

HRC

CHILDCARE
BOOK #4

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FIRST LADY HILLARY RODHAM CLINTON

Childcare

1993-2000

1992

11/18 Children's Defense Fund – Washington DC

1993

1/26 National Child Labor Committee to New York Cares Program – New York, NY
4/2 National Commission on Children Meeting Summit – Washington DC

1994

3/4 Children NOW Advocacy Conference Satellite Feed – White House
9/25 Childcare Action Campaign Benefit – New York, NY
11/18 Children's Discovery Center – Honolulu, Hawaii
12/2 Triangle Christian Families Preservation Network – Los Angeles, California
12/10 First Ladies of the Americas Florida meeting on Children's Education, Health and Safety – Miami, Florida

1995

2/8 "Young Children – Priority One" Kiwanis Club Council – The White House
2/14 Linn County Day Care Center - Cedar Rapids, Iowa
3/1 Child Welfare League – Washington, DC
3/13 Video - Girl Scouts National Meetings
4/21 Mary's Center for Maternal and Child Care – Washington, DC
5/3 Covenant House Kick off and Reception – Washington, DC
5/8 Positive Influences on Children Ad Council Reception – The White House
5/16 Family Circle Lunch – Service to Children and Families – Chicago, Illinois
6/2 Upper Peninsula Children's Coalition – Escanaba, Michigan
6/13 Casey Journalism Center for Children and Families Discussion – White House
8/5 Column on Working Women
9/3 Column on Childcare

1996

3/12 Column on Childcare
4/10 Children First: A Global Forum – satellite feed from the White House
5/22 Colorado Forum for Children's Advocacy – Denver, Colorado
5/30 Children's Action Network - California
6/7 Discussion with Working Families – Pittsburgh, Pennsylvania
6/14 Youth Talk – A City Listens to Children – Kansas City, Missouri
6/21 Video - National Center for Youth Law
6/24 Mothers Against Violence in America – Seattle, Washington
7/18 Video - National Parenting Instructors Association's Conference "Careers & Kids Balancing Work and Parenting Responsibilities"
10/4 Harvard JFK School of Government – Children's Issues – Boston, MA
10/22 Barbara Greenspun Lecture - Importance of Children's Issues – Las Vegas NV

1997

2/10 U.S. Kids Care Center Visit – Washington, DC
2/11 Column on Childcare
2/19 “Stand for Children” Kickoff – Children’s Mercy Hospital - Kansas City, MO
3/3 Coalition for America's Children – PSA and Event – White House
4/8 Column on Childcare
5/22 Parents' Magazine Luncheon – Support for Children - ???
7/3 Video - San Diego Tribune Community Forum – Service to Families
7/30 Youth Leadership Institute – Washington, DC
9/17 Childcare Meeting – White House
9/24 Childcare Meeting – White House
10/1 Quantico Child Care Event – Quantico, Virginia
Childcare Roundtable – Miami, Florida
10/3 University of Maryland – Education and Childcare Remarks – College Park, MD
10/20 Children's Defense Fund 25th Anniversary Gala – New York, NY
10/22 Childcare Press Briefing – White House
10/23 Childcare Conference – The White House
11/24 California Youth Connection Roundtable – Los Angeles, CA

