Islands.

Compared to children who are ages one through five, AFDC/JOBS children under one year of age use less center-based care and more care provided in a group and family day care home or in the child's own home.

Age of Child Reported	Center	Family/Group Home	In Child's Home	Not Reported
Less than one year	38.1%	39.4%	18.8%	3.8%
One through two years	47.9%	33.6%	15.1%	3.5%
Three through five years	49.8%	33.8%	13.0%	3.5%
Six through twelve years	32.3%	44.3%	17.8%	5.5%
Thirteen years and older	8.9%	57.6%	21.7%	11.8%

What were the ages of children served with CCDBG-funded child care?

The majority of the children served with CCDBG-funded child care are under the age of six. Children ages thirteen and older were the smallest group served by both the JOBS and CCDBG programs.

Children Served with CCDBG Funds, by Age

October 1, 1994 through September 30, 1995

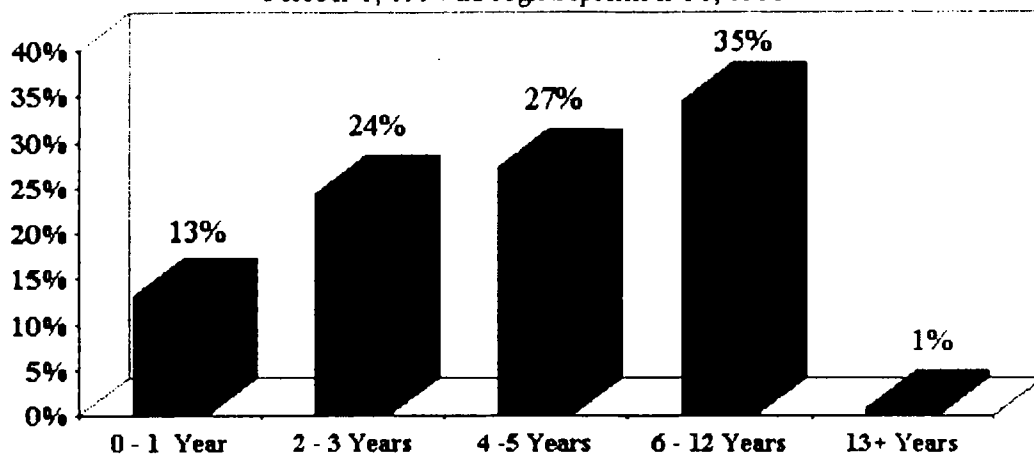


Chart is based on reporting by 49 States, the District of Columbia and territories of Guam, Northern Mariana Islands, Palau, and the U.S. Virgin Islands. Under the CCDBG program, Puerto Rico is considered a State.

Compared to children of JOBS participants, children served with CCDBG-funded child care use more center-based care in all age groups as their primary source of care.

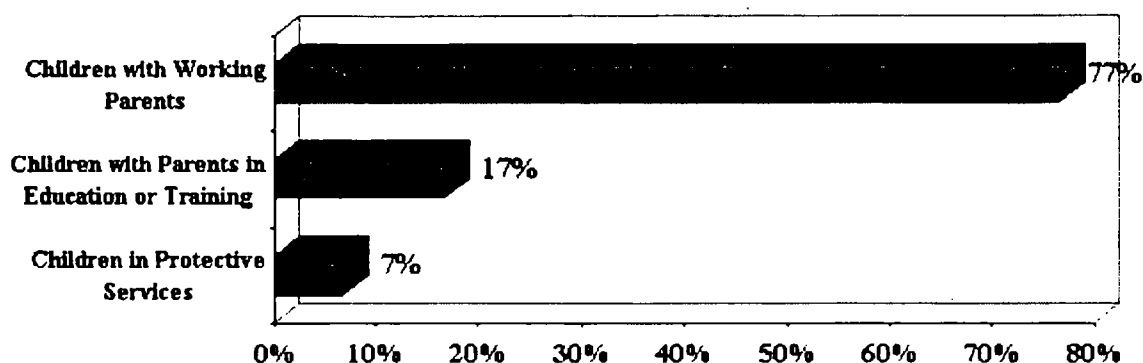
Age of Child	Center	Family/Group Home	In Child's Home
Newborn to one year	61.5%	32.8%	5.7%
Two through three years	71.8%	24.9%	3.3%
Four through five years	77.6%	19.7%	2.7%
Six through twelve years	66.3%	27.6%	6.1%
Thirteen years and older	56.2%	33.3%	10.5%

Why did families using CCDBG funds need child care assistance?

In FY 1995, over three-fourths of the children needed child care because their parents were working, less than one-fourth because their parents were involved in an education or training activity, and the remaining children needed child care because they were placed in protective services.

Children Served with CCDBG Funds, by Reason(s) For Care

October 1, 1994 through September 30, 1995



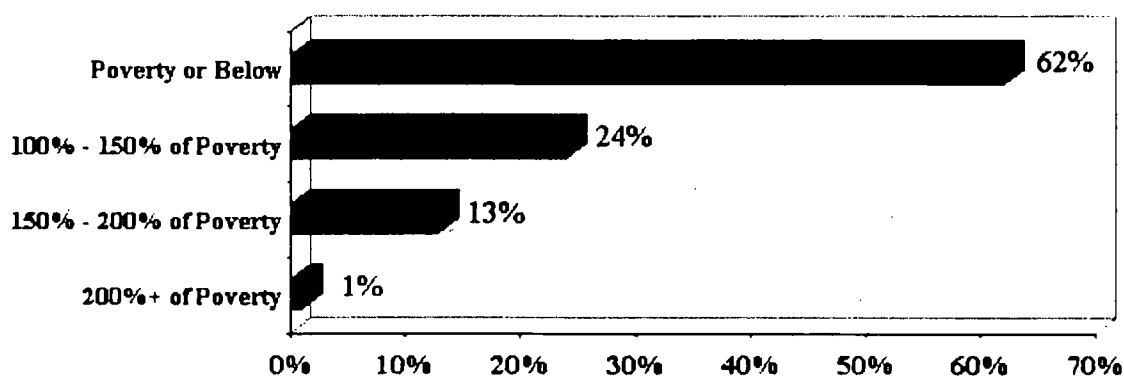
Total reporting for this question was 559,096. Based on reporting from 50 States and territories.

What was the income level of the families using CCDBG-funded care?

In FY 1995, about two-thirds of the children in CCDBG-funded child care lived in families that were at or below the federal poverty level. Almost a quarter of the children in this program lived in families with incomes between 100 and 150 percent of the poverty level.

Family Income Level of Children in CCDBG-Funded Child Care

October 1, 1994 through September 30, 1995



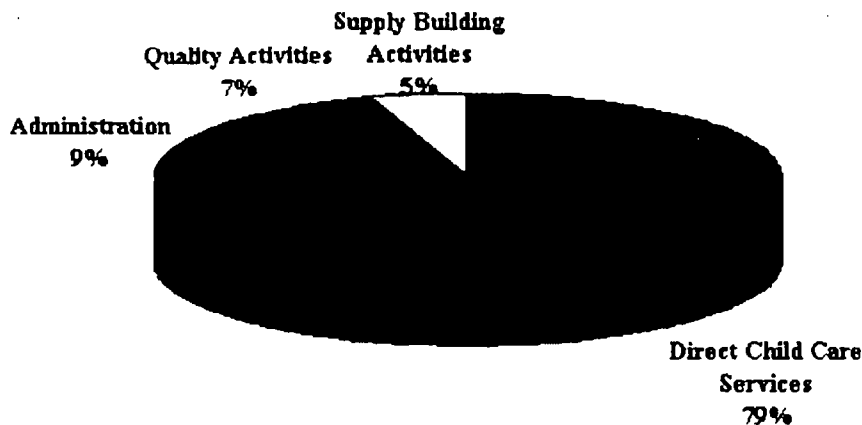
Total reporting for this question was 438,596. Based on reporting from 42 States and territories.

How did CCDBG expenditures increase the quality of child care?

While more than three-fourths of FY 1995 CCDBG expenditures were used for direct services, 7 percent of the funds were used to improve the quality of child care. These quality expenditures were used for resource and referral, monitoring, training and technical assistance, grants or loans to providers to improve standards, and projects to improve the compensation of child care workers.

CCDBG Expenditures

October 1, 1994 through September 30, 1995

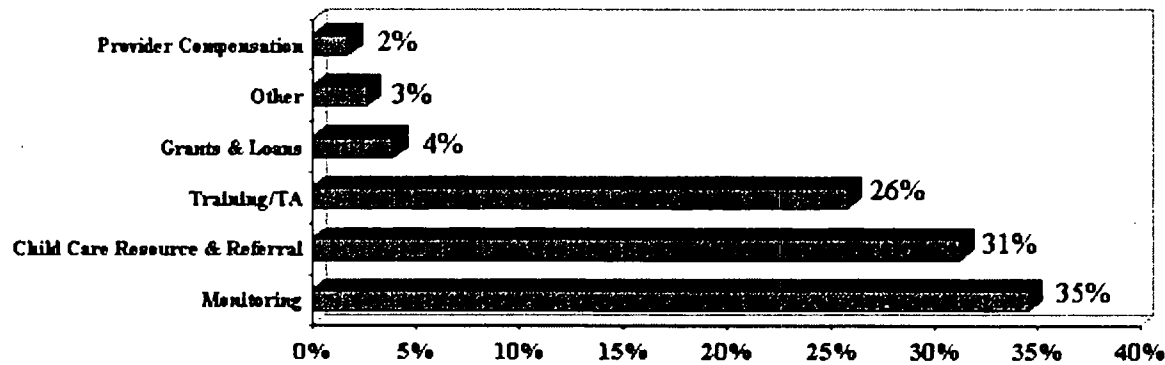


Total CCDBG Expenditures: \$573,870,811.

Direct services includes child care purchased with certificates, contracts, grants, or as part of before and after-school care and early childhood development programs.
Administration expenditures are capped under CCDBG regulations.
Percentages are based on FY 1994 grant allocations spent October 1, 1994 to September 30, 1995.

