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District of Columbia Child Care [1]

2012-1035-S
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RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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Washington
Child
Development
Council

October 21, 1997

Mr. President and Mrs. Clinton
1600 Pennsylvania Avenue, NW
Washington, DC
(Hand Delivered)

Dear Mr. President and Mrs. Clinton,

On behalf of the parents, children, child care staff and advocates in the District of Columbia I want to thank you for convening the nation's first White House Conference on Child Care. I had the pleasure of attending the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children and the National Governors' Association Conference: Investing in America's Future - Acheiving Results for Young Children. The leadership the both of you have provided has been instrumental in moving this country forward in promoting a positive approach to early childhood development. Yet the day the NGA conference convened *THE WASHINGTON POST* ran a frontpage article "Most D.C. Day Care Centers Have Expired Licenses - Safety Concerns Threaten a Linchpin of Welfare Law's Success" (10/6/97). Just this past weekend CNN - IMPACT ran a piece comparing Washington, D.C. and Paris "A Tale of Two Cities" which included a segment on early childhood education.

These news reports have focused on the fact that a number of D.C. child care centers have lapsed licenses and are in desperate need of financial assistance. It is estimated that there are 180 child care centers awaiting issuance of a current license. There is a definite need for improved licensing procedures and sufficient funds to support subsidized child care services. The implementation of welfare reform is also threatened with insufficient resources for child care. The deterioration of the early childhood development infrastructure is sobering.

Given the present financial crisis in our city and the implementation of welfare reform our children are in jeopardy and the District's early childhood system is about to collapse. The quality of early childhood programs in both subsidized child care programs and the public schools is eroding. Consider the facts:

- While the District's total population is decreasing the number of children in poverty is increasing. Of the approximately 106,000 children living in the city, 52% are in families receiving public assistance.

- In the past two years the District's subsidized child care has been cut by \$4 million (The Department of Human Services (DHS) has been cut by \$19 million and child care absorbed 20% of the reduction a disproportionate amount; child care is only 1% of the entire DHS budget); recent budget actions simply maintain child care dollars at the FY'96 level. Since 1996 1,500 subsidized child care spaces have been abolished.

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- o With the implementation of welfare reform there is a need for an estimated 4,500 additional child care spaces yet there is no additional appropriated District funds and the new federal dollars are insufficient to meet the demand.

- o There are more than 2,000 low-income working parents on child care waiting lists across the city because there are no new spaces and many parents presently receiving subsidized care could be cut because of the increased demand from welfare parents.

- o Child care subsidies have been frozen since FY'88. COLAs were abolished and child care reimbursements were actually cut by 5% in FY'96.

- o The staff/child ratio in the public school pre-K (1/22) and kindergarten (1/35) classrooms is more than twice the local licensing requirements and far exceeds national recommended standards.

- o The city's reimbursement for child care is more than 60% below market rate and a number of centers refuse to take subsidized children.

What's happening in the District is simply a foreshadowing of what will be happening in states and city's across the country (*NY TIMES* Editorial 3/31/97 "The Day Care Squeeze"). Economic segregation in early childhood programs has resulted in undermining the accessibility of quality programs to low-income working families and welfare parents (*True Cost of Care in DC* attached).

As you are aware, the National Governors' Association is playing a key role in highlighting the importance of quality early childhood and taking decisive action. We in the District have no governor. Your intervention could prove invaluable. The District could be a model for the implementation of welfare reform and a leader in providing quality early childhood education. Bringing together local elected officials, the Control Board, appropriate Congressional representatives, government administrators and key community leaders would prove extremely beneficial. Getting everyone to at least sit in the same room and share ideas in an effort to ensure the health, safety and nurturing of young children in our nation's capital would be a miracle. If it is possible to successfully implement welfare reform without sacrificing the quality of care for our children here in "our village" it would be possible anywhere. It simply takes leadership and faith.

For Our Children,

Bobbi Blok

Bobbi Blok
Executive Director

CHILD CARE IS EVERYBODY's BUSINESS

The True Cost of Care in the District of Columbia

Presented by the Washington Child Development Council (WCDC)

Present: A CURRENT STATE OF AFFAIRS

The overall purpose of this publication is to promote and encourage the provision of accessible and high quality child care in the District of Columbia. This information is designed to assist the community and government officials to focus on key quality concerns.

Increasing Demand

- o The number of preschool children is increasing: In 1985 there were 34,897 children under the age of five living in D.C.; in 1990 there were 37,351.
- o While the city's total population is decreasing the number of children in poverty is increasing. Of the approximately 196,000 children living in the city 52% are in families receiving public assistance (WHAT'S IN IT FOR KIDS? report prepared by D.C. Action for Children).
- o The Metropolitan Washington Council of Governments (COG) estimates that the available regulated child care services falls short of meeting the needs of approximately 62% of the potential demand.
- o The number of births in D.C. has been increasing but mostly to single women: nearly 69% of all children born in the District in 1994 were to unwed mothers. It is estimated that only 37% of District children are now growing up with both parents in the home.
- o Nearly 60% of the children under the age of six has a parent in the labor force.
- o Given the enactment of the new Welfare Reform legislation the demand for additional subsidized child care spaces for welfare clients will increase by approximately 280%. The availability of child care subsidy for low income working parents is paramount, presently there are 5,500 working families provided subsidized care yet there are still long waiting lists. The total number of welfare and low income working families needing subsidy could exceed 12,000 children in 1997 - a 56% increase.

Decreasing Financial Support & Supply

- o Since 1995 the number of subsidized child care spaces in the District has been cut by over 12%. In FY'96 there were over 500 spaces abolished. The additional federal dollars of $1.3 million does not cover the actual $4 million D.C. budget cut that impacted child care services over the last two years.
- o The District's reimbursement rate for child care services has been frozen since FY'88. IN FACT it's been cut. In FY'96 to save D.C. dollars, the Council cut the District's share of reimbursement by an additional dollar per day per child resulting in a 5% reduction.
- o The Market Rate for infant care is $35.00; yet the District pays $21.10, approximately 40% less. The Market Rate for preschool is $24.00; yet the District pays $18.55, 27% less. It is estimated that the full day cost for Head Start would be $41.22 per child. It is estimated that at minimum there is a $33.32 cost to provide child care services to preschoolers that meets national recognized standards (National Association for the Education of Young Children - Accreditation Criteria & Procedures). SEE BUDGET INFORMATION ATTACHED.

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- Programs providing subsidized child care are operating at serious deficits. It is estimated that at minimum these nonprofit programs are running a combined loss of $4.0 million. Many are on the brink of bankruptcy.

- The supply of licensed family child care homes has decreased in the last year by 40% (from 293 to 175) Many homes have closed or gone underground because, as of last year, the city established a licensing fee and required a certificate of occupancy.

- The availability of subsidized child care for working parents may be threatened because of the increasing demand for welfare spaces.

- There is a serious shortage of care for schoolage, infant and special need children. There needs to be a schoolage program in ALL elementary schools. As difficult as it is for parents to find care, it is even more difficult for parents with infants and children having disabilities to find appropriate care.

Past/Present: A TALE OF TWO CITIES

It is the best of times and the worst of times when reviewing the child care infrastructure in our nation's capital. There are definitely area's where we excel and in turn it highlights the areas where we shortchange our children. There is a drastic disparity between employee sponsored child development centers and those centers receiving subsidized reimbursement rates - the most apparent disparity is reflected both in the salaries and benefits to staff, which has an impact on the programs ability to attract and maintain a stable qualified workforce. The teacher salaries in District subsidized programs ranges from @ $12,000 to $19,000 while the teacher salaries in private centers ranges from @ $18,000 to $25,000. The lack of adequate government financial support is creating an unrealistic cap on the cost of providing appropriate child care. The reality is that a number of private nonprofit programs cannot afford to accept government subsidized children because the District's rate is too low to cover the actual cost. This is undermining the quality of services to low income children. Given the increased demand due to welfare reform there will be an even greater strain on an already unstable financial base and the quality of the programs will be further eroded.

There is a great deal of discussion concerning "the glass ceiling" yet the fact is that teachers in child care centers haven't even gotten out of the basement. For early childhood development programs to truly meet the needs of the children these programs need to be labor intensive. Those in the early childhood labor force need to be valued. At minimum we must require teachers in early childhood to be professionally qualified and trained. Simply breathing and liking children does not qualify you to be working in an early childhood setting. Equitable compensation is critical. If society continues to devalue the efforts of early childhood teachers the children will pay in the end. The irony is that the federal government as an employer knows the importance and cost of quality programs since it requires the early childhood programs providing care to their employees' children to be accredited. Yet when debating the subsidy for low income children, Congress has taken budgetary actions that jeopardize those most in need. Quality early childhood development programs can truly be a means by which families and children who are at risk can rise above and overcome environmental, social, physical and cultural obstacles. **ALL CHILDREN MUST HAVE ACCESS TO QUALITY EARLY CHILDHOOD DEVELOPMENT PROGRAMS.**

Employee/Employer Realities in the District

It is estimated that 60% of the District workforce works for either the local or federal government. It is therefore extremely advantageous that both levels of government have taken their role as being responsive employers seriously and have initiated programs to encourage the development of on-site child care. The District has enacted legislation requiring the establishment of such programs and at present there are three such centers located in government facilities. The federal government has truly taken the lead with the passage of legislation and mandating the support of the Government Services Administration (GSA). At present there are over fourteen such centers (and still counting - including the surrounding jurisdiction the total exceeds thirty) in the city including programs that serve employees at the Departments of Labor, Housing & Urban Development, Commerce, Agriculture, Health and Human Services, Energy, Transportation, Justice, Treasury, Internal Revenue Service, GSA and the Smithsonian. It should be noted that the United States Senate, the House of Representatives and the Library of Congress also have child care centers located near site for their employees. The manner in which these programs operate vary, some are nonprofit parent boards others are simply operated by private contractors. The overall similarity is that space costs (e.g. rent and utilities) are donated, programs must meet national accreditation standards, and priority placement is given to sponsoring agency government employees. Some of the centers have sliding fee scales and scholarship programs yet the majority do not provide any financial aid and the cost for operating these centers far exceeds the subsidized reimbursement rate offered by the District.

The private sector employers have also been creative in providing emergency care for their employees. Law firms, communication corporations, medical facilities and financial institutions have recognized the importance of providing a support system for working parents. Businesses across the country have found that initiating employer sponsored programs increase productivity, provide a stable workforce, increase employee loyalty, and promote positive publicity.

Head Start

The early childhood community is very fortunate in the District given the cooperative relationship between Head Start and the child care services including centers and family child care homes. There are shared trainings and the members of the Head Start Parent Policy Committees have been leaders in parent involvement and advocacy. The Head Start programs in the city played a key role in the establishment of a community based child care resource and referral service in the District. The local licensing standards have been partially based on critical Head Start components (e.g. health, nutrition, education, appropriate child/staff ratio, parent involvement). Given the demographics of D.C. the underlying premiss is that children being served in subsidized child care centers have many of the same needs as children in Head Start programs.

There are presently 2,000 children served in Head Start programs across the city. There are a number of organizations in the District that work together to ensure the success of the Head Start services in the District; including the United Planning Organization (UPO), National Child Day Care Association (NCDCA), the D.C. Public Schools, the Edward C. Mazique Parent Child Center, the D.C. Department of Recreation, the Rosemount Center and Bright Beginnings.

Head Start has been instrumental in focusing our nation's attention on the importance of early childhood development, especially in the first five years of life. Head Start in the District has set a bench mark for providing quality services to families and children in need. It has been in the forefront of encouraging child care staff to obtain their Child Development Associate (CDA) Credential, a nationally recognized professional early childhood certificate. For over twenty-five years national and local policymakers have recognized the need for Head Start to provide quality services and the lasting benefits of maintaining a comprehensive scope of services. The mandate to require matching funds has strengthened Head Start ties to the local community, yet given child care cutbacks in D.C. funding, the stability of a number of District Head Start programs is threatened because of the precarious and dwindling funding support locally.

D.C. Public School Pre-Kindergarten

The Daisy Project, sponsored by the D.C. Public Schools, is an intensive early childhood intervention program for at risk children (e.g. preschoolers prenatally exposed to drugs) and considered a national model. The curriculum and standards established by this model program should be duplicated throughout the city, yet that is not possible given limited local funds and conflicting budget priorities. The Board of Education has made an across the board commitment to providing pre-kindergarten programs in all local elementary schools. Yet the early childhood community is concerned that the staff/child ratio in the vast majority of pre-K and Kindergarten programs in the public schools far exceeds acceptable standards. To be a licensed child development center in the District you must meet staff/child ratio requirements (three year olds = 1/8 ratio maximum group size sixteen; four year olds = 1/10 ratio maximum group size twenty). The public schools are not required to adhere to the licensing standards and unfortunately in a number of school classrooms this minimum ratio and group size is not met. In fact, the staff/child ratio is 1/20, twice the licensing standards. There is a lack of overall consistency in terms of limiting the class size and ensuring the necessary personnel. In affluent areas the parents or PTAs pay for additional teacher aides to be in the classrooms. That option is not financially feasible in all parts of the city.