1998

1/6 Column on Childcare
1/7 Childcare Announcement – White House
1/26 PSA - Lifetime Television
Virtual Y School – Modern Afterschool Programs - Harlem, NY
Early Learning Fund - White House
1/28 Childcare Remarks at Trinity College – Hartford, Connecticut
2/9 Zero to Three 20th Anniversary Gala – Washington, DC
2/10 Column on Childcare
2/18 Childcare and Health Initiative Event – Washington DC
2/19 Martin Luther King Child Development Center Child Care Event – Dallas, TX
3/16 Children’s Assessment Center – Houston, TX
4/8 Video - The Children's Defense Fund “Beat the Odds” Banquet
4/22 Column on Childcare
4/23 Rose Garden Child Care Event – White House
Meeting with Treasury Working Group on Childcare – White House
4/27 Community Forum on Childcare – Milwaukee, Wisconsin
Children’s Defense Fund Tribute to Edelman Dinner – Chicago, Illinois
5/5 Video – First Statewide Conference on Childcare for Florida
5/11 Reiner Foundation Supporters on Childcare – New York, NY
6/2 Childcare initiative - Redbook's "Mother's & Shakers" Award – Washington DC
6/3 Column on Childcare
6/4 McGovern Child Care Event – Attleboro, MA
6/9 Democratic Caucus Childcare Event – Legislation Unveiling – Washington DC
6/21 Childcare Roundtable – University of New Mexico – Albuquerque, NM
6/22 Family Reunion 7 – Vanderbilt University – Nashville, TN

7/21 Video – State Childcare Administrators Meeting - Healthy Child Care America
 9/23 Parent's Magazine 1998 Childcare Awards – New York, NY
 9/25 Childcare Event with David Wu – Portland State University – Portland, Oregon
 10/6 White House After School Programming Event – White House
 10/30 Children and Families Initiative – Rob Reiner Residence – Los Angeles, CA
 12/1 NYU Child Study Center – New York, NY
 12/4 Keynote Address at the Eleanor Roosevelt Lecture on the Rights of the Child –
 Georgetown University – Washington DC

1999

1/20 Families Agenda Roundtable – Buffalo, NY and Norristown, Pennsylvania
 2/2 Families Agenda Roundtable – Brooklyn, New York
 4/7 Videos – "Beat the Odds" Event – Children's Defense Fund
 4/12 "Just Us Kids" – Promoting Investment in Childcare – Washington DC
 4/19 Jewish Childcare Association – 175th Anniversary – New York, NY
 5/10 Listening to Our Children Childline Conference – White House
 7/15 Videos – Healthy Families America Awards Dinner
 Second Annual Heads Up Project Fair
 9/22 Childcare Roundtable – New York, NY

2000

2/2 State of the Union 2000 Highlights
 4/18 Hand in Hand Childcare Center – New York, NY
 4/28 Fight Crime – Invest in Kids Event – White House
 5/12 Consumer Product Safety Event – White House

COLUMNS

8/5/95 Working Women
 9/3/95 Childcare
 3/12/96 Childcare
 2/11/97 Childcare
 4/8/97 Childcare
 1/6/98 Childcare
 2/10/98 Childcare
 4/22/98 Childcare
 6/3/98 Childcare
 2/2/2000 State of the Union 2000 Highlights

Finished 7/19/00
 Katie McCormick Lelyveld

Children & Families: Child Care

Objective:

To make child care better, safer and more affordable for America's working families.

Accomplishments:

White House Conference on Child Care

- Hosted Conference with POTUS- two panel discussion, luncheon and reception (10/23/97)
- Press Roundtable, morning shows with POTUS (10/22/97-10/23/97)
- Ramp-up speech at the University of Maryland (10/3/97)

President's FY 1999 Child Care Initiative

- White House announcement of child care budget proposals (1/7/98)
- Leadership role in policy development
- Leadership in securing in FY 1999 budget negotiations \$200 million for after school programs and \$180 million in child care quality
- Advocated to strengthen background checks on child care providers; President signed National Crime Prevention and Privacy Compact to facilitate background checks
- Pushed for improvements to federal child care; President signed executive memorandum (3/10/98)
- Op eds in women's magazines (i.e. *Parents*) and column (1/6/98)