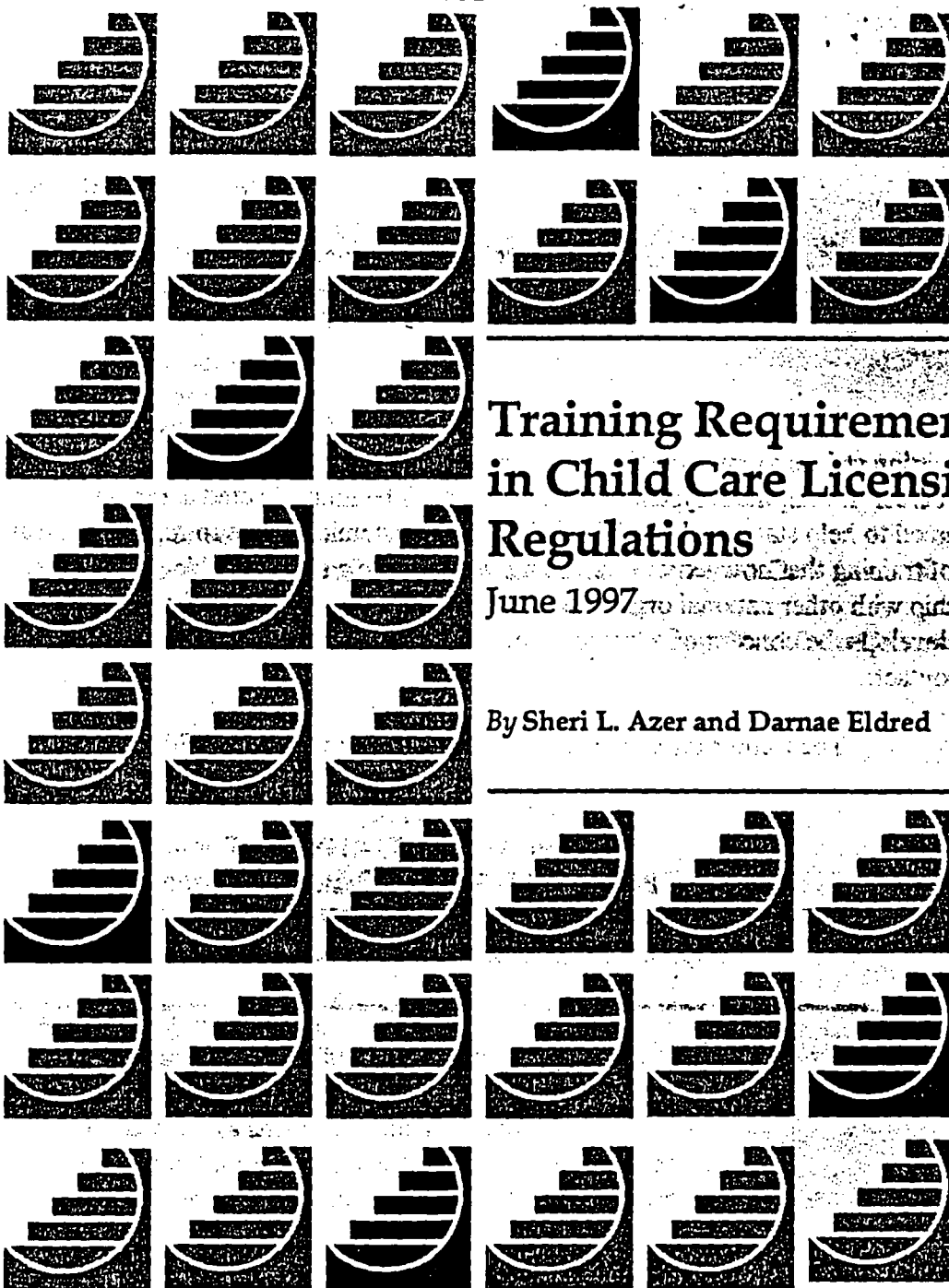
CCDGB Quality Expenditures

October 1, 1994 through September 30, 1995



Total CCDGB Quality Expenditures: \$36,647,413.

Other Authorized Activities includes expenses such as conducting a needs assessment or organizing a planning committee.
Percentages are based on FY 1994 grant allocations spent October 1, 1994 to September 30, 1995.



Training Requirements in Child Care Licensing Regulations

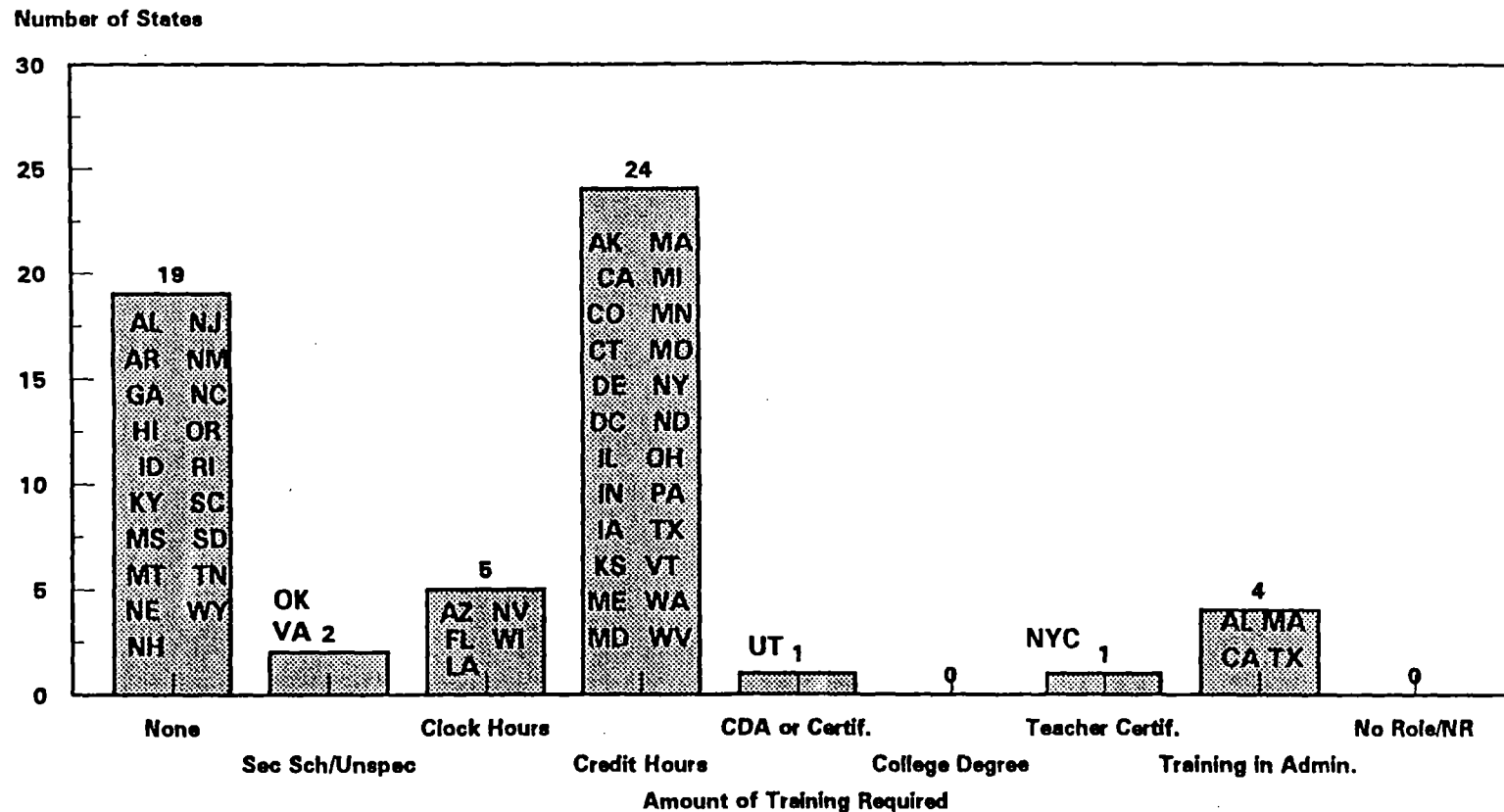
June 1997

By Sheri L. Azer and Darnae Eldred



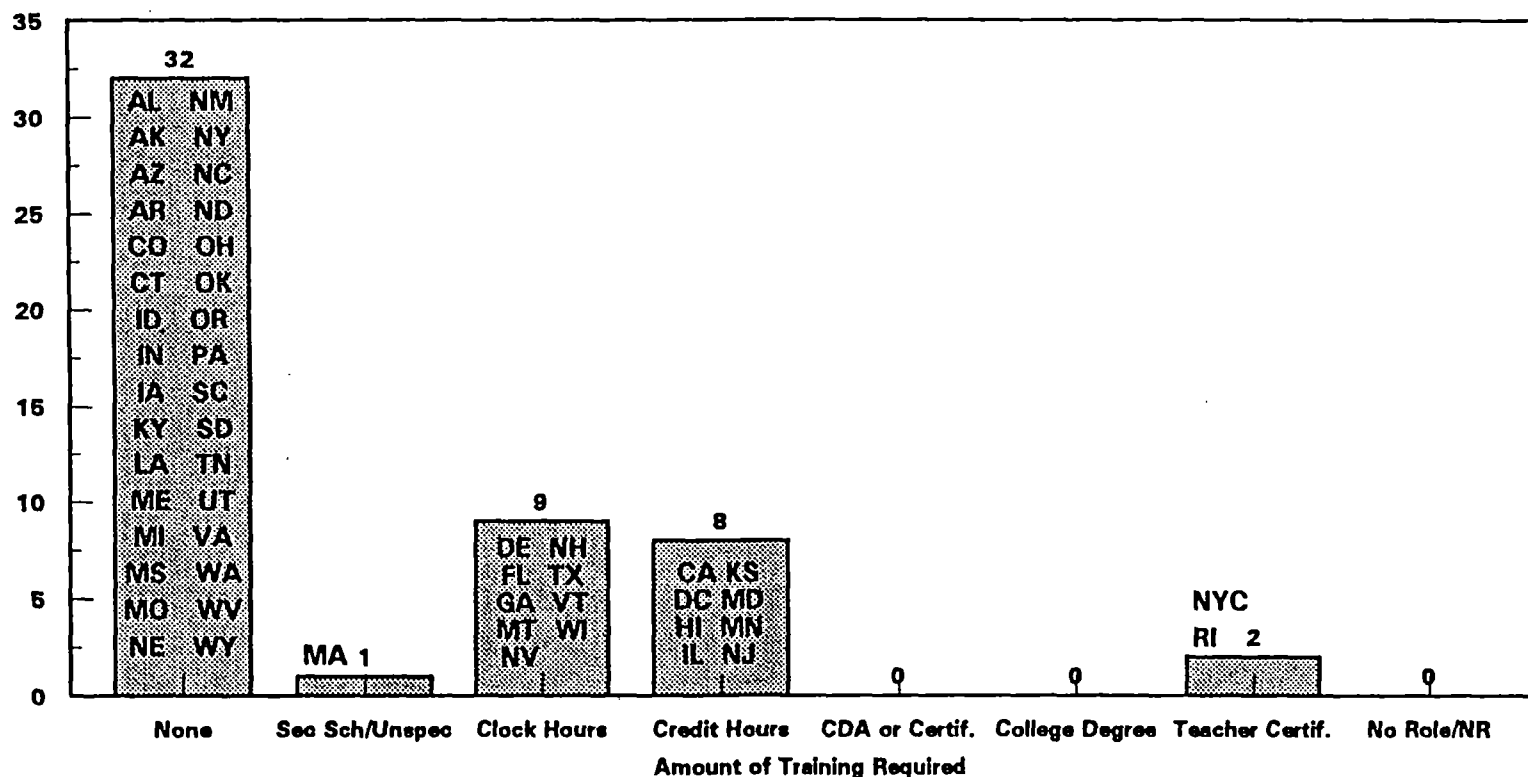
The Center
for Career Development
in Early Care and Education

Licensing Requirements: Minimum Pre-service Training in ECE Directors of Child Care Centers