Family Child Care Homes

The Family Child Care Home providers are the unsung heros of the child care community. The majority of infant care is provided in child care homes. There are approximately 175 licensed child care homes and it is guesstimated that there are probably three to four times as many unlicensed programs. Licensing laws and procedures have presented cumbersome and costly bureaucratic requirements. Quality standards ensuring safety, health, nutrition and early childhood development are paramount - yet the requirement of a certificate of occupancy and a licensing fee does not ensure quality. Due to budget cutbacks the Department of Consumer and Regulatory Affairs has limited the number of Family Child Care Home Orientations from twelve to four. Compared to other surrounding jurisdictions the District lags far behind the actual number of licensed child care homes (e.g. Prince Georges County has 1,700 licensed homes, Montgomery County has 1,470 homes and Fairfax County has 3,500 homes). An effort to maximize the Child Care Food Program (CCFP) could prove effective in encouraging underground homes to become licensed. Licensing regulations governing homes have not been up-dated since 1978 and a review of new state of the art family child care home standards could be extremely beneficial both in terms of quality and quantity.

Future: DEVELOP A STRONG CHILD CARE INFRASTRUCTURE

Need to Restructure Budget Priorities

The District's budget crisis has had a devastating impact on a number of human services especially child care. In FY'94 the local appropriation for child care was $24.7 million and in FY'97 it is estimated to be $18.3 million, a $6.4 million reduction, a 26% decrease. At the same time local appropriations for the Department of Corrections was over $240 million; in FY'96 alone the city spent over $13.0 million on just overtime at Lorton Prison. The government's reimbursement rate for child care centers is $18.55 per day per child; the cost for keeping an inmate in Lorton is @ $96.00 per day. The child care community believes the city's priorities need to be reassessed. With the enactment of the Welfare Reform legislation the District has the opportunity to redirect 30% of the federal funds (Temporary Assistance to Needy Families - TANF) to child care services, which would result in approximately $27 million additional child care dollars. These funds locally and nationally can address the child care budget shortfall. **At minimum child care programs should be reimbursed at the market rate.**

The High/Scope Perry Preschool Study concluded every dollar invested in comprehensive early childhood services returned seven dollars that otherwise would have gone for remediation, welfare payments, unemployment costs and other social service expenses. They found that a high quality preschool program is an invaluable foundation that can promote adult success and makes a permanent contribution to participant's lives.

The Benefits of Comprehensive Services for Children & Families

This year, the Carnegie Corporation released a report *YEARS OF PROMISE: A Comprehensive Learning Strategy for America's Children.* They stressed the importance of quality early childhood development programs. The report states "The challenge for the nation is support all programs that potentially or actively foster the education and healthy development of children of ages three to five, so that early care and education can play their part in a comprehensive learning and development strategy." **The knowledge to create programs that have nurturing environments where young children can fulfill their potential and families can receive the necessary support services already exists, what is needed is the commitment and the resources.** Studies have shown that preschool programs are more likely to prevent later delinquency and other antisocial behavior when there is a comprehensive approach to supporting the family as a whole.

New ways to expand and meet the needs of working parents need to be developed. Yet these models should in no way jeopardize the well being and safety of the children. There is a dire need for more infant care, both locally and nationally. Schools and child care centers need to be working more closely together to address the needs of schoolage children and their families. Head Start works and we need to capitalize on its success. The need for twenty-four hour care is a concern and licensed family child care homes can prove to be a real resource. It is also essential that active parent participation and involvement is encouraged. Parent empowerment is the key to establishing a strong child care infrastructure.

Need for Corporate Champions

The amount of corporate support the District's child care community as a whole receives is minimal. **MUCH MORE Public/Private Partnerships are necessary.** There are effective models around the country (e.g. San Francisco, Hawaii and Atlanta) that could be initiated in our nation's capital. Business involvement in community mobilization to maximize child care funds would be a real asset. (A more detailed report will follow in early 1997).

Department of Human Service Subsidized Child Care

The Children's Defense Fund in its 1991 report on Child Care and Early Childhood Education in the District of Columbia eloquently stated the importance of maintaining a diverse child care reimbursement system. There were two major reasons they felt the District should retain a mixture of contracts and vouchers: 1) "The mix of contracted care and vendor/voucher care simultaneously supports a stable supply of child care in low-income neighborhoods and ensures that parents have flexibility in choosing the type of care they want." and 2) "A system that includes contract-based child care allows policy makers greater ability to improve the quality of care provided to low-income children whose care is subsidized."

The system as it presently stands is faltering because of serious budget cuts. The Cost of Living Adjustment (COLA) the child care providers were to receive was abolished, as a result the rate has been frozen since 1988. The actual availability of local child care funds has been decreased by 19%. Yet the demand for subsidized care is increasing dramatically. For example, the need for child care spaces for foster care and protective services children has more than doubled over the past two years. Presently there are over 600 foster care and protective service children in subsidized spaces, yet there has been no coordination of local or federal funds (Title IV-E) to maximize resources for this at risk population. With the implementation of the Welfare Reform legislation the actual caseload for welfare mothers needing care will almost triple. Without an infusion of additional dollars the system will collapse.

Yet even with limited funds DHS has not lost sight of the need to provide quality services to low income children. The District should be applauded for requiring subsidized contract centers to obtain NAEYC Accreditation. Yet it would be unrealistic to assume that these programs could meet these standards without the necessary financial support.

Military Model

The Department of Defense has been one of the outstanding leaders in promoting quality care for its employees. For example, the U.S. Army Child Development Services, established on all its installations a Caregiver Personnel Pay Plan designed to upgrade salaries of child care staff that was based directly on early childhood training. The salaries being offered provide decent compensation. As a result of this program staff turnover for teachers and home providers has been substantially reduced, there are greater incentives for more and intensive trainings, and there is a definite consistency in the provision of quality programs. The commitment to providing quality child care can be viewed not only as a strong defense for the military but the country as a whole.

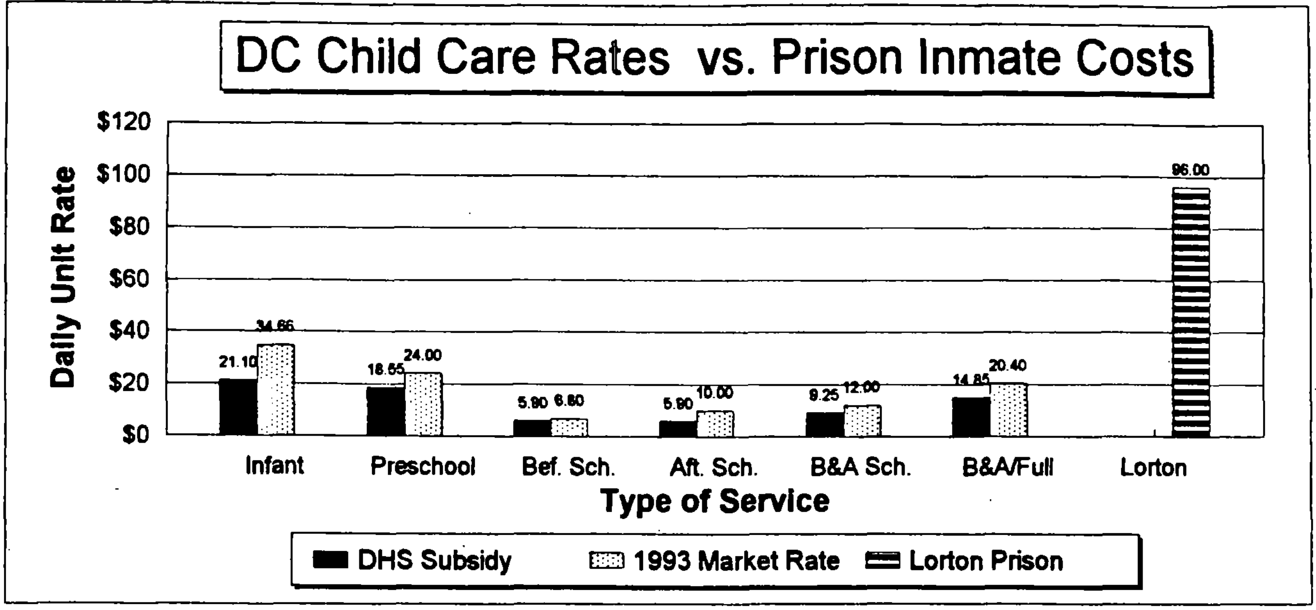
National Study

In 1995 there was a study conducted by researchers from four universities evaluating more than 400 child care centers across the country. None of these centers were in the District of Columbia but the findings are reflective of the status of child care in our nation's capital:

- Care at most centers was "poor to mediocre," with almost half of the infant toddler facilities providing poor quality care. Only 14% provided a level of care that promoted healthy development, while 70% provided care that could hurt a child's ability to learn when entering school. It was estimated that 12% threatened a child's health and safety.

- The problems were greatest in centers with poorly trained teachers and high employee turnover. The local turnover rate for child care employees is approximately 40%.

CENTER BASED CHILD CARE (Daily Rates)



FAMILY CHILD CARE (Daily Rates)

Costs	DHS Subsidy	1993 Market Rate
Infant (6 wks to 2 yrs)	$14.50	$20.00
Preschool (2 to 5 yrs)	$12.35	$17.33
Before School Only (4 to 13 yrs)	$6.00	$6.66
After School Only (4 to 13 yrs)	$6.00	$9.33
Before & After School (4 to 13 yrs)	$6.00	$12.00
Before & After School - Full Day	$12.00	$20.00

SPECIAL THANKS:

The information and data that is outlined in *CHILD CARE IS EVERYBODY'S BUSINESS: The True Cost of Care in the District of Columbia* demonstrates the vital importance of working together in a grassroots collaborative effort. Child care staff and parents from both family child care homes and centers helped in the development of this publication. The Washington Child Development Council (WCDC) is especially thankful for the thoughtful and productive comments from the following people: McKinley Crudup and Wanda Scott from Allen AME Church Child Development Center, Brenda Strong Nixon and Sheldon Jones from Associates for Renewal in Education (ARE), Debbie Hall from Big Mama's Child Development Center, Judi Farber from Bright Beginnings sponsored by the Junior League, Rudy Hutchison from Catholic Charities Model Cities Center, Beatrice Otero and Adalia Torres from Calvary Bilingual Multicultural Learning Center, Leslie Johnson and Ruth Rucker from the Edward C. Mazique Parent Child Center, Pam Simon from Just Us Kids, Minnie Wood from Matthews Memorial Child Development Center and President of the Washington Association of Child Care Centers (WACCC), Delorese M. Hodges from Mt. Joy Baptist Church Child Development Center, Travis Hardmon and Christine Bufford from the National Child Day Care Association (NCDCA), Mattie Edwards from Northwest Child Development Center and President of Washington, D.C. Association for the Education of Young Children (WDCAEYC), Anne Kipp from St. Alban's Child Development Center, Jim Clay from School for Friends, Francis Rollins and Flossie Giler from Southeast Child Development Center, Bill Hughey from the United Planning Organization, Christine Kaucher from the Metropolitan Washington Council of Governments (COG), Beverly Roberson Jackson from Zero to Three and Chairperson of the Mayor's Advisory Commission on Early Childhood Development, and Richard Ferlauto and Tracey Arvin from the Center for Policy Alternatives. The graphics would not be possible without the assistance of Christine Kaucher from COG and Sheldon Jones from ARE.