Selected Appearances/ Campaigning to Promote Child Care Investments

- Fight Crime Invest in Kids Event (4/28/00)
- Participated in Families Agenda Roundtable, Duncan YMCA, Chicago (4/14/99)
- Child Care Announcement and Tour at *Just Us Kids* Child Development Center, DC (4/12/99)
- Speech in New York for *Parents Magazine* child care awards (9/23/98)
- Release of grants to promote after school programs through the 21st Century Learning Centers in Rose Garden ceremony (6/17/98)
- White House luncheon with Redbook magazine on child care (6/2/98)
- Capitol Hill announcement of House Democratic child care bill with sponsors (6/98)
- Child care roundtable with Rep. Tauscher (5/26/98)
- Rosie O'Donnell Show appearance on child care and meeting with leaders of Reiner child care campaign, New York, NY (5/11/98)
- White House meeting with Treasury Working Group on Child Care and Rose Garden event with POTUS to release working group report (4/23/98)
- Milwaukee Child Care Conference keynote address (3/27/98)
- Hartford, CT Roundtable discussion on child care quality (1/28/98)
- Harlem, NY Virtual Y after school program visit and remarks (1/26/98)

For internal use only. Updated 6/1/00.

- White House announcement of Mott Foundation commitment to after school programs (1/26/98)
- Quantico Marine Base Child Care Center visit and roundtable (9/31/97)
- Florida Business Commission on Child Care discussion in Miami (9/30/97)
- Speech in DC to *Parents Magazine* child care awards (5/22/97)
- White House luncheon with *Working Women* Magazine and child care honorees (2/10/97)
- Column: Treasury Working Group on Child Care Report (4/22/98), Affordable Child Care (2/2/2000)

**PHOTOCOPY
PRESERVATION**

10/1/97

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 1, 1997
FINAL

MIAMI, FL/QUANTICO, VA/WASHINGTON, D.C.

MIAMI	JIM LOFTUS	RM#800
LEAD ADVANCE:	BILTMORE HOTEL	
	305/445-1926	PHONE
	305/913-3159	FAX
	202/757-9207	CELL PHONE

SITE ADVANCE:	CHRIS WAYNE	RM#330
	202/395-1608	CELL PHONE
	MWITU NDUGU	RM#1104
	202/395-2103	CELL

PRESS LEAD:	SHARON KENNEDY-GILL	RM#1203
RON ADVANCE:	BEN METSCH	

QUANTICO		
LEAD ADVANCE:	SARAH FARNSWORTH	
	202/387-3768	HOME

SITE ADVANCE:	WENDY ARENDS	
	202/518-8209	HOME
	TRACY OLMSTEAD	

PRESS ADVANCE:	BEN AUSTIN	
	202/223-5220	HOME

SCHEDULER:	JAYCEE PRIBULSKY	
	202/456-2922	OFFICE
	202/456-5340	FAX
	202/544-4123	HOME
	WHCA PAGER	#4797

PREV RON	Biltmore Hotel
	Miami, FL

BAGGAGE CALL WILL BE AT 9:00AM OUTSIDE KIM WIDDESS' ROOM
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9:00am	DEPART Biltmore Hotel
	EN ROUTE Children's Center at Baptist Hospital
	[drive time: 35 minutes]

9:35am **ARRIVE** Children's Center at Baptist Hospital

Greeters:

- Cory Gold, Executive Director, Children's Center at Baptist Hospital
- Ms. Jo Baxter, Corporate Vice President of Marketing, Baptist Hospital
- Phyllis Oeters-Pena, Director of Government and Corporate Relations, Baptist Hospital
- Alex Pinelas, Mayor of Miami

9:40am- **TOUR OF CHILDREN'S CENTER AT BAPTIST HOSPITAL**

9:55am Children's Center at Baptist Hospital

8900 North Kendall Drive

Miami, FL

HRC Hold: Director's Office

Phone: 305/596-1960 ext. 6961

Fax: 305/273-2452 273-2500

OPEN PRESS (FOR THE SECOND CLASSROOM)

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the infant classroom.

CLOSED PRESS

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the pre-school classroom where children perform a song.

OPEN PRESS

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the toddler classroom.

CLOSED PRESS

PARTICIPANTS: Approx. 20 children in each classroom.