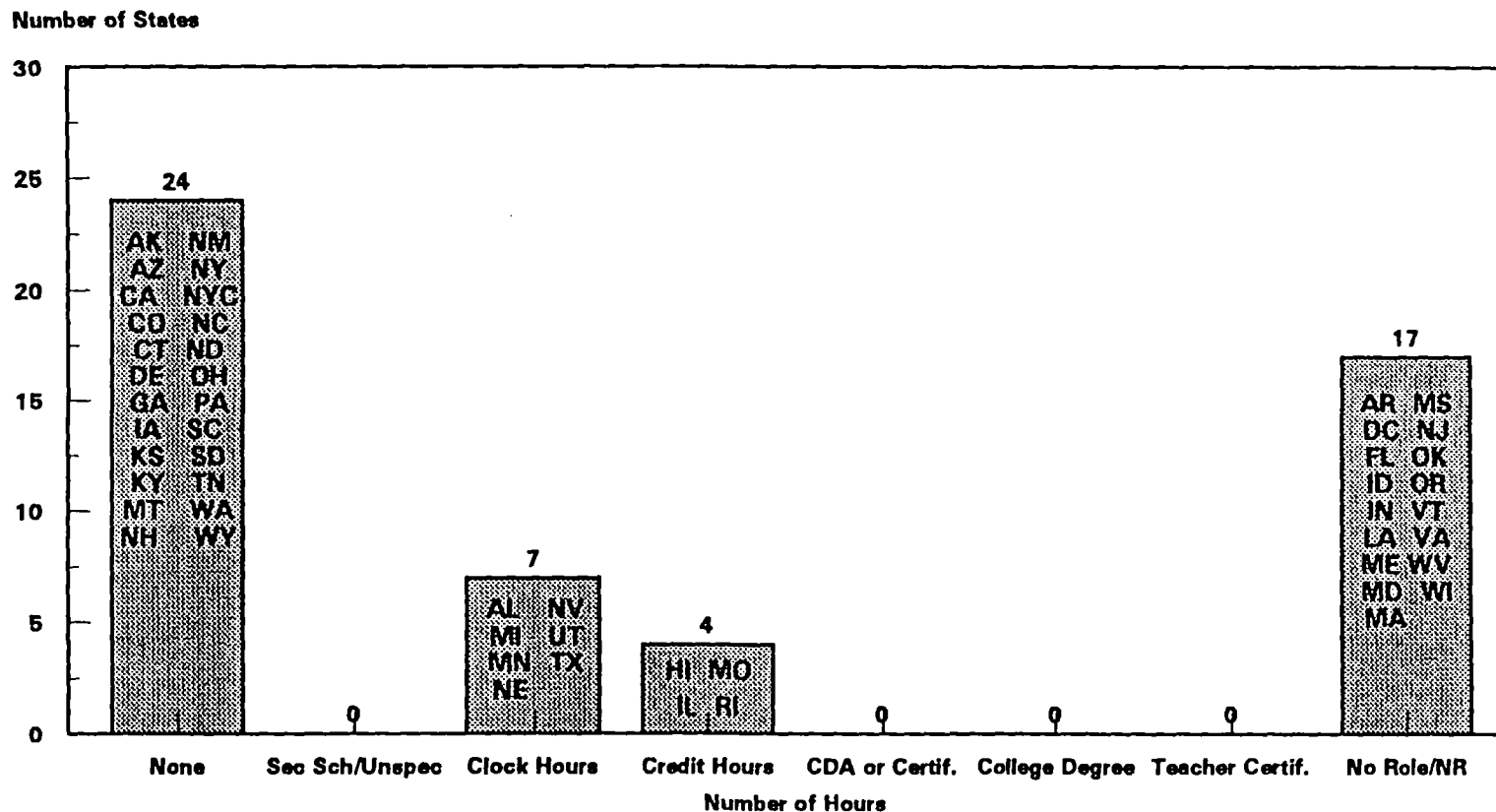
Licensing Requirements: Minimum Pre-service Training in ECE Teachers in Child Care Centers

Number of States



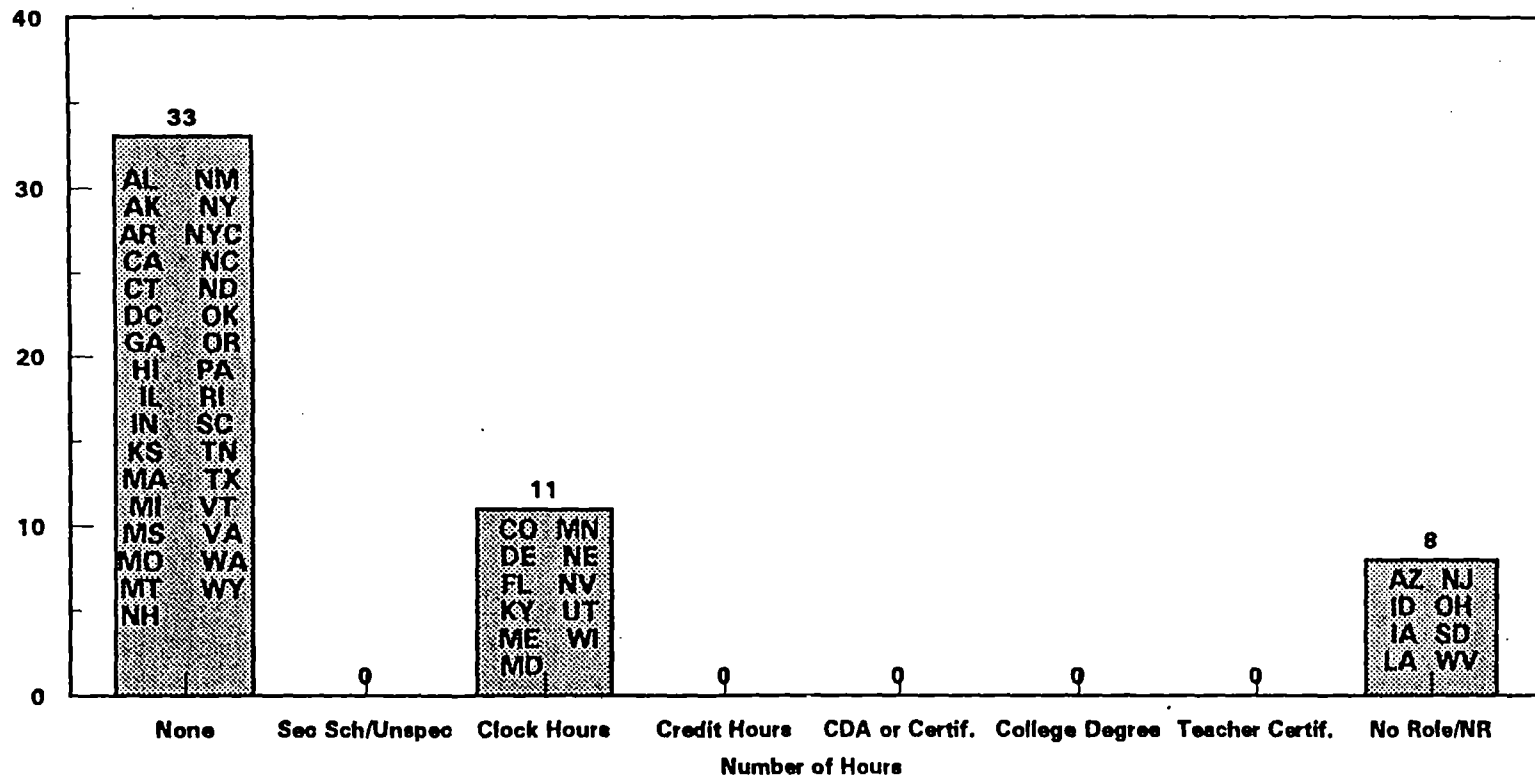
Licensing Requirements: Minimum Pre-service Training in ECE

Providers in Large Family Child Care Homes



Licensing Requirements: Minimum Pre-service Training in ECE Providers in Small Family Child Care Homes

Number of States



QUALITY

AFFORDABILITY

SCHOOL-AGE CARE

FACT SHEETS

WH CONFERENCE

9/12/97 Draft

White House Conference on Child Care Outline for Discussion Purposes Only

Objectives for the Conference:

- Establish child care as a national priority and legitimize it as an issue in which all Americans have a stake, using both child development and workforce/economic arguments;
- Educate the nation -- particularly parents -- about the need for providing children of all ages with supportive, high quality care, and defining the components of quality child care (including school-age care programs);
- Illustrate tangible ways that all sectors of society (families, government, employers, military, religious community, philanthropy) contribute to the system, by highlighting model efforts nation-wide; and
- Launch policy that addresses key areas of challenge in child care -- quality, affordability, and school-age care.

Opening Session: Setting the Stage

Possible Components:

Remarks by The First Lady
Remarks by an Economist/Rubin (workforce/economic perspective)
Video (human/child development perspective)
Parent (introducing the President)
Remarks by The President

Panel One: What is Quality Child Care?

This panel would address a range of issues, including the effects of care on children, the effects of quality care on child development and school-readiness, and the various components of quality care for various age-groups.

Panel One, Continued

Possible Components:

The President
The First Lady
The Vice President
Mrs. Gore

Economist
Expert on impact of care to child development and school-readiness
Expert on quality measures of child care for various age groups
Expert on school-age care
Child Care Provider
Parent

Panel Two: How Do We Strengthen Child Care in the U.S. -- Investing in Child Care and Mobilizing the Pivotal Sectors to Promote Quality Child Care

This panel would address the status of child care from both state-by-state and national perspective, and examine model efforts nation-wide.

Possible Components:

The President
The First Lady
The Vice President
Mrs. Gore

Expert on "state of child care in the United States" -- state-by-state and national overview

Quality/Workforce Investments (North Carolina Smart Start and TEACH)
Military model representative
Business representative
School-age program representative
Health and Safety Standards representative
Parent

Closing Reception (T)

VIDEO ON CHILD CARE

OBJECTIVE: Produce a ⁵~~12-15~~ minute video on child care intended to set the stage for the presentations and discussion at the White House Conference on Child Care, and for important application after the Conference. Community leaders have indicated a real need for a way to introduce audiences to the child care issues affecting our country. And indeed, there exists nothing else that takes an in-depth look at what child care means to this nation's people -- especially to children.

APPROACH: Create a compelling document that puts a human face on just how critical good child care is to working parents and their children --from infancy through the school age years -- as well as to businesses and to communities.

Not merely a recitation of the facts and statistics, the video presents first-hand evidence -- from typical American families and in their own words -- that child care impacts people's lives on a daily basis -- and at a very deep level. It includes recent research findings by Families and Work Institute that has led to revolutionary understanding of the issues.

The production features mini-documentaries about families who represent the varieties of work experience. It also includes individual interviews with parents, children, child care providers, supervisors, co-workers, business leaders, government representatives and noted figures. The stories run the gamut from the disruption of a whole community because of child care problems, to the positive effect of one caregiver on a single child.

Schedule permitting, eminent pediatrician Dr. T. Berry Brazelton has agreed to host. His role: to interview the families and children, and to provide the voice of the continuing narrator.

CONTENT: Demonstrate that only when child care works, can working families really work.

Featuring a representative cross-section of American families -- and the variety of child care situations typical in this country -- we tell stories both of success and of failure. The purpose: to understand what makes child care work, and what happens when it's not working.

We examine the effect of child care along several central parameters, including:

Development - incorporating findings of the exciting new brain research;

Attachment - the effect of child care on the parent/child bond, as well as critical factors in the child/caregiver relationship;

Family Dynamics - such as how fragile the logistics of working families can be, and how child care problems can have completely unanticipated yet very serious repercussions for working parents and their children, bosses and co-workers;

Economics - both the financial condition of the individual family and the larger economic health of business, community and country.

Overall, the program presents new and surprising insights into the real life of the American working family -- and the real story of how critical good child care is to us as a nation. It does not suggest specific policy, but rather makes a call for action from every sector of our society.

**CREATIVE
TEAM:**

FAMILIES AND WORK INSTITUTE is acting as coordinating consultant for the project, the content of which is based on its staff's 20-year leadership in research on families and the workplace. Families and Work Institute also partnered with Rob Reiner on the I AM YOUR CHILD project, developing the scientific basis for this nationwide campaign on the importance of early childhood, and the outreach effort in all fifty states.

In addition, the CARNEGIE CORPORATION OF NEW YORK is lending its expertise as special project advisor.

NEW SCREEN CONCEPTS is producing the program. New Screen is the Emmy-award winning team responsible for the documentary segments of I AM YOUR CHILD. They created Berry Brazelton's long-running parenting series WHAT EVERY BABY KNOWS. Their credits include many network specials and series, such as THE BODY HUMAN on CBS, KIDS THESE DAYS on Lifetime and WE'RE EXPECTING on ABC.

BUDGET: The video is budgeted at \$85,000. This includes all costs for research, directing, script, studio production, field photography, post-production and consultants. For subsequent mass distribution, video dubs will be available at standard duplication costs. To meet the October 23rd Conference deadline, production must begin by September 1st.

School-Age Care

According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 data from the Bureau of the Census).

Care Arrangements of School-Age Children

- Experts estimate that nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.

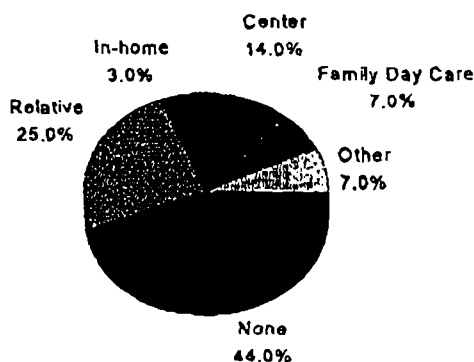
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or after-school programs. In 1991, according to the National Study of Before and After School Programs.