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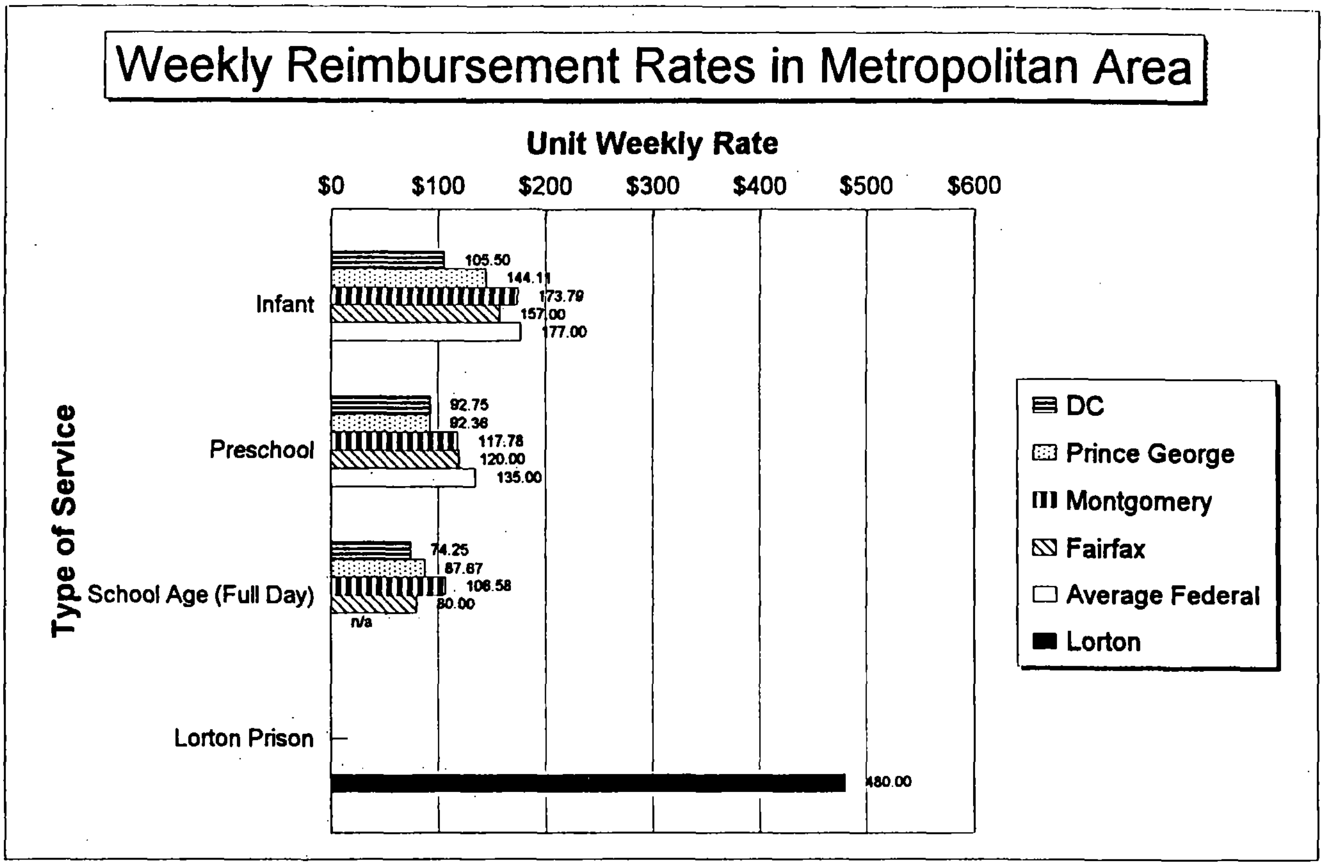
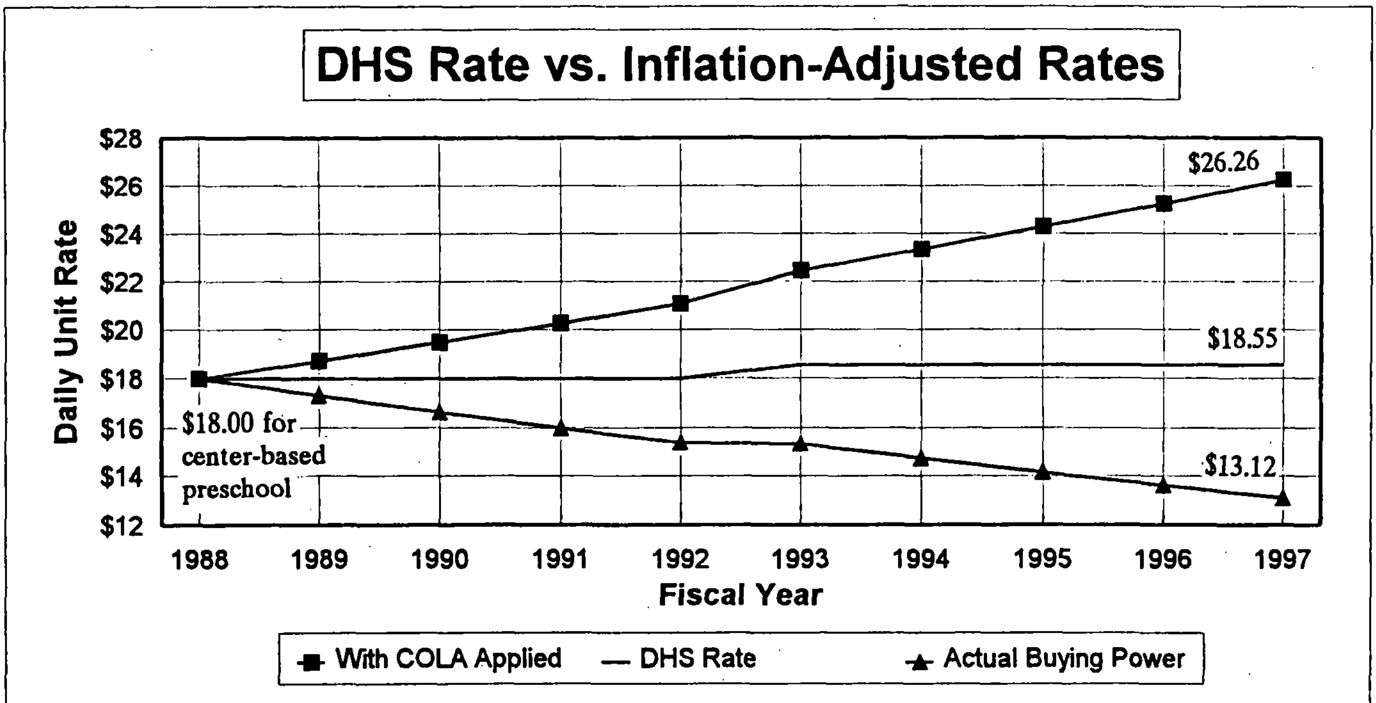
CENTER BASED CHILD CARE





Note: Inflation Rate = 4% Per Year.

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
With COLA Applied	$18.00	$18.72	$19.47	$20.25	$21.06	$22.45	$23.35	$24.28	$25.25	$26.26
DHS Rate	$18.00	$18.00	$18.00	$18.00	$18.00	$18.55	$18.55	$18.55	$18.55	$18.55
Actual Buying Power	$18.00	$17.31	$16.64	$16.00	$15.39	$15.34	$14.75	$14.19	$13.64	$13.12

Budget Narrative

ASSUMPTIONS

o Center Size: The center is designed to serve 58 children. The child/staff ratio is based on standards mandated by local licensing regulations, DCMR29. It is a preschool population with an age range of two year olds to four year olds including: 16 two to two and a half year olds; 32 two and a half to three year olds; and 10 four year olds. The child/staff ratio for children under the age of two and half years old must met infant ratios which is 1/4 maximum group size is eight. Given the need to be staff intensive for infants this form of care can run as high as $200 a week.

o Staff Salaries: Staff salaries vary depending on the financial resources of the center. Salaries for directors vary dramatically depending on the size and design of the program. In general, salaries for directors range from $18,000 to $55,000 annually. Salaries for teachers in the city range from $13,000 to $30,000 annually. Salaries for assistant teachers range from minimum wage ($11,960) to $20,000 annually. The National Association for the Education of Young Children (NAEYC) has established an Accreditation Process that clearly details the importance of hiring and maintaining qualified early childhood staff. The ability to hire and keep qualified teachers is dependent on the salaries and benefits offered. Given low salaries and lack of benefits there is a very high turnover rate which undermines the quality and consistency of the program.

o Hours of Operation: The program is open eleven hours a day, five days a week, twelve months a year, except for holidays and staff development days.

o Fully Funded: It is assumed that there are are no delays in payment and these programs are fully funded, unfortunately that is not the case in the city at this point. Even a two week delay is causing financial hardship because money is so tight. A number of programs are experiencing servious shortfalls and it is estimated that there is at minimum a $4.0 million deficit in the child care community.

NOTES

(a) These components are required for programs contracting with the Department of Human Resources (DHS).

(b) The cost associated with supplies and equipment assumes that the program has been in existence and therefore the initial start-up costs are not included. It should be noted that given the minimal funds for supplies, a number of child care staff, even with their low salaries, personally pay for supplies.

(c) Food costs can vary depending on the nutritional design of the program. Some programs have the food prepared on site, others use a catering service, and others require parents to bring a bag lunch. A number of centers participate in the Department of Agricultures' Child and Adult Care Food Program (CACFP) which subsidizes a large portion of the food costs. The CACFP funds are critical, as noted in the $18.55 per day budget, money is limited and without the federal supplement the nutritional needs of children would not be meet. The total cost for food, for a program serving 58 children is approximately $57,000.

* Benefits: There are a variety of fringe benefit packages, the one in the budget is simply a sample of possible benefit options and assumes that it is only partial payment and that there is a co-payment on the part of employees. Unfortunately, there are a number of child care programs that do not provide benefits. To ensure a stable workforce WCDC believes that benefits should be offered.

** Occupancy Costs: These costs vary considerably depending on the program. A number of centers (e.g. employer/employee programs) receive these costs as an inkind contribution. There are also some centers that pay below market rates for their space. The square footage costs varies depending on location. The minimal required square footage is set by DCMR29 (35 sq. ft. per child not including administrative space). The assumed cost per square foot was $8.00 the variance in the two budgets reflects the ability to provide additional space for a staff library and an indoor gross motor playroom. Costs were based on existing space and therefore costs to buildout the facility (e.g. bathrooms) were not included.

ADDITIONAL CONSIDERATIONS

1) Infant Care: There is a serious shortage of infant spaces in child care centers. One reason for this shortage is the cost of operating an infant program. Infant costs range from $150.00 a week ($7,800 annually) to $200.00 a week ($10,400 annually). It should be noted that the DHS subsidy for infant care is approximately $106 a week ($5,512 annually).

2) Schoolage Programs: There is a demand for schoolage programs for children ages four years old to ten years old and creative after school programs for children eleven years old and older. The costs for operating a schoolage program is less than a preschool but there are other challenges besides money. Access to school space in District public school buildings has been very difficult. The city has yet to have a policy that mandates and supports the establishment of such programs in all elementary schools.

3) Family Child Care Homes: Family Child Care homes are a viable licensed form of care for infants, preschoolers and schoolage children. The average net income for a family child care provider, living in the District of Columbia, is approximately $12,000 annually. There is a serious shortage of licensed family child care home providers, in the last year over 30% of the homes closed. This shortage is not only due to the minimal financial gains but also outdated licensing regulations and unnecessary beauraucratic fees.

4) Welfare Reform: The implementation of Welfare Reform will have a tremendous impact on the demand for child care services, it is estimated that at minimum there will be a need for 4,500 additional child care spaces. Presently there are approximately 8,000 subsidized child care spaces for public assistance and low income working families. Given the fact that the DHS reimbursement rate is below the market rate (e.g. market rate = $34.00 for preschoolers, DHS's rate = $18.55) a number of licensed programs will find it financially impossible to accept DHS vouchers. The need for subsidy could possibly double.

SAMPLE ANNUAL CHILD CARE BUDGET

DESCRIPTION	BASED ON DHS REIMBURSEMENT OF $18.55 PER CHILD PER DAY					BASED ON NATIONAL ACCREDITATION & DHS CONTRACT REQUIREMENTS				
1. Personnel Costs										
Description	Qty.	Annual Rate	Hourly Rate	% Effort	Total	Qty.	Annual Rate	Hourly Rate	% Effort	Total
Director	1	$20,000	$9.62	100%	$20,000	1	$35,000	$16.83	100%	$35,000
Teachers (BA or Associates Degree)	2	$15,000	$7.21	100%	$30,000	3	$20,000	$9.62	100%	$60,000
Teachers (CDA)	3	$13,000	$6.25	100%	$39,000	2	$18,500	$8.89	100%	$37,000
Assistant Teachers	6	$12,000	$5.77	100%	$72,000	6	$15,000	$7.21	100%	$90,000
(a) Social Services Coordinator					$0	1	$24,000	$11.54	50%	$12,000
(a) Parent Coordinator					$0	1	$24,000	$11.54	50%	$12,000
Infant Specialist or LPN (Optional)					$0	1	$19,000	$9.13	100%	$19,000
Cook	1	$13,000	$6.25	50%	$6,500	1	$13,000	$6.25	100%	$13,000
Bookkeeper	1	$20,000	$9.62	25%	$5,000	1	$20,000	$9.62	25%	$5,000
Total Personnel Costs					$172,500					$283,000
2. Benefits *										
				Rate	Total				Rate	Total
Social Security & Medicare (Employer)				7.65%	$13,196				7.65%	$21,650
Workers Compensation				1.55%	$2,674				1.55%	$4,387
Unemployment Insurance				3.30%	$5,693				3.30%	$9,339
Health, Dental Insurance & Other Benefits				8.50%	$14,663				8.50%	$24,055
Total Benefits				21.00%	$36,225				21.00%	$59,430
3. Supplies & Minor Equipment										
		Qty./Days	Unit Cost	# Children	Total		Qty./Days	Unit Cost	# Children	Total
(b) Educational Supplies		260	$0.50	58	$7,540		260	$1.00	58	$15,080
(b) Indoor & Outdoor Equipment					$0					$5,000
(b) Furnishings (Tables, Shelves, Cots)					$1,000					$7,000
Office Supplies & Postage					$500					$1,000
Office Equipment					$850					$1,000
Service Maintenance for Equipment					$0		1	$500		$500
Copying					$150					$250
Total Supplies & Minor Equipment					$10,040					$29,830
4. Food										
		Days	Unit Cost	# Children	Total		Days	Unit Cost	# Children	Total
Kitchen Utensils					$500					$1,000
Paper Goods		260	$0.20	58	$3,000		260	$0.25	58	$3,770
(c) Food (CCAFP or Bag Lunch)		260	$0.50	58	$7,540		260	$3.50	58	$52,780
Total Food					$11,040					$57,550
5. Occupancy Costs **										
		Qty.	Unit Cost		Total		Qty.	Unit Cost		Total
Rent		12	$1,500		$18,000		12	$2,000		$24,000
Utilities		12	$417		$5,000		12	$500		$6,000
Telephone		12	$100		$1,200		12	$100		$1,200
Maintenance (Contract)		12	$1,083		$13,000		12	$1,500		$18,000
Total Occupancy Costs					$37,200					$49,200
6. Travel										
		Qty.	Unit Cost		Total		Qty.	Unit Cost		Total
Field Trips (Only Two)		2	$250		$500		6	$250		$1,500
Professional Conferences		1	$250		$250		3	$250		$750
Total Travel					$750					$2,250
7. Other Costs										
		Qty.	Unit Cost		Total		Qty.	Unit Cost		Total
Licensing		1	$150		$150		1	$150		$150
(a) NAEYC Accreditation					$0		1	$500		$500
Professional Dues & Subscription					$350					$500
					$500					$1,150
8. Educational Consultants					$0					$8,000
9. Administrative/Indirect Costs										
		Qty.	Unit Cost		Total		Qty.	Unit Cost		Total
Liability & Accident Insurance		1	$9,000		$9,000		1	$9,000		$9,000
Independent Audit Fee		1	$2,500		$2,500		1	$3,000		$3,000
Total Administrative/Indirect Costs					$11,500					$12,000
TOTAL ANNUAL COSTS (58 CHILDREN)					$279,755					$502,410
ANNUAL COST PER CHILD					$4,823					$8,662
MONTHLY COST PER CHILD					$402					$722
DAILY COST PER CHILD					$18.55					$33.32

Note:
Please refer to budget narrative on reverse side.