9:55am **DEPART** The Children's Center
EN ROUTE The Baptist Hospital
[drive time: 5 minutes]

10:00am **ARRIVE** The Baptist Hospital
PROCEED to the Third Floor

Greeters:

- Fred Messing, CEO, Baptist Hospital
- Phyllis Oeters-Pena, Director of Government and Corporate

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Relations

10:00am- **MEET AND GREET w/ Hospital VIPS**

10:05am Executive Offices
HRC Hold: Conference Room
Phone: 305/273-2500
Fax: 305/273-2452
CLOSED PRESS

PROGRAM:

-- The First Lady will greet guests from left to right in a photo receiving line.

PARTICIPANTS: Approx. 10 people to attend.

10:10am- **CHILD CARE ROUNDTABLE DISCUSSION**

11:10am Auditorium, Children's Center at Baptist Hospital
8900 North Kendall Drive
Miami, FL
HRC Hold: Conference Room
Phone: 305/273-2500
Fax: 305/273-2452
OPEN PRESS

PROGRAM:

-- Joe Chapman delivers welcoming remarks and introduces the participants.

-- The First Lady delivers brief welcoming remarks.

-- An open roundtable discussion focusing on corporate responsibility follows.

NOTE: Joe Chapman will moderate the discussion.

NOTE: Mayor Pinelas will observe the discussion.

PARTICIPANTS: Approx. 10 people will participate.

11:15am **DEPART** Children's Center at Baptist Hospital
EN ROUTE Miami International Airport

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[drive time: 40 minutes]

11:55am **ARRIVE** Miami International Airport

12:00pm **WHEELS UP** Miami, FL
Miami International Airport
FBO: Signature Flight Support
Phone: 305/526-6344
Fax: 305/871-1696
CLOSED PRESS

FLIGHT TIME: 2 HOURS 5 MINUTES (NC)

MEAL: LUNCH

2:05pm **WHEELS DOWN** Manassas Regional Airport/Harry P.
Davis Field
FBO: Falconhead
Phone: 703/361-7267
Fax: 703/361-4413
CLOSED PRESS/CLOSED PUBLIC

2:15pm **DEPART** Manassas Regional Airport/Harry P.
Davis Field
EN ROUTE Quantico Military Base
[drive time: 50 minutes]

3:05pm **ARRIVE** Quantico Military Base, Gate Four

Greeters (at the Child Care Development Center):

- Brigadier General Frances Wilson, Commanding Officer, Quantico
- Judy Rhodes, spouse, Marine Commandant, Quantico
- Sandy Gojekian, Quantico Child Development Programs
Administrator
- Lt. Colonel Frank Pote, Principle Deputy Staff Officer for Child
Development Programs
- Dr. John Hamre, Deputy Secretary of Defense
- Mrs. Julie Hamre
- Rudy de Leon, Under Secretary of Defense for Personnel and
Readiness
- Mrs. Carolyn Shelton, spouse, General Shelton, incoming Joint
Chiefs of Staff
- General Richard Neal, Assistant Commandant of the Marine Corps
- Mrs. Zandy Krulak, spouse, Commandant of the Marine Corps
- Mrs. Margaret Dalton, spouse, Secretary of the Navy
- Sandy Riordan, Director, Day Care Center

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3:15pm- **VISIT TO CHILD CARE DEVELOPMENT CENTER**
3:35pm Pre-Toddler Room, Child Care Development Center
Quantico Military Base
HRC Hold: Roberta Simpson's Office
Phone: 703/784-4322 ext. 223
Fax: n/a
CLOSED PRESS

PROGRAM:

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton,
and Julie Hamre will tour Room 204.

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton, and
Julie Hamre will proceed outside to the
playground to visit with the pre-toddlers.

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton
and Julie Hamre will tour room 121, the pre-
toddler classroom.

PARTICIPANTS: Approx. 5-10 children in each area.