- "Access to after-school programs depends largely on a family's ability to pay." *Years of Promise*, Carnegie Corporation of New York, 1996

- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.

- According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care; 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.

Use of Supplemental Care, Children 5 to 12 with Employed Mothers



Source: *The Demand and Supply of Child Care in 1990: Joint Findings from the National Child Care Survey 1990 and A Profile of Child Care Settings*, National Association for the Education of Young Children, 1990

The Effects of Out-of-School Time on Children

- Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision. According to one large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, poor grades, risk-taking behavior, and substance abuse. "Characteristics of Eight-Grade Students Who Initiate Self-Care in Elementary and Junior High School" *Pediatrics*, Dwyer, et al., 1990

- What children do during non-school hours has a critical impact on school achievement and long-term

success. Studies have found that children who attend good school-age child care programs may experience positive effects on their development. Children attending after-school programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television. "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?" *Child Development*, Posner and Vandell, 1994

This fact sheet is primarily excerpted from materials developed by the National Institute on Out of School Time (formerly the School-Age Child Care Project), Center for Research on Women, Wellesley College (phone: 617-283-2547; World Wide Web: <http://www.wellesley.edu/WCW/CRW/SAC/>).

Fact Sheet

Out-of-School Time School-Age Care

According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 SIPP data from the Bureau of the Census).

Care Arrangements of School-Age Children

- Experts estimate that **nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.**
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before- and/or after-school programs in 1991, according to the National Study of Before and After School Programs.
- *In 1993-4,* "Access to after-school programs depends largely on a family's ability to pay." *Years of Promise*, Carnegie Corporation of New York, 1996
- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), **76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.**
- According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care; 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.

*There are 18,811 help prog -
70% do not have an after school*

The Effects of Out-of-School Time on Children

- Children under adult supervision in a formal program during after-school hours have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling care. Miller and Marx, 1990 in *Supplement to the National Assessment of Chapter 1*

- Youth are at greatest risk of violence after the regular school day. Youth between the ages of 12 and 17 are most at-risk of committing violent acts or being victims between 2:00 pm and 6:00 pm—a time when they are not in school. *Fight Crime: Invest In Kids*, 1997

themselves
The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs. Other barriers include:

- Availability
- Quality of activities
- Parent fees
- Inadequate facilities
- Transportation
- High staff turnover
- Hours of the program
- Lack of resources

part of parents
proscriptive
Department of Ed. analysis

Components of Successful Extended Learning After-School Programs *(based in schools)* include

- *connection*
True linkages between after-school and regular school day personnel programs
- Children's participation in age appropriate learning activities
- Hiring of qualified staff
- Low student-staff ratio
- Involvement of parents
- Program evaluation
- Coordination with the school program and community organizations

services that reinforce the learning

(reviews/studies)

other site?

For information on what states and communities are doing to meet the need for school-age care, contact the National Institute on Out of School Time (formerly the School-Age Child Care Project), Center for Research on Women, Wellesley College at (617) 283-2547 or visit the World Wide Web site at: <http://www.wellesley.edu/WCW/CRW/SAC/>. For additional information on extended learning in after-school programs in schools, contact the U.S. Department of Education, please call (800) USA-LEARN or visit the World Wide Web site at: <http://www.ed.gov/PFIE>.



National Child Care Information Center

301 Maple Avenue West, Suite 602

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://ericps.crc.uiuc.edu/nccic/nccichome.html>

FAX TRANSMITTAL SHEET

Date October 15, 1997

To Nicole Rabner

Fax
Number 202-456-9412

From Anne Goldstein

COMMENT:

Joan Lombardi asked me to send you this final version of the School-Age fact sheet.
Please let me know if you have any questions.

Number of pages, including cover: 2

Fact Sheet

A Profile of the Child Care Work Force

Approximately three million child care teachers, assistants, and family child care providers in the U.S. care for 10 million children each day.

Who are the child care teaching staff?

97% are female
41% have children
10% are single parents

● Child care teaching staff earn an average of \$6.89 per hour or \$12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report 1995, salary data are in 1993 dollars).

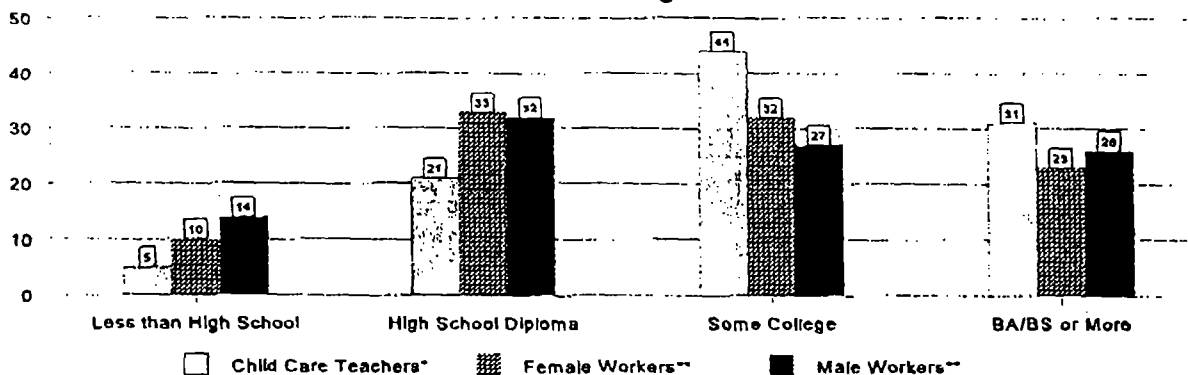
● Only 18 percent of child care centers offer fully paid health coverage to teaching staff.

● Although they earn lower wages, child care teachers are better educated than the general population.

● One-third of all child care teachers leave their centers each year.

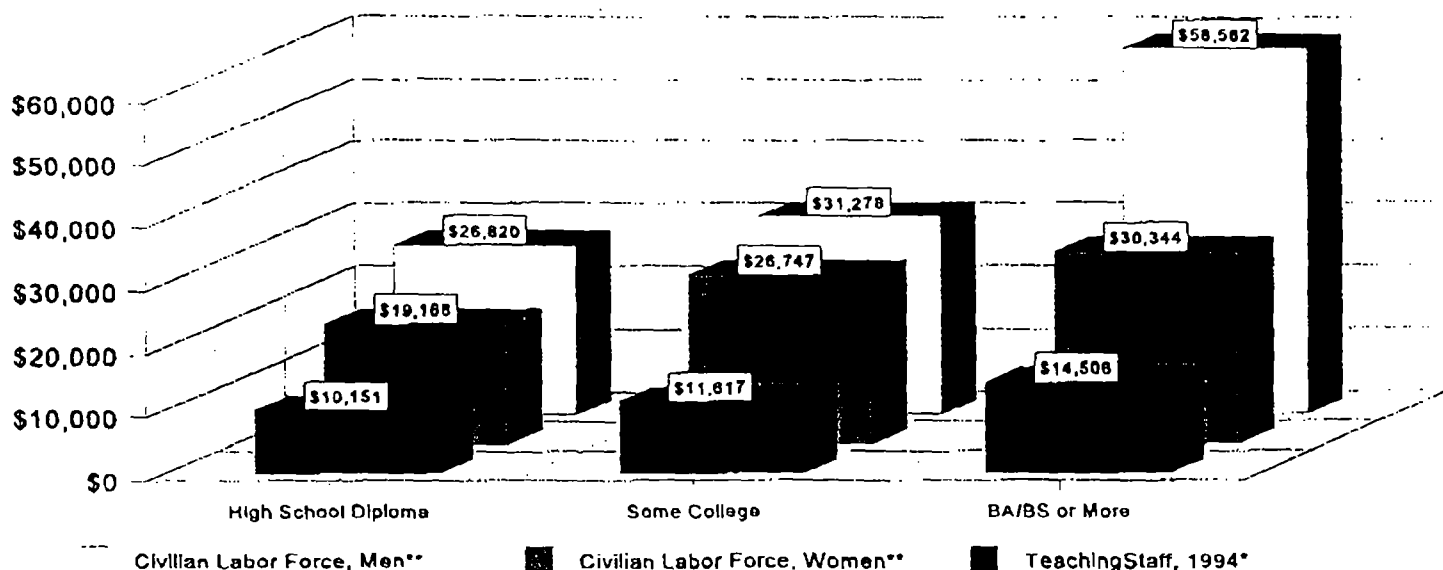
● Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just \$5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers



*National Child Care Staffing Study **Current Population Surveys, 1995. Bureau of Labor Statistics, U.S. Department of Labor

Annual Wages of Child Care Teaching Staff Versus All Workers



*National Child Care Staffing Study, wages in 1996 dollars **Current Population Surveys, 1996. Bureau of Labor Statistics, U.S. Department of Labor

This fact sheet is primarily excerpted from materials developed by the National Center for the Early Childhood Work Force (NCECW), (phone: 202-737-7700; E-mail: ncecw@ncecw.org).

Child Care Demographics for Infants and Toddlers

● According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million of these children were in child care.

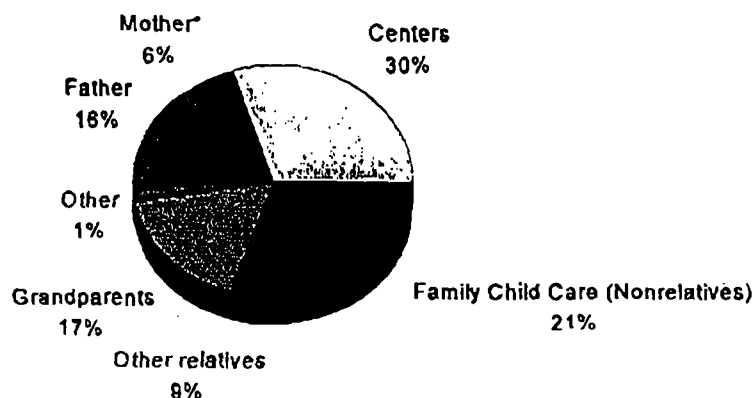
● Forty-five percent of children ^{under age one} who had not reached their first birthday were in child care on a regular basis.

● While use of center-based care increased from 1988 to 1993, most children are still in a home-based setting, including family child care. *Age: preschool-age children*

● There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 data from the Bureau of the Census).

Primary Child Care Arrangements Used by Families with Employed Mothers for Preschoolers: 1993

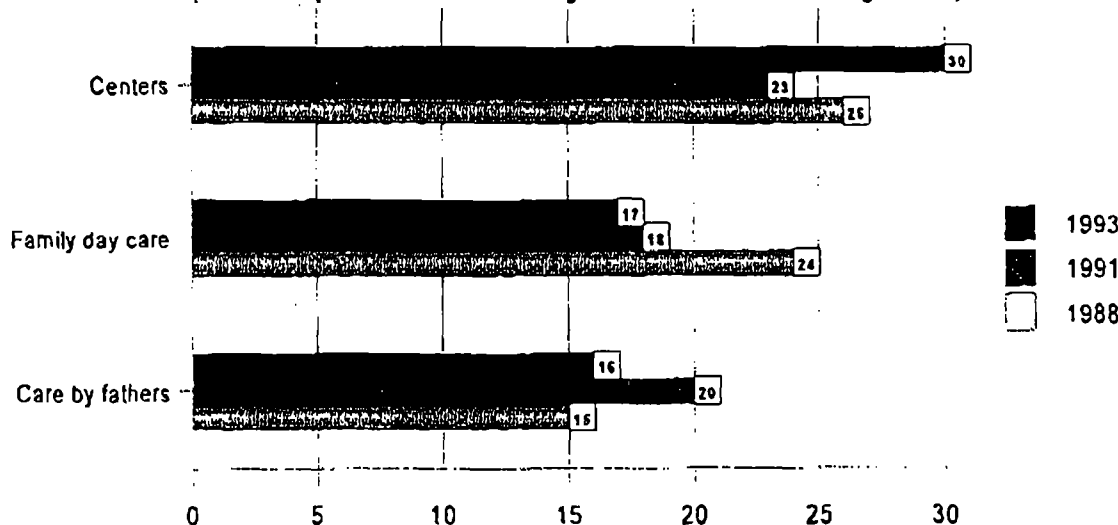
(Percent of preschoolers of working mothers in selected arrangements)



* Includes mothers working at home or away from home.