FINANCIAL STATEMENT:

Serious financial deficits are being experienced in child care programs in the District of Columbia because the District is paying way below market rates. The District's entire child care budget is sorely underfunded - cuts in the past several years and increased demand because of welfare reform is going to prove extremely challenging. **It is estimated that in FY'97 the District will need an additional $18.0 million for child care.** It is not a question of quality or quantity; comprehensive quality services and an expanded child care base is needed to meet the demand of an additional 4,500 welfare families needing child care. Establishing a stable child care infrastructure to ensure the successful implementation of welfare reform and supporting a system that encourages school readiness in the year 2000 is critical.

The "Sample Annual Child Care Budget" clearly illustrates the financial hardships and inequities that exist in the child care community. The fact that reimbursement rates for programs subsidized by the Department of Human Services (DHS) have been frozen for nine years has created economic instability and undermined quality.

Washington Child Development Council

2121 Decatur Place, N.W. · Washington, D.C. 20008 · (202) 387-0002 · FAX (202) 332-2834

Washington Child Development Council

TO: Ms. Carol Thompson Cole
Special Adviser on the District of Columbia
Executive Director, Federal D.C. Interagency Task Force
Executive Office of the President
FAX: (202)395-7294

FROM: Bobbi Blok, Executive Director
Washington Child Development Council

DATE: January 19, 1998

SUBJECT: Improving Child Care Services in the District of Columbia

Your interest and concern regarding the state of early childhood and child care programs is indeed welcome. Per your request I am highlighting critical areas relating to child care that could help us to move forward in mobilizing both the public and private sectors as well as maximizing federal and local resources.

PUBLIC/PRIVATE PARTNERSHIPS:

Public/Private Partnerships have been instrumental in improving the quality of early childhood development across America. Coordinated community mobilization (including business, foundation, religious, and civic leaders, the media as well as parents, child care providers and government officials) is an effective means of clearly defining the needs and designing a strong child care infrastructure. The District of Columbia is in a unique situation, it consists of both national and local communities, the key is to unite the talents and resources of these two perspectives for the benefit of young children.

Throughout the country, states and cities, are mobilizing many diverse sectors to help improve the quality of early childhood services. The Early Education Quality Improvement Project (EQUIP) coordinated by the Families and Work Institute is a shining example of how communities can come together. I have spoken to both Ellen Gallinsky and Nina Sazer O'Donnell from Families and Work Institute concerning the challenges in the District of Columbia and they were extremely encouraging. EQUIP focused on two cities (Boston and Kansas City) and two states (Oregon and West Virginia). Successful mobilization has resulted in increasing the availability, access and quality of the early childhood programs in their communities. We can learn from these models as well as benefit from our city's own history and vision to improve the quality of child care services.

In the late 70's and early 80's D.C. was a leader in establishing quality standards and promoting child care as a budget priority; in fact D.C. was considered one of the top ten states in the Children's Defense Child Care Fact Book. There has always been a positive working relationship between Head Start, early childhood centers and family child care providers. D.C. was one of the first demonstration sites for Head Start over twenty-five years ago. Local child care advocates and parents played a key role in the passage of the Act for Better Child Care and they look forward to working with the White House in ensuring the passage of the President's historic child care initiative. Yet while the federal agenda is looking brighter the local initiatives are limited. The District's reimbursement rate for child care has been frozen for over a decade. The Metropolitan Washington Council of Governments estimates that the city is paying approximately 60% below market rate. A number of centers have closed or are on the brink of bankruptcy. This downward spiral is simply a result of the overall administrative and financial problems confronting the District. Yet in terms of the child care community we still have hope that the nation's capital can again be a showcase for quality child care delivery services.

Highlighting programs in the city that have had success on building productive public/private partnerships is key. An example of such a program is the Calvary Bilingual Multicultural Learning Center. Bebe Otero, the Director of the program, was one of the speakers at the White House Conference on Child Care held last year. Bell Atlantic has been a staunch supporter of Calvary and Maria Johns, Vice President of External Affairs has been an outstanding corporate leader. The Freddie Mac Foundation has also been actively involved in the child care community. When the city was proposing to cut 2,000 child care spaces, Desiree Griffin Moore, a Program Officer at Freddie Mac, worked closely with the child advocates. The result being that 1,600 spaces were saved and the foundation provided child care scholarship funds to 400 low income working families.

President Clinton and Mrs. Clinton have set a positive tone by encouraging active corporate involvement in the child care arena. The child care working group announced by Treasury Secretary Robert E. Rubin and the proposed business child care tax incentives is exciting. There is no question that "it takes a village" and local government officials need to view early childhood programs as a vital part of economic development, welfare reform and school readiness. At the same time, national corporate leaders need to embrace the capital city as their city. This is not necessarily an easy sell, yet there are corporations that have already made commitments to child care nationally (e.g. IBM and AT&T) who can share their successes in other parts of the country and explore the possibility of duplicating such programs as a means to educate federal officials in Washington to the importance of public/private partnerships. National foundations such as the Carnegie Foundation and the Pew Charitable Trusts have also helped to build essential links between the public and private sectors both in terms of program and financing. The bottomline is that promoting quality child care services makes "cents" economically and socially.

RECOMMENDATIONS

BRING TOGETHER BOTH NATIONAL AND LOCAL REPRESENTATIVES FROM THE PUBLIC & PRIVATE SECTORS TO FOCUS ON THE CHILD CARE DELIVERY SYSTEM IN OUR NATION'S CAPITAL.

- Develop a list of possible national corporations and foundations that are child care "friendly" that would be open to sharing with the District of Columbia early childhood community (both public and private leaders).

- Visit a local child care site and then the First Lady can invite them to the White House for a roundtable discussion focusing on realistic means by which child care services could be improved in our nation's capital.

THE FEDERAL GOVERNMENT AS MAJOR EMPLOYER IN THE DISTRICT OF COLUMBIA:

The federal government has set a positive tone for family/work issues by being a responsive employer and promoting the establishment of child care programs for their employees. The Government Services Administration (GSA) has been instrumental in encouraging the development of on-site child care centers. In the last ten years the number of federally supported child care centers in the metropolitan area has increased by over 300%. Presently, there are approximately thirty federal centers in the D.C. area including sixteen located in city (this count doesn't include the Library of Congress, House or Senate child care centers). GSA has embraced the importance of quality child care services in government facilities and requires these early childhood programs to obtain the National Association for the Education for Young Children (NAEYC) Accreditation. Approximately 9% of the centers in D.C. have received the NAEYC Accreditation the majority of which are under the GSA mandate.

GSA has clearly risen the level of quality child care services in the city. Yet GSA's effort to strive for quality has not resulted in improving the quality of child care services in the grassroot community early childhood programs. Unfortunately, it's become a "tale of two cities" both programmatically and financially. Given the fact that District's child care subsidies have been frozen for a decade the subsidy rate is lower than the market rate and as a result many GSA programs will not except DHS subsidized vouchers since it would result in a deficit (e.g. rates are approximately: DHS infant reimbursement = $105 per child per wk. and gov't centers = $177; DHS preschool = $92 per child per wk. and gov't. centers = $135).

President Clinton, as the number one CEO in the District, can set the example for corporate America to reachout to the community. New business tax credits for companies that provide child care services for their employees is definitely a step in the right direction. The stimulation of business involvement needs to be expanded to support the early childhood community as a whole. Exploring additional tax credits or earmarking a portion of the proposed tax credit is a possibility with the inclusion of the nation's capital as being a designated site to benefit.

RECOMMENDATIONS

ENCOURAGE FEDERAL OFFICIALS TO WORK WITH DISTRICT OFFICIALS IN EXPLORING MEANS OF INCREASING THE RATE OF REIMBURSEMENT FOR THE LOCAL SUBSIDY AND IMPROVING QUALITY FOR ALL DISTRICT CHILDREN (Infants, Preschoolers, Schoolage & Special Needs).

- Ensure maximization of federal dollars and assist with an expeditious completion of the market rate study for child care rates.
- Explore earmarking business tax credits for child care to reachout to the community including our nation's capital.

ESTABLISH A GSA CENTER DIRECTOR'S ADVISORY COMMITTEE TO EXPLORE A MEANS OF HELPING COMMUNITY CENTERS AND DHS SUBSIDY PROGRAMS TO MEET NAEYC ACCREDITATION.

- Help assess obstacles to obtaining accreditation.
- Promote mentoring programs with the child care centers; WCDC is working with the D.C. Office of Early Childhood Development (OECD) in establishing a mentor program to help centers become accredited (Note: There are already some GSA Center Directors serving as mentors for NAEYC Accreditation).

ASSESS EXISTING FEDERAL PROGRAMS IN THE DISTRICT OF COLUMBIA THAT CAN ENHANCE SERVICES IN CHILD CARE PROGRAMS.

- Review present national programs that can be positive links for the child care community. Example: At the President's Press Conference on Child Care I met Diane Frankel, Director of the Institute of Museum and Library Services; we will be meeting next month to discuss a means by which schoolage programs can better access museum services. The Kennedy Center could also prove to be an invaluable resource. There could be a number of other federal initiatives that could benefit and enrich children's child care experiences.

***THE MILITARY CHILD CARE SERVICES AS A ROLE MODEL FOR D.C. PROGRAMS*:**

Several years ago the child care services in the military were in disarray. Both Executive and Congressional actions were taken to improve the quality of child care services in the Department of Defense. As a result of our federal commitment to provide model child care services to persons in the armforces resources were earmarked and the curriculum, training and personnel policies for military child care providers are considered one of the best in the country.

Both military personnel and consultants have expressed an interest in helping child care programs in the District. At national conferences I have had the opportunity to meet a number of persons in the military located in the metropolitan area. Joe Perreault, Child & Youth Services for the U.S. Army and MaryAlice Howe, Child Development & Youth Specialist for the U.S. Air Force were open to assisting WCDC in developing possible linkages in improving the quality of child care services in our city. We are also fortunate that Diane Trister Dodge, President of Teaching Strategies and a leader in the local child care community, was instrumental in the design of the military's curriculum material, *The Creative Curriculum for Early Childhood*. This material is used as well by a number of Head Start programs. Access to curriculum guidelines, instructors, trainings and program assessments would be a real resource to the child care community.

RECOMMENDATIONS

TARGET THE DISTRICT OF COLUMBIA AS A MODEL SITE TO UTILIZE MILITARY EXPERTISE ON DESIGNING & MAINTAINING QUALITY EARLY CHILDHOOD DEVELOPMENT PROGRAMS.

- o Coordinate a means to strategize with Military Child Care Specialists and leaders in the D.C. child care community in order to establish effective linkages and maximize benefits.

I hope the information in this memo will prove useful. For your convenience I have attached a summary of the recommendations to improve child care in the city. If additional material is necessary please let me know. The improvement of the District's child care delivery system is within our grasp. With the federal and local interests working in concert quality early childhood development in our nation's capital can truly become a reality.

cc: Melanne Verveer

RECOMMENDATIONS TO IMPROVE QUALITY CHILD CARE SERVICES IN D.C.

BRING TOGETHER BOTH NATIONAL AND LOCAL REPRESENTATIVES FROM THE PUBLIC AND PRIVATE SECTORS TO FOCUS ON THE CHILD CARE DELIVERY SYSTEM IN OUR NATION'S CAPITAL.

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WCDC Washington Child Development Council

FAX

Number of pages including coversheet =10

TO: Melanne Verveer
(202)456-6244

FROM: Bobbi Blok

DATE: March 3, 1998

SUBJECT: Child Care Issues in the District of Columbia

I am forwarding a copy of the follow-up memo relating to D.C. child care issues. Thank you again for your interest and concern. If you have any questions please don't hesitate to give me a call.