3:35pm **DEPART** Child Care Development Center
EN ROUTE Russell Elementary School
[drive time: 5 minutes]

3:40pm **ARRIVE** Russell Elementary School

Greeters:

- Samuel Bedford, Principal, Russell Elementary Schools
- Brenda McFerrin, Marine Corps Base SAC Coordinator
- Mrs. Lawanna Mangleburg, Superintendent of VA department of
Defense School Systems
- Dr. Linda Renz, Special Assistant for DOD Domestic Dependent
Elementary and Secondary Schools and Panama/Cuba DOD

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Education Activity

-Carolyn Becraft, Deputy Assistant Secretary of Defense for
Personnel, Support, Families and Education

3:45pm- **VISIT TO RUSSELL ELEMENTARY AFTER-SCHOOL PROGRAM**

3:55pm Multi-Purpose Room A, Russell Elementary
School

Quantico Military Base
HRC Hold: Mrs. Byrd's Office
Phone: 703/221-4161 ext. 226
Fax: n/a
OPEN PRESS

PROGRAM:

-- The First Lady, accompanied by Brenda
McFerrin, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton,
and Julie Hamre will tour the Russell
Elementary After-School Program.

NOTE: The children will be working on the
following arts and crafts projects:
Beads, Sock Dogs, Masks, and Woodworking.

NOTE: The First Lady will have an opportunity
to sit down with the children working on the
arts and crafts projects.

PARTICIPANTS: Approx. 30 children will be present.

CONTACT: Lt. Col. Frank Pote
703/784-2354

NOTE: The First Lady will walk directly into the Multi-Purpose
Room B.

4:00pm- **ROUNDTABLE DISCUSSION**

5:00pm Multi-Purpose Room B, Russell Elementary

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School

Quantico Military Base
HRC Hold: Mrs. Byrd's Office
Phone: 703/221-4161 ext. 226
Fax: n/a
OPEN PRESS

PROGRAM:

- Dr. John Hamre delivers welcoming remarks.
- Each one of the Roundtable Discussion participants introduces themselves.
- The First Lady delivers opening remarks.
- Upon conclusion of the First Lady's remarks, Dr. Hamre introduces Rudy de Leon and Carolyn Becraft to deliver brief remarks on the overall DOD Child Care System.
- Upon conclusion of their remarks, Rudy de Leon introduces Lt. Col. Pote to open the discussion on the Quantico Child Care program.
- The parents representatives and child care providers provide brief observations on the program.
- The participants participate in an open discussion.
NOTE: Carolyn Becraft and Lt. Col. Frank Pote will co-moderate the discussion.
- Upon conclusion of the discussion, the First Lady poses for a group photo with the discussion participants and departs.

PARTICIPANTS: Approx. 10 people to participate in the discussion. (Pls. see briefing book for the complete list)

5:15pm

DEPART Russell Elementary School
EN ROUTE LeJeune Building

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5:25pm [drive time: 10 minutes]
ARRIVE LeJeune Building, Catlin Avenue Entrance

Greeters:

- Brigadier General Frances Wilson, Commanding Officer, Quantico
- General Richard Neal, Assistant Commandant of the Marine Corps

5:25pm- **DEPARTURE RALLY**
5:45pm Stage in Front of the LeJeune Building
Quantico Military Base
HRC Hold: Officer of Director of Logistics
Room 117
Phone: 703/784-2599
Fax: 703/784-2974
OPEN PRESS

NOTE: The First Lady will hold briefly upon arrival at the LeJeune Building.

PROGRAM:

-- The First Lady, accompanied by General Richard Neal, Brigadier General Frances Wilson and Dr. John Hamre, proceeds to the stage.

-- General Richard Neal delivers brief remarks and introduces the First Lady.

-- The First Lady delivers brief remarks.

-- Upon conclusion of remarks, the First Lady exits stage right and works a ropeline from right to left.

NOTE: The families of the Quantico staff working on the event are the first group of people in the ropeline.