Changes in Selected Child Care Arrangements: 1988 to 1993

(Percent of preschoolers of working mothers in selected arrangements)



Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1995
This profile of child care demographics has been excerpted from information provided by the National Center for Education Statistics, U.S. Department of Education and the U.S. Census Bureau.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>

Effects of Child Care Quality for Infants & Toddlers:

"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development."

*- Rethinking the Brain: New Insights into Early Development
Families and Work Institute (1997)*

- **The quality of child care for very young children matters for their cognitive development and their use of language.** *"Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD (1997)*
- **Studies have raised concerns about the quality of care:**
 - A four-state study of quality in child care centers found **only one in seven (14%) were rated as good quality.** *Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary) University of Colorado at Denver (1995)*
 - **Thirteen percent of regulated providers and 50 percent of nonregulated providers offer care that is inadequate.** *The Study of Children in Family Child Care and Relative Care. Families and Work Institute (1994)*
 - **"The quality of services provided by most centers was rated as barely adequate."** *The National Child Care Staffing Study (Executive Summary), National Center for the Early Childhood Workforce (1989)*
- **"[M]any children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety."** *New Findings on Children, Families, and Economic Self-Sufficiency. National Research Council, Institute of Medicine (1995)*

What Works to Improve the Quality of Child Care

- **Children who receive warm and sensitive caregiving are more likely to trust caregivers, to enter school ready and eager to learn, and to get along well with other children.** . . . To ensure that child care settings nurture children, protect their health and safety, and prepare them for later school success, better qualified staff are essential." *Starting Points: Meeting the Needs of Our Youngest Children, Carnegie Task Force on Meeting the Needs of Young Children (1994)*
- **"[S]maller group sizes, higher teacher/child ratios and higher staff wages result in quality child care.** Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming." *Early Childhood Care and Education: An Investment That Works, National Conference of State Legislatures (1997)*
- **Any child care setting will benefit from a health consultant.** . . . to advise on potential infectious diseases, explain symptoms and treatments to families, plan health alert procedures when infectious disease occurs, and assist with public health reporting requirements. *Caring for Infants and Toddlers in Groups, Zero to Three; National Center for Infants, Toddlers and Families (1995)*
- **States with stronger licensing requirements had a greater number of good-quality centers** according to recent research. *Cost, Quality and Child Outcomes in Child Care Centers, University of Colorado at Denver (1995)*
- **Voluntary conformity to higher standards through professional center accreditation or through meeting another set of quality standards also increased the likelihood of higher classroom quality.** *Cost, Quality and Child Outcomes in Child Care Centers, University of Colorado at Denver (1995)*

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at <http://ericps.crc.uluc.edu/nccic/nccichome.html>

Economics of Child Care

"To be employed, parents need affordable child care."

- National Conference of State Legislatures

Early Childhood Care and Education: An Investment that Works (1997)

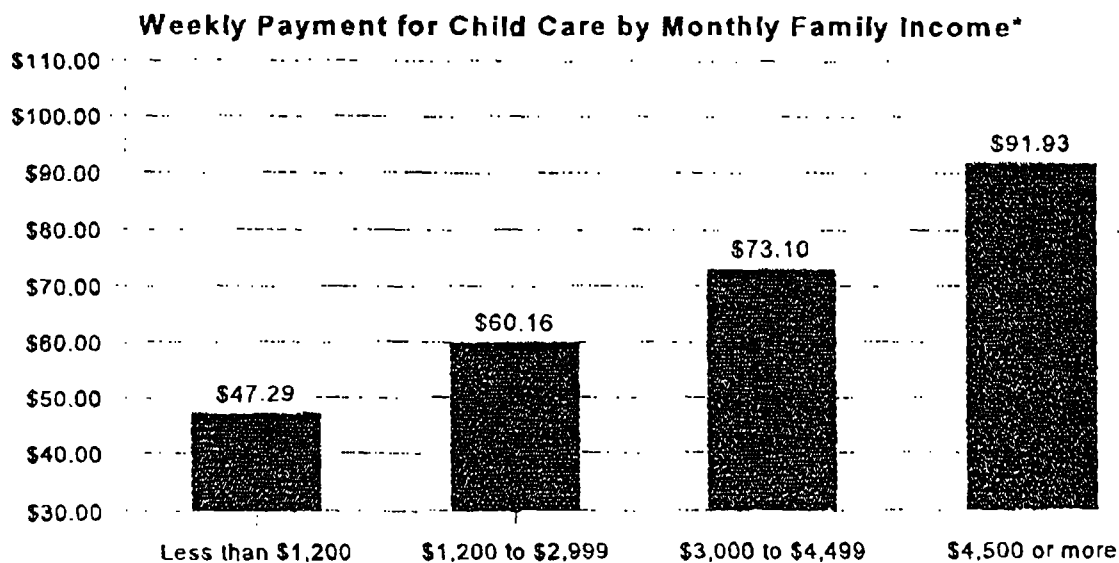
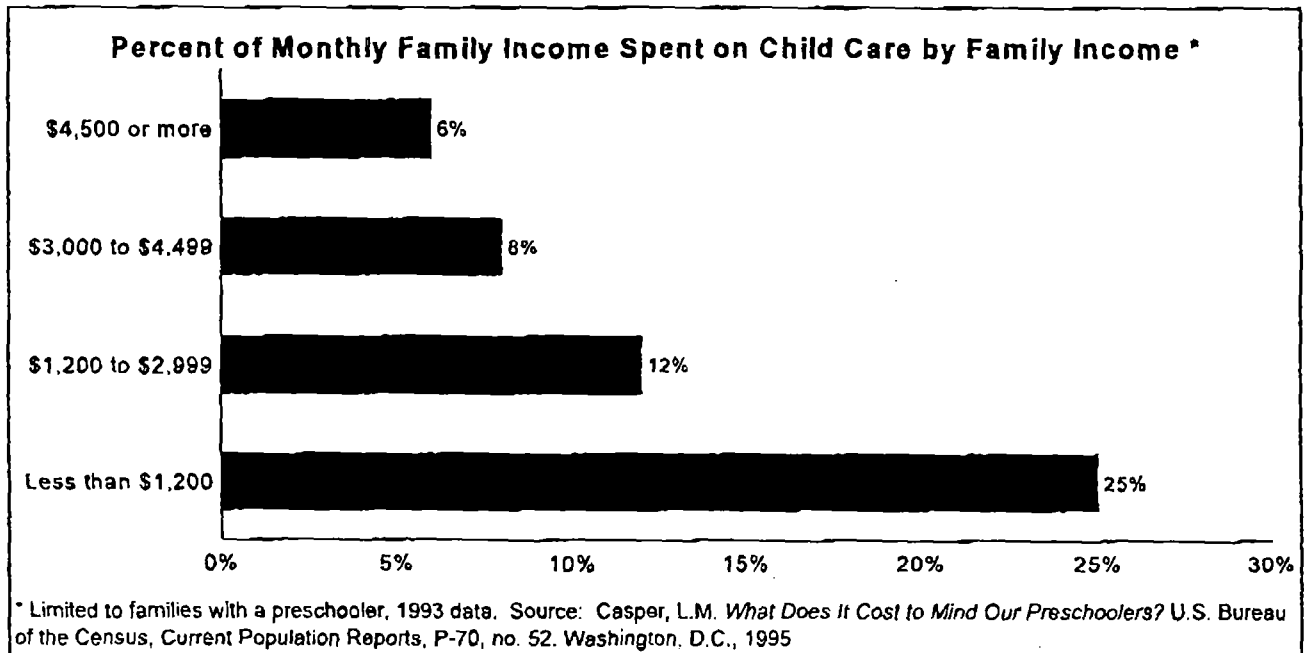
● In 1994, 62% of married mothers with a child under age six were in the workforce, compared with 30% in 1970.

● The increased employment of mothers outside the home has led to a sharp increase in the use of child care over the past several decades. Eight of 10 employed mothers with children under six are likely to use some form of nonparental child care arrangement.

● In 1990, 7.2 million mothers with 11.7 million children under age 15 worked full or part time during odd hours.

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* Limited to families paying for child care for preschoolers, 1993 data. Source: Casper, L.M. *What Does It Cost to Mind Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 52. Washington, D.C., 1995

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Child Care Demographics

● According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million of these children were in child care.

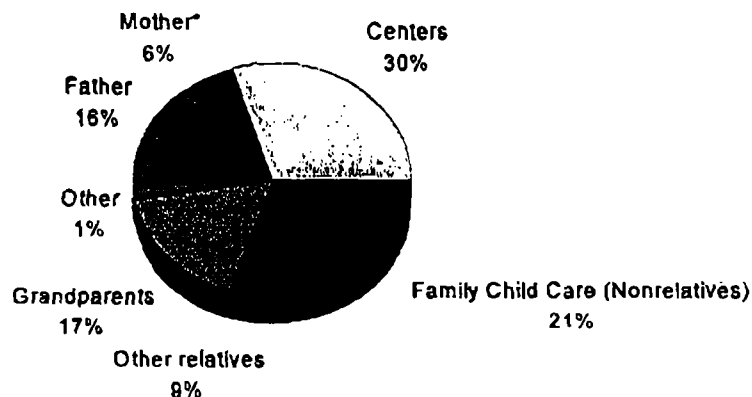
● Forty-five percent of children who had not reached their first birthday were in child care on a regular basis.

● While use of center-based care increased from 1988 to 1993, most children are still in a home-based setting, including family child care.

● There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 data from the Bureau of the Census).

Primary Child Care Arrangements Used by Families with Employed Mothers for Preschoolers: 1993

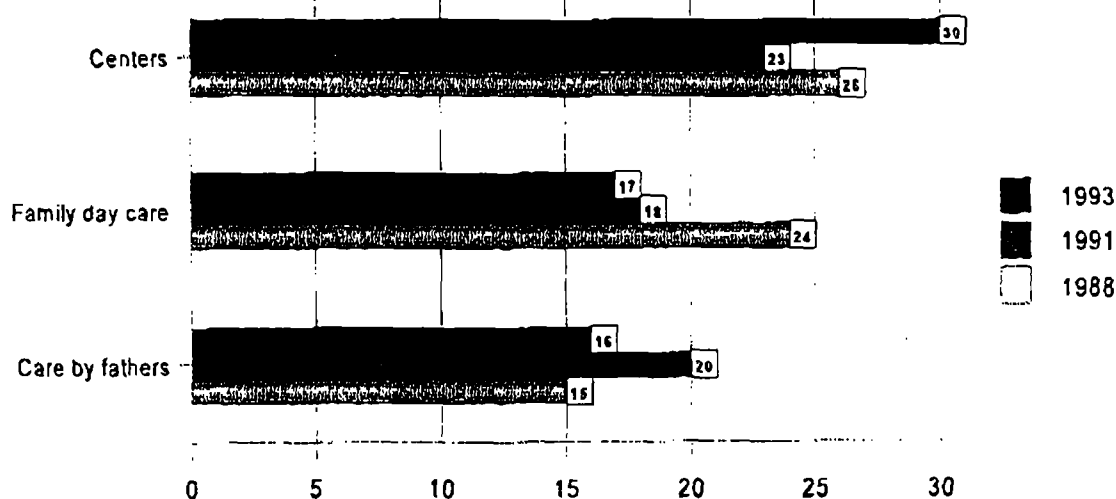
(Percent of preschoolers of working mothers in selected arrangements)



* Includes mothers working at home or away from home.