Sent copy to Nicole

2121 Decatur Place, N.W. · Washington, D.C. 20008 · (202) 387-0002 · FAX (202) 332-2834

Washington Child Development Council

TO: Ms. Carol Thompson Cole
Special Adviser on the District of Columbia
Executive Director, Federal D.C. Interagency Task Force
Executive Office of the President
FAX: (202)395-7294

FROM: Bobbi Blok, Executive Director
Washington Child Development Council

DATE: March 3, 1998

SUBJECT: Update on Activities
Improving Child Care Services in the District of Columbia

Since sending you my January 19th memo I wanted to inform you of follow-up meetings and discussions that have occurred in the last month. I am pleased to report that everyone I met with was interested in assisting the city in improving the quality of child care services. For your convenience the following is an outline of persons I've met with and issues discussed:

1) Government Services Administration - Susan Clampitt, Associate Administrator of Family and Workplace Management along with Cheryl DeAtley, Regional Child Care Coordinator for the National Capital Area. We discussed GSA's commitment to quality. It was agreed that it could prove useful for me to speak to the GSA Center Directors and discuss some of the critical issues facing the subsidized centers. We felt it could be productive to explore the possibility of Center Director's from GSA NAEYC accredited centers becoming more actively involved and supporting the District's effort of increasing the number of accredited programs.

2) Institute of Museum & Library Services - Diane Frankel, Director. We discussed the means by which museums can partner with local child care programs especially those serving schoolage children. We reviewed a list of local museums (e.g. The Corcoran and the Textile Museum). I am pleased to report that Diane has already started the ball rolling and The Corcoran will be hosting a meeting with other museums and we will explore the most effective way to develop linkages.

3) Department of Defense - Linda Smith, Director of Family Policy. Barbara Kamara and Ellen Yung Fatah were also at

the meeting. The group was enthusiastic. There were at least four areas that we all felt would be useful. First, sharing information about training and allowing DC programs to participate in DOD workshops if space is available. Second, allowing DC programs to access surplus equipment. Third, helping to improve administrative practices particularly in the area of licensing. Fourth, providing technical assistance in reference to accreditation, family child care home networks and calculating the true cost of care. The prospects are very exciting yet a mechanism of follow through is essential.

4) Chief Management Office - Camille Barnett, CMO and Jearaline Williams, Director of DHS. The child care community received a much warmer welcome from the office of the CMO than at the Control Board. The meeting was structured to allow the child care programs to outline their concerns focusing primarily on child care reimbursement rates and licensing procedures. Allen AME Child Development Center shared the fact that the placement of TANF clients was slow and sporadic; as a result they may have to close one of their sites. WCDC shared its DC Child Care Financial Discussion Paper which included increased rates comparable to federal centers and surrounding jurisdictions; e.g. infant $35 and preschool $30 per day (SEE Working Draft attached). In discussing licensing we requested Ms. Williams' help in facilitating a small group meeting with Dr. Noonan, Director of the Department of Health. The purpose of the meeting would be to address concerns relating to licensing procedures. We also shared the legislation WCDC requested Covington & Burling to draft that waived licensing fees and other user fees and taxes for family child care home providers (SEE Draft Legislation attached).

I understand that you will be meeting with District officials next week. I hope this information will be of some assistance. I will be attending an International Children's Summit in London starting March 10th and I'll be back in DC March 20th. I'll be in town all this week, if you have any questions please don't hesitate to call me. Thank you again for your interest in improving the child care services in our nation's capital.

cc: Melanne Verveer
Helen Taylor
Joan Lombardi

WORKING DRAFT: Prepared by the Washington Child Development Council (WCDC) 202-387-0002

D.C. CHILD CARE FINANCIAL DISCUSSION PAPER

Assumptions:

Financial Assumptions: The rate of reimbursement needs to be established to meet the actual cost of care. These rates are based on readjusting the 1993 Market Rate Survey taking into account inflation as well as ensuring equitable reimbursements compared to rates at federal centers and surrounding jurisdictions.

Population Assumptions: The numbers are based on present utilization and projections in relationship to the increased demand because of welfare reform.

NOTE: Both the number of subsidized spaces available and the established rates of reimbursement are open for discussion.

	ESTIMATE #1	ESTIMATE #2
a) TANF Job Search	500	250
b) TANF Workfare	3,000	2,000
c) TANF Diversion & Transition	3,000	2,750
d) Teen Parents	500	500
e) Working Poor	4,000	3,000
f) Foster Care/Protective Services	1,000	500
	12,000	9,000

ESTIMATE #1

Infants (Center)	750	X	$35	X	260 days	=	$ 6,825,000
Infants (Family Homes)	750	X	$25	X	260 days	=	4,875,000
Preschool (Center)	4,000	X	$30	X	260 days	=	31,200,000
Preschool (FH)	1,000	X	$20	X	260 days	=	5,200,000
" (Head Start)	1,000	X	$25	X	260 days	=	6,500,000
Schoolage (B/A)	4,500	X	$15	X	180 days	=	12,150,000
Schoolage (Full)	(4,500)	X	$18	X	80 days	=	6,480,000
	12,000						$73,230,000

ESTIMATE #2

Infants (Center)	500	X	$35	X	260 days	=	$ 4,550,000
Infants (Family Homes)	400	X	$25	X	260 days	=	2,600,000
Preschool (Center)	3,500	X	$30	X	260 days	=	27,300,000
Preschool (FH)	500	X	$20	X	260 days	=	2,600,000
" (Head Start)	1,000	X	$25	X	260 days	=	6,500,000
Schoolage (B/A)	3,100	X	$15	X	180 days	=	8,370,000
Schoolage (Full)	(3,100)	X	$18	X	80 days	=	4,464,000
	9,000						$56,384,000

Possible Revenue:

District Appropriated	$30,000,000	(Represents a $9 million increase)
TANF $	18,000,000 *	
Federal	6,000,000	
Title IV E + Receivership	**	
*** Parent Fees	11,000,000	
DC Economic Recovery Act ****	10,000,000	
	$75,000,000	

* TANF $: If there were no D.C. appropriated dollars the cost to provide child care for TANF participants would be approximately ESTIMATE #1: $54,600,000 and ESTIMATE #2: $42,900,000. Federal laws allows the states to redirect 30% of its TANF dollars for child care which would equal approximately $28 million for DC. At present utilization and current rates the cost for TANF child care services (4,000 children X $18 X 260 days) equals approximately $19 million.

** Title IV E + Receivership: Foster parents and protective services clients that receive child care in Maryland and Virginia have reimbursements paid from the child welfare budget, those children receiving care in DC must depend solely on the limited funds available in the Day Care Budget. The District government has not filed for federal Title IV E dollars and therefore the city is losing available resources.

*** Parent Fee (guesstimate): In EXAMPLE #1 there are at minimum 7,000 fee paying families (approx. 60% of the population); it is assumed that parents will pay approximately 25% of the cost ($73,230,000 X 60% X 25%). Designing a new sliding fee scale is imperative.

**** DC Economic Recovery Act: The White House and local officials can explore the possibility of increasing and/or reallocating funds already designated for Economic Development and Education to child care services. Child care is a vital component in promoting the health and well being of the District's future. The provision of child care is instrumental to the successful implementation of welfare reform and ensures families are gainfully employed and quality early childhood development programs play a key role in ensuring school readiness.

Definitions:

a) TANF (Job Search): This is TANF clients that are looking for a job, this would allow for drop-in child care for approximately a month; this would mean that there could be a minimum of 3,000 and maximum of 12,000 TANF clients that could utilize this service.

b) TANF Workfare: This is TANF clients that are required by federal law to volunteer for a minimum of twenty hours a week at approved worksites if they are not gainfully employed.

c) TANF Diversion & Transition: This involves two specific groups yet both are designed to ensure that persons don't require even applying for monthly payments or don't need to return to welfare respectively. Child care is provided to enable these TANF clients to be gainfully employed.

d) Teen Parents: This includes both TANF and nonTANF teenagers completing their education.

e) Working Poor: This is families that are employed and meet financial eligibility.

f) Foster Care/Protective Services: These are children referred by FSA and the receivership.

A PROPOSED RESOLUTION

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

To declare the existence of an emergency with respect to the need to increase the availability of licensed child development homes in the District of Columbia.

RESOLVED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this resolution may be cited as the "Child Development Home Promotion Emergency Declaration Resolution of 1998".

Sec. 2. (a) There exists an immediate crisis with respect to the availability of licensed child development homes in the District of Columbia.

(b) According to the Report and Recommendations for Welfare Reform in the District of Columbia submitted by the Mayor's Interagency Policy Council and Citizens Welfare Transformation Committee ("the Report"), welfare reform in the District of Colubmia will increase the number of families who need licensed day care because more welfare recipients will be working and unable to take care of their own children.

(c) The Report indicates that the fees involved with operating a licensed child development home in the District of Columbia cause substantial numbers of individuals to operate day care homes without a license.

(d) The increased need for licensed day care can be addressed by waiving the fees otherwise applicable to licensed child development homes and by encouraging families now receiving welfare to operate licensed child development homes, as recommended by the Mayor's Council and others.

(e) Enactment of the Child Development Home Promotion Emergency Amendment Act of 1998 will waive various fees otherwise applicable to families operating licensed child development homes, in order to encourage individuals providing day care in their homes without a license to become licensed and individuals leaving welfare to operate licensed child development homes, thereby satisfying the increased need for licensed day care in the District of Columbia.

Sec. 3. The Council of the District of Columbia determines that the circumstances enumerated in section 2 constitute emergency circumstances making it necessary that the Child Development Home Promotion Emergency Amendment Act of 1998 be adopted after a single reading.

Sec. 4. This resolution shall take effect immediately.

A BILL

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

Councilmember ______________________ introduced the following bill, which was referred to the Committee on ______________________.

To amend, on an emergency basis, An Act Making appropriations to provide for the expenses of the government of the District of Columbia for the fiscal year ending June thirtieth, nineteen hundred and ten, and for other purposes, to exempt child development homes from certain fees related to certificates of occupancy; and to amend, on an emergency basis, title 47 of the District of Columbia Code, to exempt child development homes from licensing fees and the special public safety fee.

BE IT ENACTED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "Child Development Home Promotion Emergency Amendment Act of 1998".

Sec. 2. An Act Making appropriations to provide for the expenses of the government of the District of Columbia for the fiscal year ending June thirtieth, nineteen hundred and ten, and for other purposes (35 Stat. 689, ch. 250; D.C. Code § 5-433) is amended by inserting before the period in the text codified at D.C. Code § 5-433 the following:

", except that a child development home as defined in section 2 of the Day Care Policy Act of 1979 shall be exempt from all fees relating to certificates of occupancy, other than reasonable fees charged for providing copies of a certificate of occupancy beyond one certified copy of the certificate of occupancy, to which the child development home is entitled free of charge".

Sec. 3. Title 47 of the District of Columbia Code is amended as follows:

(a) By amending section 47-2752(b)(1) by inserting after "$25.00" the following: ", except that a feepayer meeting the definition of child development home set forth in section 2 of the Day Care Policy Act of 1979 shall be exempt from payment of this fee".

(b) By amending section 47-2482 by adding a new subsection (c) to read as follows:

"(c) Notwithstanding subsection (a), no licensing fees shall be charged to any child development home as defined in section 2 of the Day Care Policy Act of 1979."

Sec. 4. This act shall take effect upon its enactment (approval by the Mayor, or in the event of veto by the Mayor, override of the veto by the Council, and approval by the Financial Responsibility and Management Assistance Authority as provided in section 203(a) of the District of Columbia Financial Responsibility and Management Assistance Act of 1995, approved April 17, 1995 (109 Stat. 116; D.C. Code § 47-392.3(a)), and shall remain in effect for no longer than 90 days, as provided for emergency acts of the Council of the District of Columbia in section 412(a) of the District of Columbia Self-Government and Governmental Reorganization Act, approved December 24, 1973 (87 Stat. 788; D.C. Code § 1-229(a)).

A BILL

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

Councilmember ______________________ introduced the following bill, which was referred to the Committee on ______________________.

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Sec. 2. An Act Making appropriations to provide for the expenses of the government of the District of Columbia for the fiscal year ending June thirtieth, nineteen hundred and ten, and for other purposes (35 Stat. 689, ch. 250; D.C. Code § 5-433) is amended by inserting before the period in the text codified at D.C. Code § 5-433 the following:

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Sec. 4. This act shall take effect following approval by the Mayor (or in the event of veto by the Mayor, override of the veto by the Council), approval by the Financial Responsibility and Management Assistance Authority as provided in section 203(a) of the District of Columbia Financial Responsibility and Management Assistance Act of 1995, approved April 17, 1995 (109 Stat. 116; D.C. Code § 47-392.3(a)), and a 30-day period of Congressional review as provided in section 602(c)(1) of the District of Columbia Self-Government and Governmental Reorganization Act, approved December 24, 1973 (87 Stat. 813; D.C. Code § 1-233(c)(1)), and publication in the District of Columbia Register.