NOTE: The First Lady will pose for a photo with the Quantico Marine Corps Band on departure.

5:50pm **PARTICIPANTS:** Approx. 300 people to attend.
DEPART Quantico Military Base
EN ROUTE The White House

SCHEDULE FOR HILLARY RODHAM CLINTON

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[drive time: 1 hour]

6:50pm **ARRIVE** The White House

RON The White House

WEATHER FORECAST FOR MIAMI, FL

-Partly cloudy. Chance of thunderstorms. Highs in the 80s.
Lows in the 70s.

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Mostly sunny. Wind north-northwest at 5 to 12 knots. Low 55.
High 70.

September 30, 1997

QUANTICO CHILD CARE EVENT

DATE:	Wednesday, October 1
TIME:	3:15 pm - 5:45 pm
LOCATION:	Marine Corps Base Quantico, VA
FROM:	Brenda Costello

I. PURPOSE

To visit the Child Care Development Center at Quantico Marine Corps Base, highlighting the Department of Defense model Child Care program and the upcoming White House Conference on Child Care.

II. BACKGROUND

Wednesday's event at Quantico Marine Corps Base is a four-tier event, consisting of a tour of both the Child Development Center and After-School program, a roundtable discussion, and a rally with Base personnel on departure.

Child Development Center

You will tour several rooms in the center (CDC), accompanied by Sandy Riordan, Director of the Child Care Center, Dr. John Hamry, Assistant Secretary of Defense, Mrs. Carolyn Shelton, spouse of General Shelton, and Rudy de Leon, Under Secretary of Defense for Personnel and Readiness. Approximately 5 children will be in the rooms.

After-school program / Russell Elementary school

Your next stop will be at the Russell Elementary School, one of three Department of Defense Domestic Elementary and Secondary Schools located on base, to view the School-Age Care (SAC) program. Again you will be joined by Dr. John Hamry, Carolyn Shelton, and Rudy de Leon, as well as Brenda McFerrin, Marine Corps Base SAC Coordinator. Approximately 30 children, ages 6-12 will be working on arts and crafts projects.

Roundtable Discussion

The purpose of the Roundtable discussion is to highlight a successful child care program. Participants in the discussion are ten parents, child care providers, and Department of Defense representatives. Lt. Col. Frank Pote and Carolyn Becraft, Deputy Assistant Secretary of Defense - Personnel Support, Families and Education will co-moderate the discussion. The discussion will take place in the Multi-Purpose Room of the Russell Elementary School.

Rally

After the tour and discussion you will proceed to a Departure Rally. General Richard Neal, Assistant Commandant of the Marine Corps will open the rally. Approximately 300 base personnel in addition to the Marine Corps Band are expected. You will be presented with a gift as you're introduced. Following your remarks you will work a ropeline and pose for a photo with the Quantico Marine Band.

See attached background on the Military Child Care program.

III. PARTICIPANTS

- The First Lady
- Sandy Riordan, Director of the Child Care Center
- Rudy de Leon, Under Secretary of Defense for Personnel and Readiness-
- Dr. John Hamry, Assistant Secretary of Defense
- Mrs. Carolyn Shelton, spouse of General Shelton
- Brenda McFerrin, Marine Corps Base SAC Coordinator
- Lt. Col. Frank Pote
- Carolyn Becraft, Deputy Assistant Secretary of Defense - Personnel Support, Families and Education
- 10 Roundtable participants (see bios attached)

IV. SEQUENCE OF EVENTS

- See final schedule.

V. PRESS

Child Development Center: Pool press.
After-school program: Open press.
Roundtable Discussion: Open press
Rally: Open press.

VI. REMARKS

Talking points provided by David Shipley.