Changes in Selected Child Care Arrangements: 1988 to 1993

(Percent of preschoolers of working mothers in selected arrangements)



Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1996

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Fact Sheet

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Approximately three million child care teachers, assistants, and family child care providers in the U.S. care for 10 million children each day.

Who are the child care teaching staff?

97% are female
41% have children
10% are single parents

● Child care teaching staff earn an average of \$6.89 per hour or \$12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report 1996, salary data are in 1993 dollars).

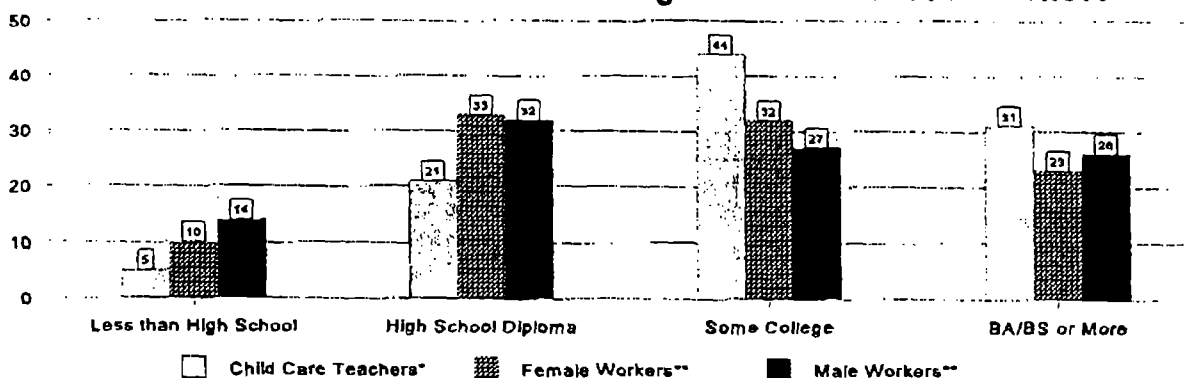
● Only 18 percent of child care centers offer fully paid health coverage to teaching staff.

● Although they earn lower wages, child care teachers are better educated than the general population.

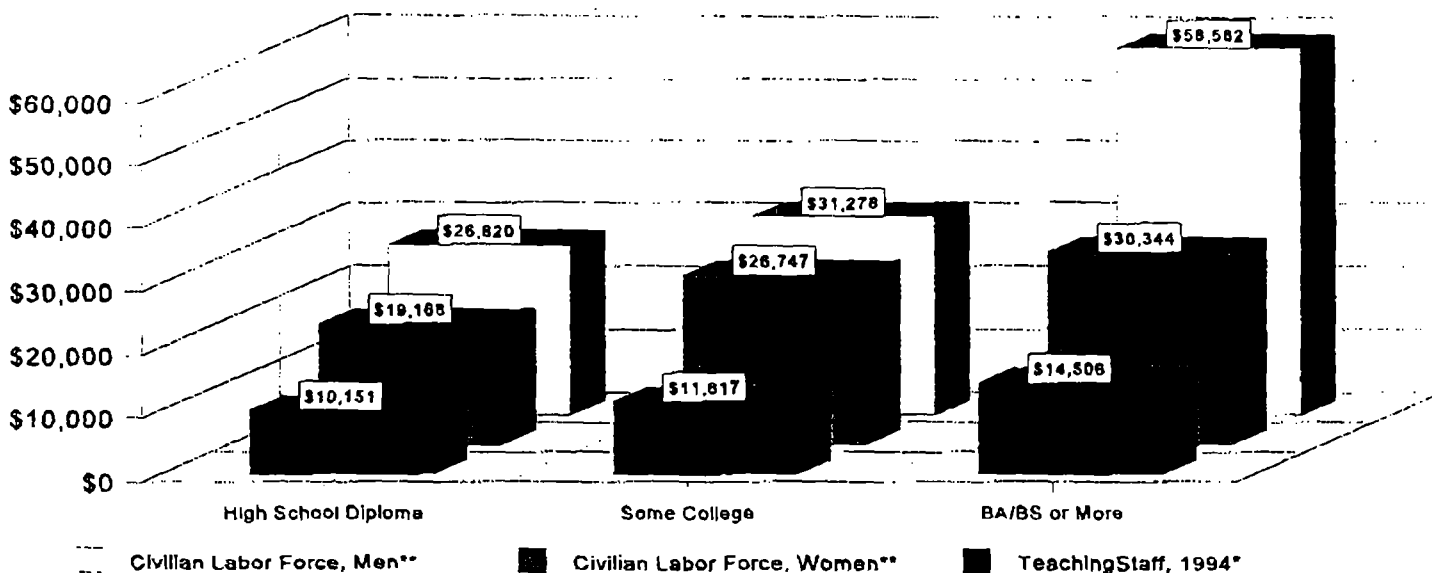
● One-third of all child care teachers leave their centers each year.

● Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just \$5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers



Annual Wages of Child Care Teaching Staff Versus All Workers



This fact sheet is primarily excerpted from materials developed by the National Center for the Early Childhood Work Force (NCECW), (phone: 202-737-7700; E-mail: ncecw@ncecw.org).

School-Age Care

According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 data from the Bureau of the Census).

Care Arrangements of School-Age Children

- Experts estimate that nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.

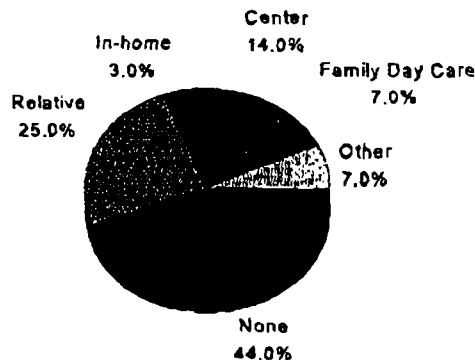
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or after-school programs. In 1991, according to the National Study of Before and After School Programs.

- "Access to after-school programs depends largely on a family's ability to pay." *Years of Promise*, Carnegie Corporation of New York, 1996

- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.

- According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care; 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.

Use of Supplemental Care, Children 5 to 12 with Employed Mothers



Source: *The Demand and Supply of Child Care in 1990: Joint Findings from the National Child Care Survey 1990 and A Profile of Child Care Settings*, National Association for the Education of Young Children, 1990

The Effects of Out-of-School Time on Children

- Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision. According to one large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, poor grades, risk-taking behavior, and substance abuse. "Characteristics of Eight-Grade Students Who Initiate Self-Care in Elementary and Junior High School" *Pediatrics*, Dwyer, et al., 1990

- What children do during non-school hours has a critical impact on school achievement and long-term

success. Studies have found that children who attend good school-age child care programs may experience positive effects on their development. Children attending after-school programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television. "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?" *Child Development*, Posner and Vandell, 1994

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"To be employed, parents need affordable child care."

- National Conference of State Legislatures

Early Childhood Care and Education: An Investment that Works (1997)

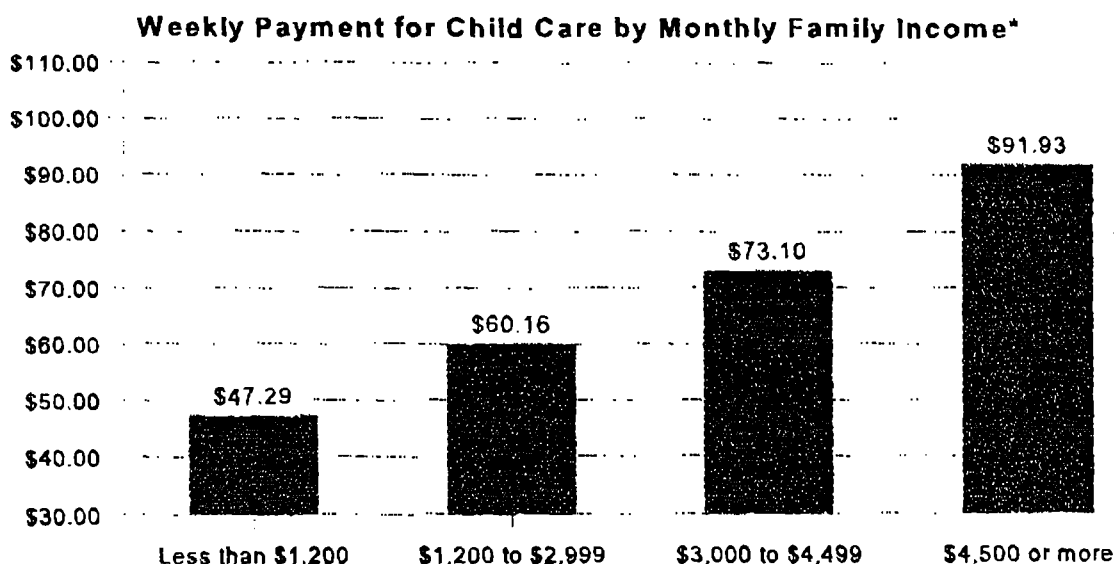
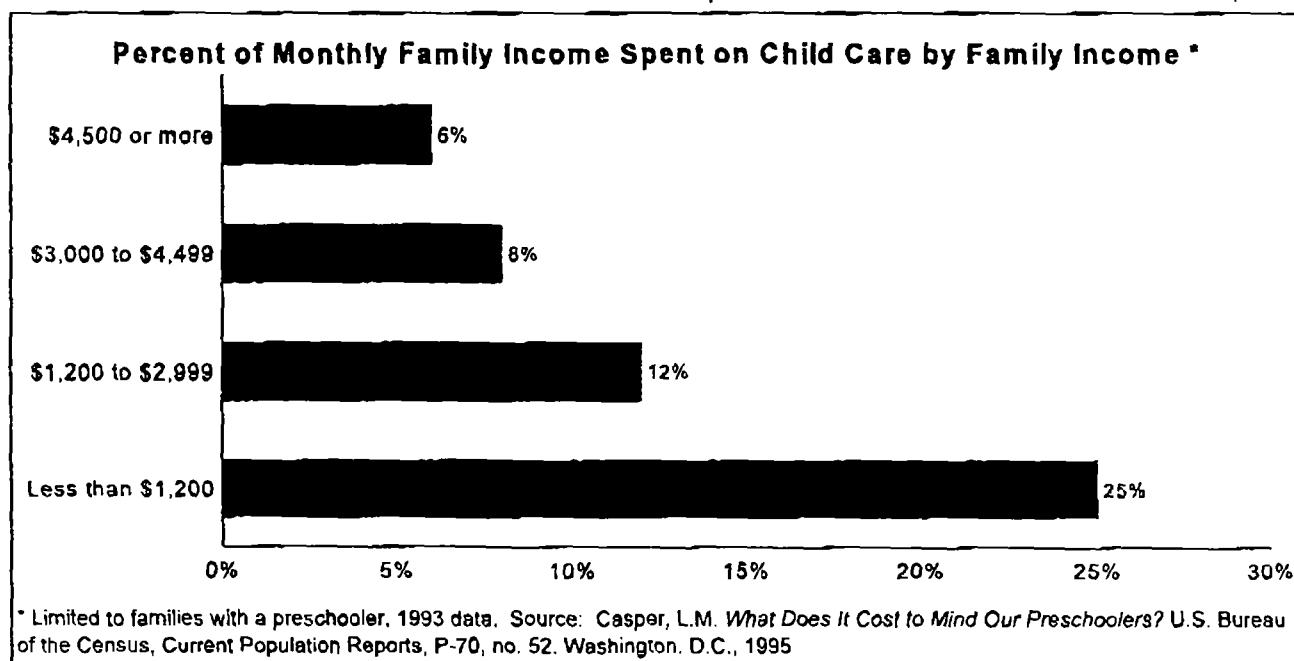
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"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development."