UNITED STATES
DEPARTMENT OF EDUCATION NEWS

FOR RELEASE
April 7, 1998

Contacts: Melinda Malico (202) 401-1008
David Thomas (202) 401-1579

FIRST LADY ANNOUNCES $5 MILLION IN SUPPORT FOR NEW D.C. SUMMER SCHOOL INITIATIVE

Eighty D.C. public schools will keep their doors open this summer to provide nearly 20,000 area youth with extra academic instruction in reading and mathematics, with assistance from a $5 million grant from the U.S. Department of Education, First Lady Hillary Rodham Clinton announced today.

The new grant will support *Summer STARS (Students and Teachers Achieving Results and Success)*, an intensive and accelerated summer school program designed to increase the academic achievement of D.C. public school students in grades 1-12.

"With this important initiative, thousands of children in our nation's capital will have the chance to continue their school-year education throughout the summer and to fulfill their promise in school and beyond," said First Lady Hillary Rodham Clinton.

"This critical and unprecedented undertaking aims to increase significantly the number of D.C. students who are able to read and do math at grade level," U.S. Secretary of Education Richard W. Riley said. "We know that these young people in particular are performing below the basic level in math and science. By strengthening students' skills and offering a variety of learning activities, these students will be given a chance to move ahead, not fall further behind."

The District recently adopted new promotion requirements and is putting activities in place to assist students needing extra help. The summer school program will help improve the skills of children at risk of school failure. Specifically, the program aims to boost the skills of students previously identified for retention in grades 2, 3, 5, 8 and 11 sufficiently to allow for promotion to the next grade level. Students who score below basic on the Stanford-9 reading and mathematics achievement tests and those who fail to show progress in meeting the standards through other measures will be selected for the summer school enrichment program.

President Clinton has urged school districts to abandon policies of social promotion -- policies that allow students to be promoted from grade to grade even if they have not mastered the basics for each grade.

The six-week program is designed to provide students with a challenging, standards-based curriculum that focuses on the critical basic skills of mathematics and reading in a classroom setting with a low (15:1) teacher to child ratio. Sixty elementary, 10 middle and 10 high schools are scheduled to be part of the summer school program which will operate between June and August. In addition, D.C. plans to involve parents as classroom volunteers and after-school assistants; train teachers in the new curricula; and partner with the D.C. Department of Recreation and other organizations to provide organized afternoon activities.

The $4,997,019 grant came from the Fund for the Improvement of Education (FIE), under the Office of Educational Research and Improvement. FIE funds activities that stimulate reform and improve teaching and learning.

The effort fits in with the Department's *Improve Student Performance Initiative*, intended to help the District's public school system implement system wide and school-based academic and management reforms to improve the quality of education. In his FY 1999 budget, President Clinton requested an additional $20 million for the District of Columbia public schools to support comprehensive school reform activities, intensify rigorous professional development opportunities, and put reading specialists in every school.

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A Call to Action:

DC Children and Youth Investment Initiative: A Partnership for All City Youth

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A Review of Where We Are and Where We're Going
prepared by DC Agenda

with assistance from
Reingold Associates, Inc.

Revised March 17, 1998

A Commitment to Action

Our young people are the future of our city. Our efforts to improve academic and social achievement, revitalize our neighborhoods, prevent crime and violence, and improve public safety are intertwined with the healthy development of our city's young people. Yet, youth in the District of Columbia face tremendous threats and challenges to their well-being and healthy development everyday. Growing up has always been difficult, but now more than ever, our young people shoulder enormous burdens and confront dangerous, risky situations long before they reach adulthood. A Leadership Group and a Strategy Work Group called together by DC Agenda believes the time for collaborative, comprehensive, and expeditious action is now.

The risks have grown. Today, our young people must overcome enormous challenges. They must adjust to the difficulties posed by changes in family life and structure. Our young people are increasingly vulnerable to great health risks. And, as we approach the 21st century, our youth are ill-prepared academically and developmentally for an increasingly demanding future.

Our response has not kept pace. How can we ensure that District youth receive the support, care, and education they need and deserve to become healthy, productive adults? How can we sow the seeds of success and equip our young people to be the workers, parents, citizens, and leaders of tomorrow? What can we do to help our youth survive and thrive?

Our Mission

Children and Youth Investment Partnership. We are committed to providing our city's youth with the support and tools they need to be safe, learn, and grow. Our mission is to craft a multi-year plan to create, build support for, and oversee the implementation of a multi-million dollar, new, and innovative community capacity: a Children and Youth Investment Authority to coordinate youth development services across the spectrum of age groups, from birth to 24 years of age, and across public and private agencies in the District of Columbia.

A Vision of the Future

Our vision is to create a seamless web of high quality services and challenging opportunities to promote the healthy development of the city's young people through a network of:

- Nurturing families
- Safe, enriching community centers
- Caring neighborhoods

The Children and Youth Investment Authority would be responsible for enrichment and extra care programs and services for all school age youth in the District.

Perhaps operating as a nonprofit entity supported by a partnership of the public and private sectors, the Children and Youth Investment Authority would embrace a youth-focused, family-centered, neighborhood-based, and neighborhood-specific approach that seeks to build capacity in the District and its neighborhoods for youth development programs and services.

The Authority would make youth development a priority in this city by:

- Building on the diverse and robust programs and initiatives already in place by coordinating, linking, and bolstering existing services.
- Identifying the gaps in the existing service delivery system—and meeting those unmet needs.
- Providing an operating framework for benchmarking, evaluation, and continuous improvement. It would aim to constantly upgrade the level of care and activities that youth receive during the non-school hours.
- Compiling a body of knowledge and data that enables all stakeholders to make informed decisions and identify what works best for whom.
- Bringing together all stakeholders, including both the public and private sectors, to support youth development.
- Ensuring that both new and existing programs have adequate funding to provide services, innovate, and grow.
- Creating links with the Office of Early Childhood Development, the DC Public Schools, Child and Family Service Agency, the DC Recreation Department, social service agencies, community policing groups, and others to provide information on and to facilitate involvement in youth development activities.
- Providing leadership and organizational development for youth workers and agencies.

A Vision for All Youth: A Bill of Rights for the District's Young People

Our Children and Youth Investment Partnership aims to transform DC into a place where all young people possess the right and the access to:

- Safe and enriching places to learn and grow.
- High quality health care and services.
- High quality instruction and training.
- Opportunities to build healthy relationships with peers.
- Opportunities to build healthy relationships with caring adults.
- A variety of positive role models, resources, networks, and challenging experiences.
- Assistance in building marketable skills and developing economic self-sufficiency.
- High expectations, high standards, and high supports everywhere they go.
- Opportunities to serve and contribute to the larger community.

THE RATIONALE: WHY WE ADVOCATE A CHILDREN AND YOUTH INVESTMENT PARTNERSHIP

For most of us, it is clear that directing our efforts and resources toward our youth represent worthy—if not the worthiest of—investments. Yet, the best way to serve our young people's needs, particularly with our limited resources, is a trickier issue.

The Leadership Group and the Strategy Work Group assembled by DC Agenda have come to a consensus that a children and youth investment partnership on behalf of all District youth is the most promising and effective strategy to realizing the healthy development of young people in this city.

In-School, In the Home, and In the Community. Why should we focus our efforts on the hours that our young people spend outside of the classroom? Research and experience demonstrate that in order to achieve results and improve intervention and enrichment efforts, we must address how and where young people spend their time when they are not in school. A diversified strategy is needed to address the multitude of factors that influence young people's lives: A children and youth investment initiative is a vital, integral piece of any youth development agenda.

- Young people only spend 9 percent of their time in the classroom—and 91 percent of their time somewhere else. There's a reason why research shows that you cannot improve educational achievement by focusing *exclusively* on schools.
- It is what young people do during the after-school hours, where they do it, and with whom that leads to positive—or negative—consequences.
- Youth who are left unsupervised on a regular basis are more likely to suffer from negative self-esteem and receive lower grades and test scores than their supervised counterparts.
- Research shows that for adolescents, the after-school hours are high-risk times that present opportunities for crime, substance abuse, negative behaviors, and violence to enter their lives. According to the Carnegie Council on Adolescent Youth and numerous other studies, most juvenile crime and teen pregnancies occur between 3 and 6 p.m. on weekday afternoons.
- Unsupervised teenagers are more likely than their supervised peers to be subject to negative peer pressure.
- Surveys have suggested a positive correlation between the number of hours youth care for themselves after school and the use of drugs and alcohol.

TOP NINE REASONS WHY THE DISTRICT NEEDS A CHILDREN AND YOUTH INVESTMENT PARTNERSHIP

The number of youth who are regularly left unsupervised, coupled with the mismatch between the level of need and the availability and accessibility of programs and services, has prompted us to agree that non-school hour care and services is an issue that must be addressed.

#1 **Over 50 percent of District youth live in single parent households.**

#2 **Approximately 70 percent of students attending public elementary or secondary schools in the District live in households in which both parents work or their sole custodial parent works.** Research suggests that almost 60 percent of the District's young people are regularly without adult supervision for an hour between the time of school's release and an adult's return from work.

#3 **There are over 45,000 school age youth in the District who need non-school hour care and services.**

#4 **No city entity or infrastructure exists to address the full range of youth development issues and priorities.** While city agencies such as the DC Early Childhood Office, DC Department of Recreation, and the DC Public Schools are responsible for focusing on distinct facets of young people's lives, none of these agencies was designed or intended to encompass the entirety of youth development needs.

#5 **The availability of existing school programs or non-school hour care and services varies greatly by location.** For example, while the largest number of the District's elementary schools are located in Ward 7, this ward has the smallest number of school-based care programs. In contrast, Ward 3, which is a much wealthier ward, houses the least number of elementary schools, but has the largest number of school-based care programs.

#6 **Eighty-three percent of parents cannot afford after-school programs.**

#7 **The overwhelming majority of school age programs and services in the District are concentrated within a limited portion of the youth population.** Ninety percent of youth enrolled in school age programs are between five and ten years old. In other words, only ten percent of youth presently being served fall outside the elementary school age group. *Thus, adolescents are a particularly under-served population, and the greatest need for an infusion of extra care services at this juncture lies within the middle school and secondary school populations.*

#8 **Middle school youth are almost twice as likely as elementary school youth to be unsupervised for three or more hours.** Middle school is a critical time for youth development. Numerous studies, including one conducted by the Committee for Economic Development, report that middle school is the critical juncture where we lose a substantial proportion of the disadvantaged population. Middle school youth represent almost one quarter of youth in the city who are regularly left without adult supervision. Moreover, middle school youth are twice as likely as their younger counterparts to be unsupervised for three or more hours.

#9 **More stringent welfare reform laws will require parents to spend more time away from the home,** further increasing the need for extra care programs and activities.

OUR PRINCIPLES FOR ACTION

Based on prevailing research and lessons learned from the youth-serving community, the District's own unique needs and circumstances, and all of our cumulative work to date, our Children and Youth Investment Partnership will embrace and embody the following principles.

Principles for Governance & Leadership: Building Capacity in the District

- **Engage the consumers, including youth and parents, as full collaborators**. In order for programs and services to meet the needs of their intended users, they must be tailored to their specific needs and desires. Youth and parents must be full participants in all stages of the process, from planning to implementation to evaluation and assessment.

- **Take risks and try new, innovative approaches.** The problems and challenges we are addressing are manifold and complex, but not insurmountable. However, we cannot simply do things the way they have always been done—that will take us no further towards progress than where we are now. We will only reach our goals by being creative, testing new ideas, and learning from our successes and failures.

- **Build partnerships and coalitions, bringing together all of the various stakeholders from the public, private, and federal sectors.** Bring together everyone from across sectors to ensure that our activities and endeavors are connected and that we are able to build upon each other's efforts. Without the full cooperation and participation of all stakeholders, we will not be able to address the full host of issues that affect and constitute youth development in the District.

- **Obtain a broad base of support, and treat all participants equally.** Each and every participant lends a valuable and unique perspective that will enrich our body of knowledge and better equip us to address the challenges and obstacles we seek to overcome. In order to be responsive to the community's needs and lend integrity to our decision-making process, all points of view must be considered and treated with equal attention and seriousness.

- **Provide opportunites to grow and develop youth leadership.**

Principles for Program Design & Delivery: Matching Needs with Services

- **Offer youth-focused, family-centered, neighborhood-specific activities and services.** Opportunities and services to young people will be designed and provided in the context of their families and tailored to the specific needs of neighborhoods.

- **Neighborhood collaborative areas will be the geographic service targets of programs and services.** This initiative will tap into and make use of the existing neighborhood systems. Programs will be tailored to the specific needs and circumstances of each neighborhood, its youth, and their parents. Program offerings will be comprehensive and driven by neighborhood-based needs assessments that capture the greatest needs in those communities. Services and activities will be physically accessible to young people and conveniently located (e.g., located close to schools, in school, near public transportation, and in residential neighborhoods).

- **Be flexible to meet a variety of needs.** Research demonstrates that a cookie-cutter, one-size-fits-all approach simply does not work. The most successful efforts are responsive to individual needs and accommodate specific situations.

- **Extra care is an entitlement for all youth.** Activities should be readily available regardless of income, race, or neighborhood and should be located throughout the city. Services should be available and accessible to every student who wants or needs them.