Department of Defense Child Development Program Lessons Learned

Background: Military child care programs have improved dramatically over the last ten years and have attained a well-deserved reputation for being on the cutting edge of child care in America. During this time, DoD management and policy makers have learned a lot about what makes a difference in the day to day lives of children. The military's holistic and systemic approach to meeting the needs of military families especially those with very young children stands out as a model for state and local agencies. DoD is committed to providing quality, affordable options for families. Five factors have contributed to the military success story.

- First among five elements is a recognition that quality costs more than most parents can afford to pay. The DoD is committed to a prescribed level of funding for all Child Development Programs. In military centers, there is a dollar for dollar match of appropriated funds to parent fees. In family child care programs we provide indirect financial support through equipment lending libraries, low or no cost insurance options and training. In many instances we provide direct cash subsidies as incentives for family child care providers to care for infants. Funds allow both centers and homes to provide stimulating environments that are staffed with trained personnel and appropriately equipped.
- The second element of quality is strict oversight of all programs, and adherence to standards. There are comprehensive unannounced inspections for all facilities and programs with a mandatory correction of deficiencies within 90 days. Non-compliance can, and has, resulted in closure. As a result, facilities and programs are in good repair, and there is high quality, institutional grade equipment that contributes to the cognitive development of children.
- The third and perhaps most critical element directly linked to program quality is the wage and benefits package that contribute to low staff turnover. Military caregiver wages and benefits average approximately \$10 per hour compared to the minimum wages in the civilian community. While most civilian child care employers offer few or no benefits to direct care staff, military staff have a full range of benefits. Because of low turnover children have the continuity of care so vital to their healthy development.
- Fourth and related directly to quality, is training. Training is tied to wages, and an "up-or-out" personnel policy requiring the completion of training programs. All training is competency based and caregivers not performing appropriately are not retained.
- Finally, the commitment for all military child development centers to meet national accreditation standards has provided an outside evaluation previously missing. The combination of the DoD certification and the national accreditation provides a comprehensive review of all center programs.

By sharing the "the military experience" DoD can provide unique expertise to state and local governments seeking to improve the quality of child care. As a result parents and children not associated with the Military can benefit from these systems and "lessons learned". As noted in the 1992 Congressional Record *"the precedent was set for the military to be the national agent of change in child care, as it has been in areas such as integration and drug interdiction."*



Department of Defense Child Care System

The Department of Defense (DoD) Child Care System is the largest employer sponsored program in the country serving over 200,000 children (ages birth -12) daily. It includes child development centers, family child care homes, school-age care programs, and information and referral services. Through these delivery systems DoD offers full-day, part-day, and hourly child care, part-day preschools, before and after school programs for school-age children, and extended hour care which includes nights, weekends, and care for shift workers. There are approximately 1.29 million children (ages birth to 12) of active-duty personnel. Based on this number and a projected military force of 1.4 million, DoD needs 297,635 spaces. DoD's goal is to provide at least one affordable child care option for every member who needs it. As of 1996, there were 166,322 spaces.

- **CHILD DEVELOPMENT CENTERS** at over 300 locations provide care for children 6 weeks to 12 years of age. Most child care facilities operate between the hours of 6:00 a.m. and 6:30 p.m., Monday - Friday. Over the past 15 years the Services have tested 24-hour care in centers. The results repeatedly show low usage and exorbitant costs. Because the mission can require unusual hours including shift work, nights, and weekends, DoD has developed an extensive network of Family Child Care Homes to provide this care.
- **FAMILY CHILD CARE (FCC)** programs consist of in-home care provided by certified providers living in government-owned or -leased housing. There are 9,793 licensed and trained FCC providers. Families rely upon FCC to provide night, weekend, and unusual hours care. To ensure comparable quality of care, FCC programs are inspected in the same manner as the center programs. All providers have completed background checks, and receive a comparable amount of training as those working in the centers.
- **SCHOOL-AGE CARE PROGRAMS (SAC)** are offered for children (ages 6 to 12 years) before and after school, during holidays, and summer vacations. This need is the last to be addressed and these programs are experiencing growing pains. A 1995 SecDef budget initiative and the subsequent QoL initiative funded over 20,000 new SAC spaces. DoD policies encourage use of youth centers and other suitable facilities for SAC rather than take child development center space. The DODI 6060.3, "School-Age Care Program Instruction," December 19, 1996 was published February 1997.
- **RESOURCE AND REFERRAL (R&R) PROGRAMS** for on-base programs are available at most military bases. Additionally, many offer referrals to child care in the local community. Since it is impossible to meet 100% of the need on the installation, R&R services are critical to our ability to refer families to quality child care off the base when care is unavailable on base.