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● **The quality of child care for very young children matters for their cognitive development and their use of language.**

"Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD (1997)

Studies have raised concerns about the quality of care:

- A four-state study of quality in child care centers found **only one in seven (14%) were rated as good quality.** *Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary) University of Colorado at Denver (1995)*
- **Thirteen percent of regulated providers and 50 percent of nonregulated providers offer care that is inadequate.** *The Study of Children in Family Child Care and Relative Care, Families and Work Institute (1994)*
- **"The quality of services provided by most centers was rated as barely adequate."** *The National Child Care Staffing Study (Executive Summary), National Center for the Early Childhood Workforce (1989)*

● **"[M]any children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety."** *New Findings on Children, Families, and Economic Self-Sufficiency, National Research Council, Institute of Medicine (1995)*

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Children who receive warm and sensitive caregiving are more likely to trust caregivers, to enter school ready and eager to learn, and to get along well with other children. . . To ensure that child care settings nurture children, protect their health and safety, and prepare them for later school success, better qualified staff are essential." *Starting Points: Meeting the Needs of Our Youngest Children, Carnegie Task Force on Meeting the Needs of Young Children (1994)*

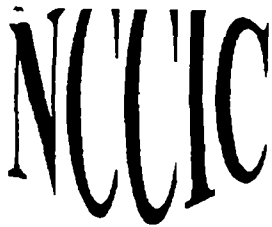
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● **Voluntary conformity to higher standards through professional center accreditation or through meeting another set of quality standards also increased the likelihood of higher classroom quality.** *Cost, Quality and Child Outcomes in Child Care Centers, University of Colorado at Denver (1995)*

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FAX TRANSMITTAL SHEET

Date October 14, 1997

To Nicole Rabner

Fax
Number 202-456-9412

From Anne Goldstein

COMMENT:

Dear Ms. Rabner:

As per my discussion with Joan Lombardi, I have attached revised versions of each of the five fact sheets on child care.

If you have any questions, I can be reached at (800) 616-2242.

Number of pages, including cover: 6

School-Age Care

- According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S.
- Approximately 24 million school-age children whose parents are pursuing work or education require child care (based on 1991 data from the Bureau of the Census).

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- "Access to after-school programs depends largely on a family's ability to pay" (*Years of Promise*, Carnegie Corporation of New York, 1996).
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- Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision. According to one large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, poor grades, risk-taking behavior, and substance use ("Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School", *Pediatrics*, Dwyer et. al, 1990).
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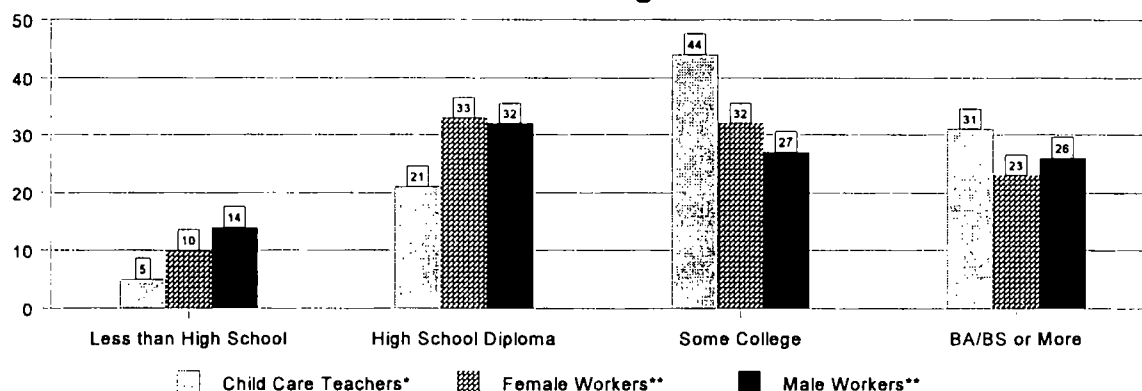
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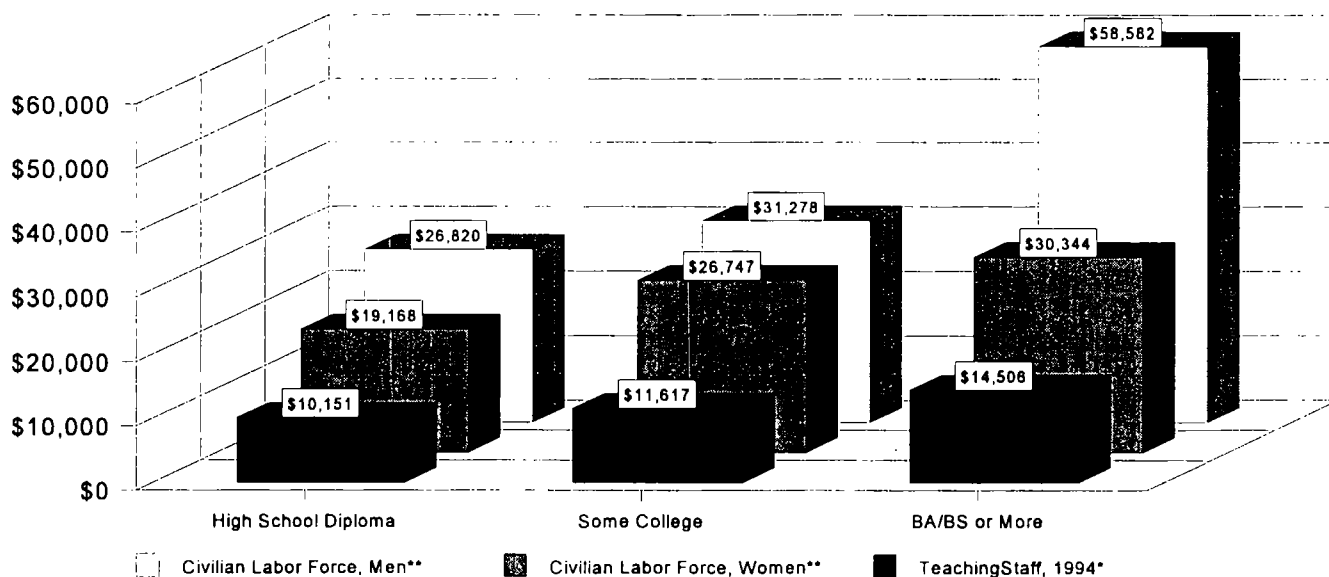
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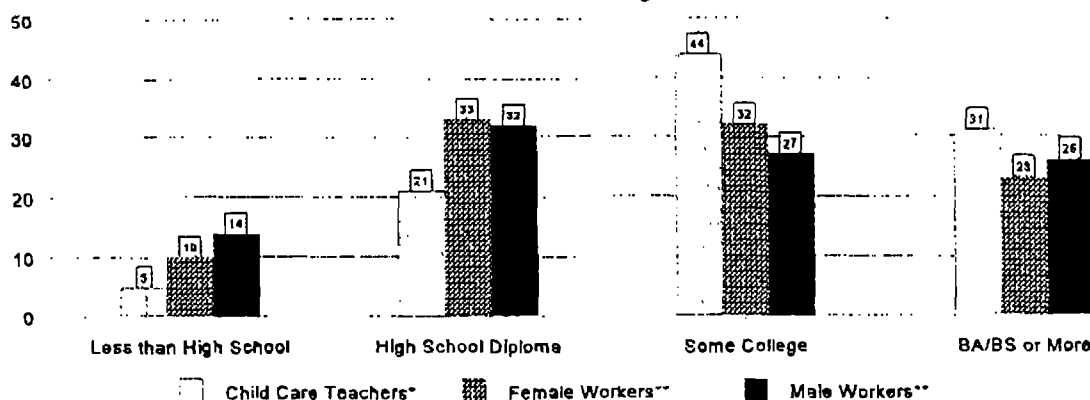
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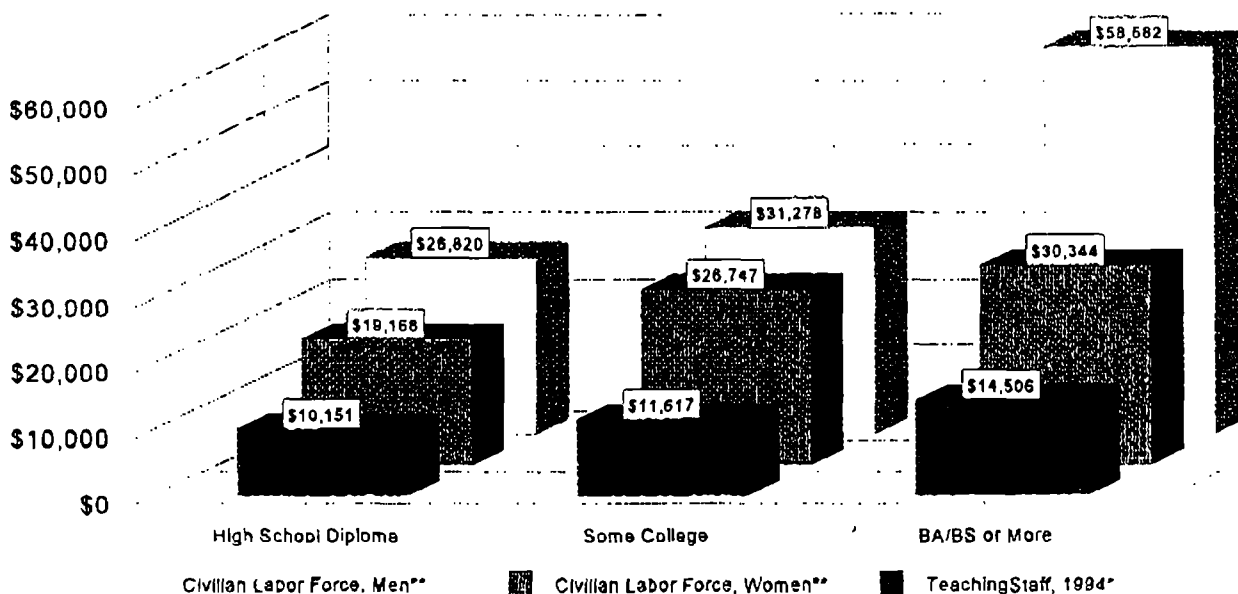
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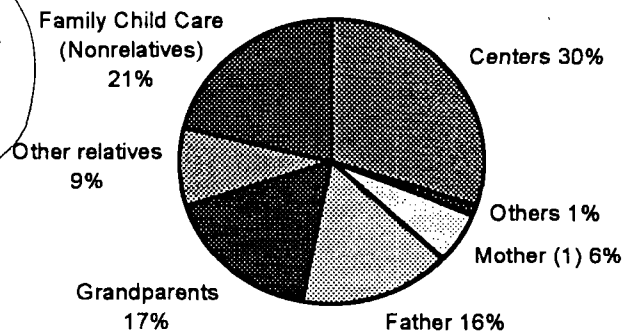
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Need school-age info on here.

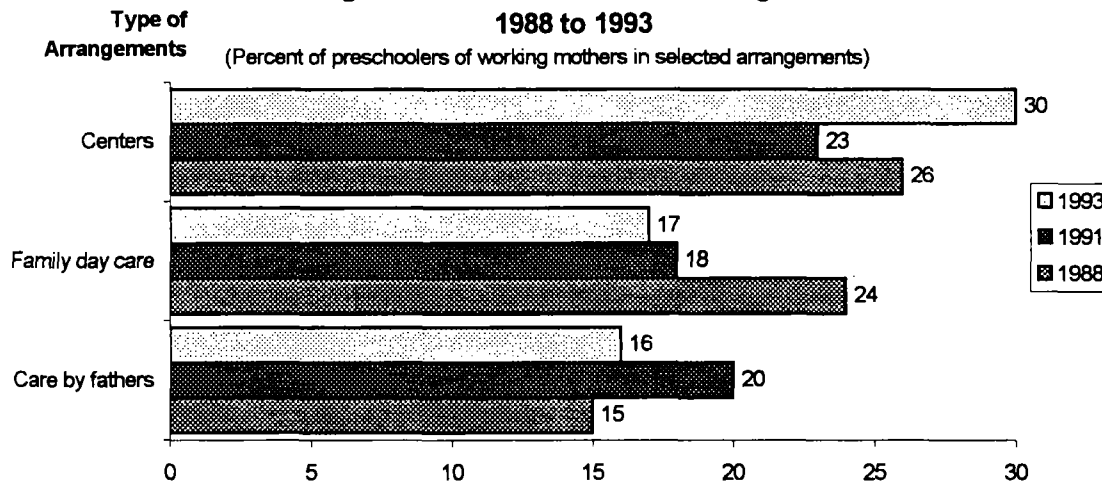


(1) Includes mothers working at home or away from home.