- **Target first resources to those with the greatest needs.** Eight neighborhood collaborative areas which have been determined to be in the greatest need will be targeted for first resources. Within these neighborhoods, under-served age populations will be the focus of first efforts and resources. Presently, the data demonstrate that there is a dearth of programs and services targeting middle and secondary school youth during the non-school hours.

- **Build on the good work that is already underway.** Considerable activity on which to build and complement already exists in the community. We seek to enhance and strengthen the existing programs through improved coordination, and initiate new activities where none exist to meet identified needs.

- **Provide opportunities for professional development to program staff and service providers.** Programs and activities will be staffed by caring adults who communicate high expectations and compassion, as well as demonstrate integrity, community involvement, and commitment. Study after study reinforces the fact that the single most important factor in determining the success and efficacy of programs is the quality of the program staff. Performance standards for youth-serving professionals and quality training opportunities must be implemented to ensure that our youth receive the highest quality of care available.

- **Make community involvement the core of all programs and services.** No program or intervention efforts can be successful without community buy-in and involvement. The community must be active participants in devising solutions to the challenges they face, and no amount of external support or resources can achieve results unless community members are at the helm of those efforts. To that end, volunteer recruitment will be a major tenet of all programs and activities. By the same token, participating youth will be given opportunities to contribute and participate in community life.

- **Hold participating youth to high standards and expectations.** Studies document the negative repercussions of setting low standards for disadvantaged youth. By giving a false sense of accomplishment to these youngsters, low expectations for youth poorly prepare students for the requirements of the real world and set them up for disappointment and failure as adults.

Principles for Results & Accountability: Setting the Standards

- **Infuse all programs and activities with research rigor and make them result-oriented.** We will establish explicit, short and long term goals in quantifiable terms and measure our progress against the goals in designated time frames. We will document our successes and failures, build on what works, change activities and strategies that do not work, and constantly strive to improve upon current approaches.

- **Build program standards on national standards related to extra care programs and other local models.** We will build upon what we already know works and consult existing programs and models to learn from their experiences.

- **Change paradigms as needed.** As we assess our efforts and document our results, we will be responsive to the information the data yield and make changes accordingly.

- **Share information to establish program standards and benchmarks.** We will coordinate the collection and dissemination of information so all members of the youth-serving community in the District can have the benefit of our collective experiences, successes, and failures.

- **Establish a system of accountability**. All stakeholders will have specific tasks and responsibilities for which they will be held accountable.

Principles for Marketing & Communications: Target Carefully

- **Keep the message simple.** We must keep our message simple and communicate it broadly to all stakeholders.

- **Use private sector expertise and methods** to educate, activate, and engage all stakeholders.

- **Link to other initiatives with similar goals.** Connect to other significant initiatives, such as America's Promise and the President's 21st Century Learning Center, to gain greater lift and leverage.

Principles for Funding: Obtaining Adequate Resources for Programs & Activities

- **Explore all possible funding opportunities**—government, foundation, corporate, and individual.

- **Start with a planning grant.** Obtain sufficient private sector funds to underwrite planning and development.

- **Seek multi-year funding.** Obtain a dedicated stream of public resources for multi-year implementation.

- **Work collaboratively for optimal impact.** Avoid conflict of interest funding issues.

OUR FRAMEWORK FOR ACTION

The Leadership

We are a broad, diverse coalition of community leaders who care very deeply about the healthy development of our young people in the District. Led by our prospective co-coveners, Ann Jordan, DC Group, and Father Leo O'Donovan, President of Georgetown University, our Leadership Team assembles stakeholders and leaders from every sector of the city and lends public, private, and federal support to our initiative. Our Leadership Team includes:

Federal Support
- The White House, Carol Thompson Cole, Special Advisor to President Clinton on the District
- The U.S. Attorney's Office

Community Based Organizations
- DC Forum on Collaboration and Support
- Greater DC Cares
- Healthy Families, Striving Communities Neighborhood Collaboratives: Caring Neighborhoods
- Project PACT and Calvary Multicultural Bilingual Learning Center
- Washington Interfaith Network

Government Agencies
- Acting Chief of Police
- Chief Superior Court Judge
- Corporation Council for the District
- DC Public Schools
- Office of the Housing Receiver
- Office of Early Childhood Development, Department of Human Services
- Office of the Child and Family Services Receiver
- Youth Services Administration, Department of Human Services

Foundations
- Fannie Mae Foundation
- Freddie Mac Foundation
- Meyer Foundation
- United Way

Local Corporations
- Bell Atlantic
- Marriott International
- NationsBank
- PEPCO
- Washington Gas

National Youth Initiatives and Agencies

- Academy for Youth Development
- America's Promise
- Children's Defense Fund

Other Washington-Based Institutions

- Georgetown University
- Washington National Cathedral
- The World Bank

The Strategy Work Group

The Strategy Work Group brings together a broad cross-section of the city and actively invites multi-sector participation to help shape initiatives to improve the quality of life and opportunities of young people in the District. Our diverse coalition works together, bringing our multiple perspectives and experiences to the table, as we address the challenges facing young people in the city. The Strategy Work Group embraces an open and inclusive philosophy and encourages new participants to join our vitally important conversations. To date, over 40 community members and activists have been participants in the Strategy Work Group to help craft the multi-year strategy for sustained action by the District community to provide safe places and structured opportunities for young people to grow. Participants in the Strategy Work Group include representatives of:

- Civic and Service Organizations
- Community-Based Organizations
- Faith-Based Organizations
- Federal Agencies
- Foundations
- Local Corporations and Business Associations
- Local Government Agencies
- National Youth Initiatives and Agencies
- Public Schools
- Universities
- Youth Serving Organizations

Our Progress to Date

We have taken the initial steps to institutionalize our principles and turn our vision into reality. To date, we have accomplished the following:

- Conducted a series of conversations with a wide variety of stakeholders.

- Commissioned, collected, and reviewed various resource materials, including the After-School Partnership Initiative Issue Paper and a summary briefing from a World Bank expert in youth development.

- Designated and connected with the coalition of eight neighborhoods collaboratives as the individual service delivery areas for this initiative.

- Prepared a starting point strategy for launching a citywide initiative by:
  - ✓ Assembling a broad-based and enthusiastic Leadership Group.
  - ✓ Assembling a Strategy Work Group and identifying Task Groups.
  - ✓ Embracing a rationale, principle, vision, and goal statement.

- Identified co-conveners for the Leadership Team and Strategy Task Groups.

- Adopted a broad agenda for action.

- Framed the preliminary attributes of an operating entity for the Children and Youth Investment Partnership.

- Identified several prospective funding sources.

- Acquired an initial pledge of $400,000 from the Office of Early Childhood Development.

ROLES AND RESPONSIBILITIES

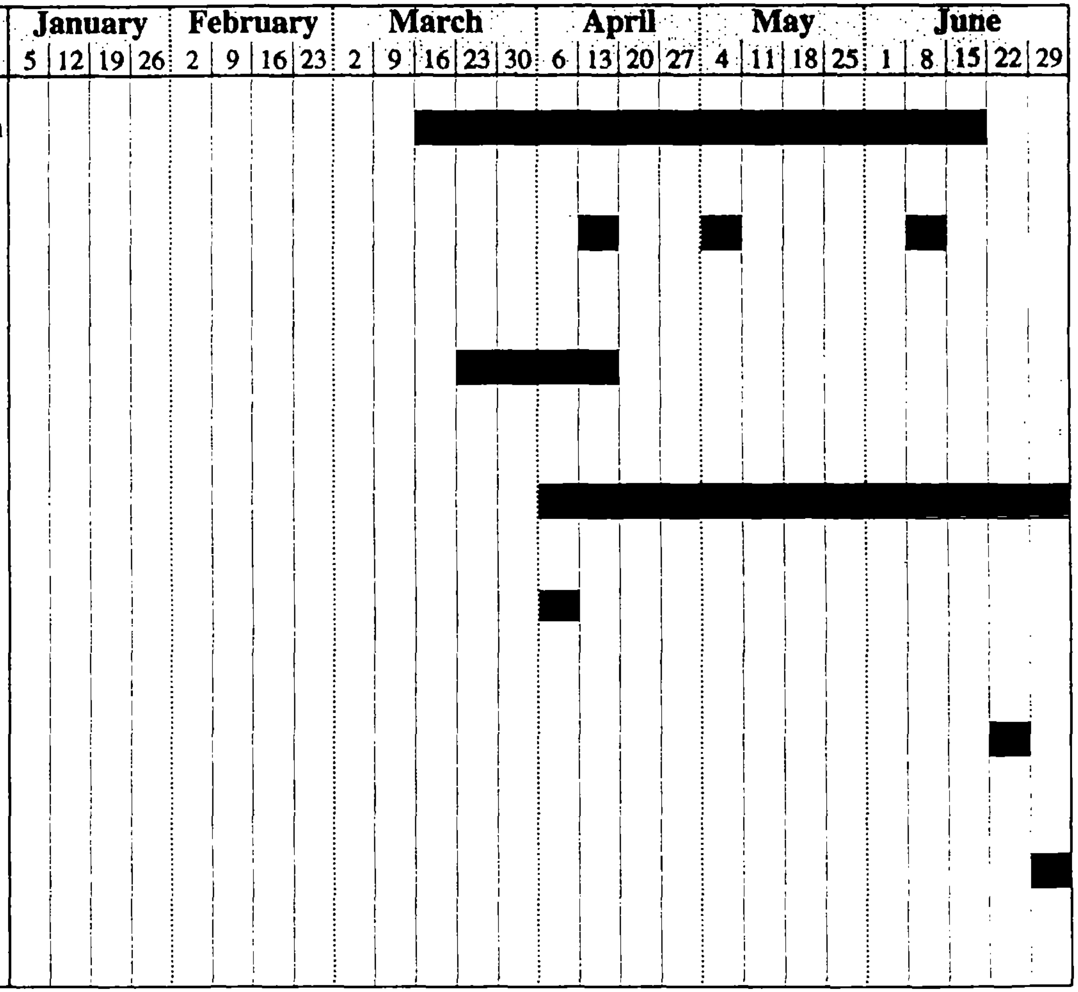
Partner	Description	Specific Tasks
DC Agenda	Sponsor	✓ Mobilizes leaders. ✓ Helps stakeholders realize improved scale and quality in extra care services for youth by fostering greater coherence among existing programs and addressing unmet needs. ✓ Brokers information, technical assistance, and financial resources to assist stakeholders achieve the goals they set.
World Bank	Sponsor	✓ Co-hosts meetings. ✓ Shares information and lessons about what works from around the globe. ✓ Provides some financial assistance.
Leadership Team	Stakeholders including: CEOs of local corporations and community based organizations, Executive Directors of government agencies, and funders. Co-Convened by Ann Jordan and Father Leo O'Donovan.	✓ Champions the work of the Strategy Work Group and advocates on behalf of the Children and Youth Investment Initiative. ✓ Obtains sufficient private sector funds and public resources to support the initiative. ✓ Amasses broad-based support for the effective implementation of the initiative.
Strategy Work Group	Stakeholders, including: representatives of local corporations, community based organizations, youth-serving organizations, government agencies, and funders.	✓ Crafts the multi-year strategy for action with guidance from the Leadership Team. ✓ Catalyzes broad-based support for effective planning and implementation of the strategy for action. ✓ Task Groups are responsible for: ➘ Funding ➘ Program and Evaluation ➘ Community Involvement and Linkages ➘ Operating Entity
Eight Family Strengthening and Supporting Neighborhood Collaboratives	Serve as the individual neighborhood-based service delivery areas. Include: Columbia Heights/Shaw, East of the River, Far Southeast, Edgewood/Brookland, North Capitol, Mid-Northeast, South Washington, George Avenue/Rock Creek East	✓ Participate in conducting neighborhood-based needs assessments. ✓ Participate in developing neighborhood-specific programs and activities. ✓ Foster community involvement and participation.

Time Frame for Action

Major Action Steps	Target Date	January				February				March					April				May				June				
		5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29
Gauge interest and readiness, develop preliminary criteria for operating entity, identify possible funding prospects, and define a potential role for the First Lady.	Jan. 27																										
Convene Strategy Group to propose preliminary commitment to city's young people and identify initial funding needs.	Feb. 15 to March 11																										
Recruit and confirm prospective Co-Conveners for Leadership Team.	Feb. 17 to March 5																										
Strategy Group gathers information and different perspectives.	Feb. 25 to March 11																										
Meet with Hillary Clinton's staff and federal officials.	April (date TBD)																										
Strategy Group sets preliminary targets and measurable outcomes.	March 12 to April 15																										
Leadership Team works with DC Agenda staff to seek commitments of private and public resources for planning and implementation.	Begins Mid-March																										

Time Frame for Action (continued)

Major Action Steps	Target Date
Strategy Group shapes the component parts of the strategy for action.	Mid-March to June 17
Leadership Team receives reports from Strategy group on components of strategy	April 14 May 14, June 11
Strategy Group draws on expertise of existing program users, funders, and providers.	March 25 to April 15
Conduct or participate in high-profile fundraising event(s).	Begins April 7
Hillary Clinton introduces Children and Youth Investment Initiative at Greater DC Cares Summit.	April 7
Strategy Group brings it all together into a preliminary citywide strategy for action.	June 24
Leadership Group determines the adequacy, remaining work, or release to public and launches the implementation phase.	June 30 (approx.)



Reingold
Associates, Inc.

DC Agenda Strategy Work Group Meeting
Kimball Conference Center
March 12, 1998 2:00 p.m.

Meeting Purpose. The purpose of this meeting was to:

- **Review and discuss the working paper "A Call to Action"** which sets out our mission, vision, rationale, principles for action, leadership and organization, progress to date, and time frame for action.
- **Solicit feedback on approach, build consensus on the major crosscutting issues**, and identify remaining issues to be addressed by the Strategy Work Groups.
- **Establish ground rules for collaborative action**—identify a process for how issues related to the Partnership will be raised and resolved internally and represented to the public externally.
- **Self-select for participation in one or more of the four Strategy Work Group Task Groups**—Funding, Program & Evaluation, Community Involvement & Linkages, and Operating Entity—and begin to set the work agenda for the Task Groups.

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ARE: Brenda Nixon
Calvary: Bebe Otero
Center for Empowerment, Education and Development: Darryle "Chuck" Samples
Children's Trust Neighborhood Initiative: Allie Bird, Mary Brown
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World Bank: Michael Gould
YMCA of Metropolitan Washington: Janice Williams

POINTS DISCUSSED. The five cross-cutting issues that required discussion and resolution included:

1) Defining the age group of the target youth population to be included under our umbrella;
2) Deciding what the Partnership is and what it should be named;
3) Confirming the terminology that best describes what we are trying to achieve;
4) Defining roles, responsibilities and relationships among sponsors (DC Agenda and World Bank), stakeholders (Leadership Team and Strategy Work Group), and service delivery areas (eight neighborhood collaboratives); and
5) Asking the question: who else should be involved to help us succeed.

OVERVIEW OF DISCUSSION

The working paper received positive comments by several participants. A good deal of time was dedicated to identifying the Partnership's target population. Attendees voiced concerns about whether pre-adolescent children or 18-24 year olds fall under the purview of the Partnership. In an effort to wed the initiative's vision and name, participants agreed to rename the Initiative "The Children and Youth Investment Partnership," and the new operating entity to be created "The Children and Youth Investment Authority."

Carrie Thornhill began by relating stakeholder concerns about the urgency of the task at hand, noting that little or no District funds have been allocated this year to the DC summer youth jobs program and that DC Public Schools are expecting record enrollments for summer remedial classes.

REVIEW OF PROGRESS TO DATE AND HOUSEKEEPING

- **INITIAL FUNDING PLEDGE.** A $400,000 from the DC Office of Early Childhood Development. Additional and significant amounts of funding will be required for this initiative.

- **UNIFORM, COHERENT MESSAGE.** Carrie Thornhill impressed upon participants the need to have a unified voice and uniform message when presenting the Partnership to the public. Every sponsor, stakeholder, and service provider needs to be an ambassador for the effort.

- **BROAD-BASED, COMMUNITY-WIDE SUPPORT.** Concerted effort being made to be inclusive—bring other stakeholders and service providers to the table.

- **REAFFIRMED COMMITMENT.** Must not lose sight of our commitment to the core principles and values of DC Forum for Collaboration and Support. (Several founding members of this organization were in attendance.)

- **REPACKAGE.** Have repackaged the Partnership in response to Leadership and Strategy group issues and to attract significant and diversified support.

Operational Issues

- What will be the legal status of the operating entity? Will we seek legislative authority, or simply create a private nonprofit entity?

- As a non-profit inter-agency organizer, the operating entity will not have oversight authority. The operating entity will be a partnership with existing organizations, aiding in funding, coordination, and creation of standards based on successful programs targeted at children and youth.

- We can emulate successful models of public/private/non-profit youth initiatives already in place in Baltimore, Los Angeles (LA's Best), Washington DC Children's Advocacy Center.

- The Children and Youth Investment Authority will have a coordinating role relative to a web of support for all children and youth, and a service delivery role for enrichment programs where there are gaps in existing coverage provided by public/private/non-profit services. The Children and Youth Authority will not provide direct services; rather, the Authority will fund community-based organizations.

- The Partnership needs to be able to transcend partisan politics/regimes.

- The Partnership needs to secure money at the time departmental budgets are approved.

- Regulatory issues and agencies must be included in the discussion.

CROSS-CUTTING ISSUES

Following is a brief summary of the major points discussed and general agreements reached on each of the key crosscutting issues.

Focus/Target Population of the Partnership:

- A show of hands confirmed that the Partnership's target population should include children and youth ages 0-24.

- We need to offer a continuum of developmental services that are age- and stage-appropriate. What type of services/investment do we offer to youth over 18? Vocational skills? Life skills? With finite resources, we must avoid segmenting age groups in ways that might pit one age group against another.

- One participant suggested that the lack of services for the 18-25 year old age group is a particular concern. In fact, while the working paper mentions them initially as a target group, it appears to address issues primarily affecting school-age youth.

- The District has a sizable population of 18-24 year olds with limited training or education, few skills, and dim futures. One attendee pointed to the example of Lincoln Heights where the problems with this age group are acute.

- Because there is an Office of Early Childhood Development which focuses on the younger children, we will link with them and with other appropriate entities, and cover all children—pre-school age children, those of school age, those of school age who are not in school, and the age group immediately following school age (18-24).

- Mindful that youth spend 91% of their time outside of the classroom, our focus cannot be limited solely to schools even where school-age youth are concerned.

- The focus of the Partnership should be on all children. The vision/purpose of the Partnership should be to move all children to "self-sufficiency." The ideal would be that by age 18, kids have the values and skills to set—and maintain—themselves on a "productive trajectory." The goal of self-sufficiency would be consistent with our aim of establishing high standards for all District youth.

- The Authority must be an umbrella organization, a "continuum of care that fills the gaps in the existing system," that focuses on all youth regardless of socio-economic background.

Discussion of Terminology:

Numerous participants voiced reservations about the Partnership's name and about specific terminology used in the working paper.

- One participant suggested that the word **Authority**, while a strong concept, may imply some oversight capabilities although the organization will likely have no official, legislative authority.

- Another suggested that the word **Youth** tends to make people think of a specific age group—pre-adolescents. It is important to include adolescents and young adults. This means we must do a good job of educating our colleagues and the public about our definition of youth.

- **Extra care** was deemed necessary but not sufficient as a descriptor of what we were trying to achieve. It was suggested that extra care implies a privilege, service, or something over andabove what is adequate. The term we want should imply that we are providing the best services to which all DC children have a right.

- We agreed to rename the operating entity the **DC Children and Youth Investment Authority**, and rename the Initiative the **Children and Youth Investment Partnership**. This better encompasses all the age groups to which services will be offered and emphasizes that we are investing in young people. In a show of hands, all but four (4) agreed on this nomenclature.

- **Investment** would encompass all the ideas we wish to convey (love, care, money, support, and opportunity), and would be less ethereal and easier to convey than "care."

Role Definitions and Distinctions

- DISTINCTIONS. Carrie Thornhill explained the distinctions between the Leadership Group and the Strategy Work Group. The primary distinction rose out of a concern not to overburden community-based organizations with dual responsibilities toward management, fundraising, etc. for their own organizations *and* for those of the Children and Youth Investment Partnership.

- **GROUP RESPONSIBILITIES.** The Leadership Group is charged with "giving, getting, or opening doors" to financial resources—providing leadership and funding and/or access to them. The Strategy Group is responsible for crafting a plan that the Partnerhsip will follow and the Leadership Group can endorse and sell.

Task Groups and Next Steps

- Attendees who had not yet signed up to participate in a task group did so. Task groups met and chose times to meet where they will establish their agendas, set deadlines for action, and identify success milestones for three months, six months, and nine months.

- The meeting with the First Lady and federal officials has been postponed from March to some time in early April because of the President's and First Lady's trip to Africa.

- We must redouble our efforts to get other leaders, champions, and participants on board, such as the Mayor, the Control Board, the City Council (Sandy Allen), Congressional Delegate, Federal officials, and executives from regulatory agencies. Healthy Families, Thriving Communities Collaboratives have designated Joyce Smith and Beverly Booth to represent them and Carrie has spoken with Eleanor Holmes Norton who wants to be kept informed and enlisted for support.

- The Working Paper, "A Call to Action" has been revised to reflect the suggestions made by the Strategy Work Group. A copy of the revised paper is attached.

###

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DCAGENDA

PRIORITIES FOR WASHINGTON'S FUTURE

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DC Youth Investment Initiative Partnership Meeting With The First Lady Staff

Wednesday, April 8th, 1998

DC AGENDA
PRIORITIES FOR WASHINGTON'S FUTURE

1 # A Community Response to the Crisis in the Nation's Capital:
Mobilizing Leadership

2 ## What Sort of City Do We Seek?

- People assisting government, not vice versa
- Busy, safe and comfortable neighborhoods
- Attractive historical sites
- Employed, self-sufficient citizens
- A vibrant, prosperous marketplace
- Mosaic of people, neighborhoods, services and activities that work

3 ## Phase One: 1994 Situation Analysis - Profiling the Crisis

- Migration Study -- Greater Washington Research Center
- Fiscal and Economic Analysis -- McKinsey & Company and The Urban Institute
- Resident / Suburban Opinion Survey -- The Wirthlin Group

4 ## Phase Two: 1995 Civic Process - Setting a Community Agenda 1995 Civic Process

February 17, 1998

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- Convened six focus groups of community leaders
- Concept papers generated
- Consensus garnered on Action Priorities for Washington's Future

5 Civic Process - Action Priorities

Fiscal and Governance
Home Rule Charter Review
Revenue and Expenditure Analyses
Pension Reform
Tax Equity
DC Government Management Assistance

Economic Development
Citywide Economic Development Strategy
Public-Private Economic Development Corporation
Urban Villages

Youth, Families and Neighborhoods
Neighborhood-Based Services
Youth Investment/Anti-Violence Strategy

6 Civic Process - Action Priorities (continued)

Public Education
Implement 5-Year Education Reform Plan
Parent/Community Involvement
Public Charter Schools
School-to-Work Transition

Public Safety
Expanded Community Policing
Juvenile Detention Alternatives

Health Care
Public Health System Reform
Neighborhood Health Care

7 ## Phase Three: Since 1996 Implementation

- DC Agenda - an intermediary organization, acts in partnership with DC organizations to plan strategies, foster consensus and develop resources

- Serves as multi-purpose resource center:

  - provides information and communication
  - on-going analysis
  - convening
  - support and encouragement
  - evaluation

8 ## Challenges to a City at the Crossroads:

- Lack of confidence in public school leadership
- Emerging strategy for neighborhood development
- Lack of preparation to meet welfare reform

- Commissioned McKinsey & Company analysis of economic development and fiscal proposals
- Participated in several innovative workforce development efforts:
  - Washington Technology Initiative
  - Regional Jobs Initiative
  - Wider Opportunities for Women

13 Early Results: Youth, Families & Neighborhoods

- Child Welfare
  - established relationship with Child Welfare Agency and Neighborhood Collaboratives
  - Provided fiscal management of $4.6 million community initiatives
- Neighborhood Indicators Project (NIP)
  - Established NIP
  - Conducted Welfare recipients focus groups
  - Conducted Arts & Culture Indicators focus groups
  - Assembled YouthMapping and other data
  - Completed child care research and Ward 8 study proposals
  - Designing Web site

14 Early Results: Youth, Families &

Neighborhoods (continued)

- DC Forum
  - Co-sponsored, housed and aided development of network of 80+ community-serving programs and initiated:
    - YouthMapping project
    - Management Development sessions
    - Professional Exchanges
    - rapid communication to membership via Monday Fax

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Early Results: Education

- Participated in development of Goals 2000 plan
- Commissioned After-School Partnership issues paper
- Assisted start-up of revitalized school-to-work effort at DC Public Schools

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Early Results: Health Care

- Staff support to public / private Health Policy Group
- Commissioned issue paper on policy options for health systems reform
- Co-sponsored survey on services to uninsured

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1998 Transition: from ad hoc project to a sustainable organization

- **Vision:** To all residents and trustees of the

Nation's Capital, Washington DC is a city that can work. It is a vibrant mosaic of communities working together to ensure that Washington is a great place to live, to work and to visit.

- **Mission:** To mobilize a cross-section of leaders to resolve issues affecting the governance and quality of city life, by providing information, technical assistance and resources.

18 ## 1998 Strategic Plan Priorities: Fiscal & Governance

- Gain understanding of interim governance structures
- Identification of remaining fiscal needs
- Municipal management assistance
- Promote investment in "civil society" and "civic culture"

19 ## 1998 Strategic Plan Priorities: Economic Development

- Work Force Development
- Neighborhood Revitalization
- Economic Development Corporation

20 ## 1998 Strategic Plan Priorities: Education

- School-to-Work Initiative
- Appropriate involvement in other education

initiatives

-

21 ## 1998 Strategic Plan Priorities: Youth, Families & Neighborhoods

- Neighborhood-based Service Delivery
- Neighborhood Information Systems
- Community Outreach
- Citywide Youth Investment Strategy

22 ## DC Renewal

- Empowered citizens constructively engaged
- Accountable leadership