Source: Casper, L. M., *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53. Washington, DC, 1996.

Draw conclusions from the graphs

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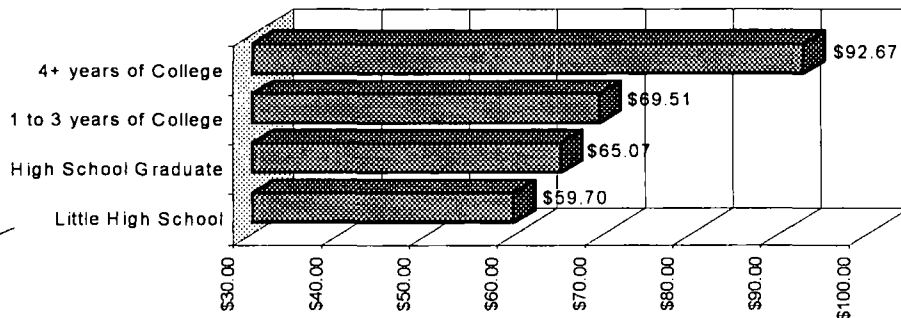
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Early Childhood Care and Education: An Investment that Works
January 1997

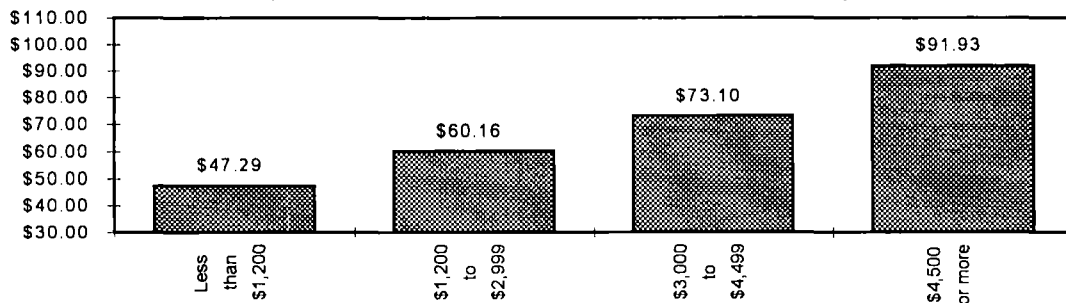
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Weekly Payment for Child Care by Mother's Education*



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Draw conclusions

% of income

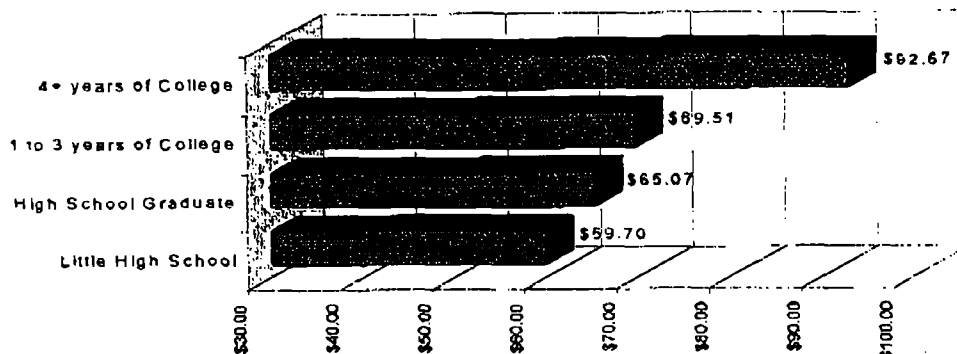
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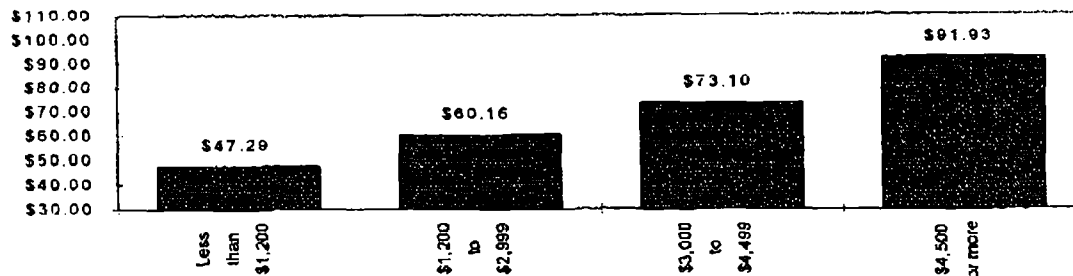
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- ✓ **"[T]he quality of child care for very young children does matter for their cognitive development and their use of language. In addition, quality child care in the early years, meaning care with a high degree of positive interaction between caregivers and children, can also lead to better mother-child interaction."** *"Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD (1997)*
- ✓ **"Of greatest concern is the large number of children who are presently cared for in settings that do not protect their health and safety and do not provide appropriate developmental stimulation. Poor quality care, more than any single type of program or arrangement, threatens children's development."** *Who Cares for America's Children? Child Care Policy for the 1990's, National Research Council (1990)*

more - had

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- ✓ **The most effective way of ensuring compliance with standards is through the licensors' presence in facilities, identifying deficiencies and giving consultation to bring about compliance.** *National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, American Academy of Pediatrics and the American Public Health Association (1992)*
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The Quality of Child Care

Nicole to
edit.

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- Mike has
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agencies

"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development." *Rethinking the Brain: New Insights into Early Development*, Rima Shore (1997)

"[T]he quality of child care for very young children does matter for their cognitive development and their use of language. In addition, quality child care in the early years, meaning care with a high degree of positive interaction between caregivers and children, can also lead to better mother-child interaction, the study finds." *"Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care"*, NICHD (1997)

What We Know about Quality Child Care

- ✓ **High quality child care that is specifically designed to offer resources that may not otherwise be available to poor families can reap developmental benefits. Yet many children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety.** *New Findings on Children, Families, and Economic Self-Sufficiency*, National Research Council, Institute of Medicine (1995)
- ✓ **"Of greatest concern is the large number of children who are presently cared for in settings that do not protect their health and safety and do not provide appropriate developmental stimulation. Poor quality care, more than any single type of program or arrangement, threatens children's development, especially children from poor and minority programs."** *Who Cares for America's Children? Child Care Policy for the 1990's*, National Research Council (1990)
- ✓ **A four-state study of child care centers found that the younger the children served, the poorer the quality of care: 40 percent of infant and toddler rooms provided less than minimal levels of care. Poor quality classrooms were characterized by safety problems, poor sanitation practices, unresponsive caregivers, and a dearth of toys and other child-related materials.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)
- ✓ **In the Study of Children in Family Child Care and Relative Care, 13 percent of regulated care was found to be less-than-minimal, while 50 percent of unregulated home-based care was found to be less-than minimal.** *Study of Children in Family Child Care and Relative Care*, Galinsky et al. (1994)

What Works to Improve the Quality of Child Care

- ✓ **The National Research Council found that the key elements of quality in child care include appropriate group size, appropriate staff to child ratios, caregiver training, and stable, responsive relationships.** *Who Cares for America's Children? Child Care Policy for the 1990's*, (1990)
- ✓ **Periodic visits to child care programs by licensing staff can improve quality by identifying poor quality programs, helping them improve their services, and acting quickly to protect children when dangerous situations are found. State licensing officials rate this method as the most effective way to ensure compliance with licensing requirements.** *"Nationwide Review of Health and Safety Standards at Child Care Facilities"*, Inspector General's Report, (1994)
- ✓ **Infants are more vulnerable to injuries and infections. Their rapid changes in behavior make regular or frequent visits by a health consultant extremely important.** *National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, American Public Health Association & American Academy of Pediatrics (1992)
- ✓ **States with stronger licensing requirements had a greater number of high-quality centers according to recent research.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver, (1995)

School-Age Care

- According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. ↗
- Approximately 24 million school-age children whose parents are pursuing work or education require child care (based on 1991 data from the Bureau of the Census).

Care Arrangements of School-Age Children

- Experts estimate that nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before-and/or-after school programs in 1991, according to the National Study of Before and After School Programs.
- Access to after-school programs depends largely on a family's ability to pay (*Years of Promise*, Carnegie Corporation of New York, 1996).
- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.

The Effects of Out-of-School Time on Children

- Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision. According to one large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, poor grades, risk-taking behavior, and substance use ("Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School", *Pediatrics*, Dwyer et. al, 1990).
- What children do during non-school hours has a critical impact on school achievement and long-term success. Studies have found that children who attend good school-age child care programs may experience positive effects on their development. Children attending after-school programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements ("Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?", *Child Development*, Posner and Vandell, 1994). These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television.

More
on
quality?
Or is this
any program?

This fact sheet is primarily excerpted from materials developed by the National Institute on Out of School Time (formerly the School-Age Care Project), Center for Research on Women, Wellesley College (phone: 617-283-2547; Word Wide Web: <http://www.wellesley.edu/WCW/CRW/SAC/>).

Child Care Quality

"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development." *Rethinking the Brain: New Insights into Early Development*, Families and Work Institute (1997)

"[T]he quality of child care for very young children does matter for their cognitive development and their use of language." "Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD (1997)

What We Know about the Quality of Care

- ✓ **Several studies have raised concerns about the quality of care:**
 - *Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary)* University of Colorado at Denver (1995): A four-state study of quality in child care centers found of the "225 infant or toddler room observations, only 1 in 12 (8%) met the good-quality level, while 2 in 5 (40%) rated less than minimal."
 - *The Study of Children in Family Child Care and Relative Care*, Families and Work Institute (1994): **Thirteen percent of regulated providers and 50 percent of nonregulated providers offer care that is inadequate.**
 - *The National Child Care Staffing Study (Executive Summary)*, National Center for the Early Childhood Workforce (1989): **"The quality of services provided by most centers was rated as barely adequate."**
- ✓ **"[M]any children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety."** *New Findings on Children, Families, and Economic Self-Sufficiency*, National Research Council, Institute of Medicine (1995)
- ✓ **"Of greatest concern is the large number of children who are presently cared for in settings that do not protect their health and safety and do not provide appropriate developmental stimulation. Poor quality care, more than any single type of program or arrangement, threatens children's development."** *Who Cares for America's Children? Child Care Policy for the 1990's*, National Research Council (1990)

What Works to Improve the Quality of Child Care

- ✓ **Children who receive warm and sensitive caregiving are more likely to trust caregivers, to enter school ready and eager to learn, and to get along well with other children...** To ensure that child care settings nurture children, protect their health and safety, and prepare them for later school success, better qualified staff are essential." *Starting Points: Meeting the Needs of Our Youngest Children*, Carnegie Task Force on Meeting the Needs of Young Children (1994)
- ✓ **"[S]maller group sizes, higher teacher/child ratios and higher staff wages result in quality child care.** Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming." *Early Childhood Care and Education: An Investment That Works*, National Conference of State Legislatures (1997)
- ✓ **Any child care setting will benefit from a health consultant...** to advise on potential infectious diseases, explain symptoms and treatments to families, plan health alert procedures when infectious disease occurs, and assist with public health reporting requirements. *Caring for Infants and Toddlers in Groups, Zero to Three*: National Center for Infants, Toddlers and Families (1995)
- ✓ **States with stronger licensing requirements had a greater number of good-quality centers** according to recent research. *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)
- ✓ **Voluntary conformity to higher standards through professional center accreditation or through meeting another set of quality standards also increased the likelihood of higher classroom quality.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)