Department of Defense Funding for Military Child Development Program

BACKGROUND: Military Child Development Program has three major components: Child Development Centers (CDC), Family Child Care (FCC) homes and School-age Care (SAC) programs. Through this system, the Military Services provide over 166,000 child care spaces. Although each program component receives appropriated funds budgeted annually at the installation level, the amount and type of support varies depending on the component. While all parents pay for child care, the fees depend on the setting.

CHILD DEVELOPMENT CENTER PROGRAMS:

- The Military Child Care Act of 1989 established a policy which requires DoD to ensure appropriated funds available to centers are at least equal to the amount raised in parent fees.
- Parents fees for child care are based on total family income not the age of the child. Fees paid by parents to CDC's and SAC programs are called "non-appropriated funds" and are used to pay the wages of those personnel (child caregivers) who care directly for children.
- All other expenses including some caregiver wages are paid by appropriated funds. These funds go directly to the program to support training, administration, equipment and supplies and food service. Maintenance and utilities are paid with appropriated funds. Construction of new CDC's are paid from military construction funds - also appropriated funds.
- Child care fee ranges are set annually by the Secretary of Defense's office for all military CDC's. Installations are given five income categories and corresponding fee ranges from which to determine their local fees. The average weekly fee paid for child care in a military center in 1996 was \$65. Fees range from a low end of \$37 to a high of \$98 per week for 1997-98.

Family Child Care: FCC providers reside in government housing on Federal property. All costs of administration, oversight and training of FCC providers are paid with appropriated funds. These functions are viewed as an appropriated fund expense because they are conducted in the best interest of the government. In addition, appropriated funds are used to provide on an "on loan" basis certain materials, supplies and safety equipment through lending libraries. Collectively, these are considered "indirect" support.

FCC providers are viewed as private contractors and as such, negotiate all fees directly with the parent except when the providers are receiving direct cash subsidies from the government. The Military Child Care Act of 1989 authorized but did not mandate the use of appropriated funds to directly subsidize FCC providers. The goal was to provide assistance to providers so that care provided is at a cost comparable to military centers. The use of this subsidy authority varies widely from base to base.

School-age Care: SAC programs are funded similar to the CDC's with a mix of parent fees and appropriated funds. A change in DoD policy now requires graduated fees based on total family income. This new policy will go into effect in 1998.

Total Appropriated Fund Budget for all Child Care Programs for Fiscal Year 1997 is 273M.

September 1997



Department of Defense Child Development Center Fee Policy

BACKGROUND:

- The Military Child Care Act of 1989 required DoD to prescribe uniform fees for Military Child Development Centers. Fees must be based on total family income and includes basic subsistence and quarters allowances. The policy applies to children who regularly attend. The Act also required a dollar for dollar match of appropriated funds to parent fees collected.
- The first DoD fee policy was issued in 1990 and consisted of four income categories. Today, there are five income categories with corresponding fee ranges. The fee ranges for 1998 are:

<u>Category</u>	<u>Family Income</u>	<u>Weekly Fee Per Child</u>	<u>High Cost Range</u> <u>(optional)</u>
I	\$0 - 23,000	\$37 - 50	\$42 - 52
II	\$23,001 - 34,000	\$47 - 60	\$52 - 64
III	\$34,001 - 44,000	\$57 - 72	\$63 - 77
IV	\$44,001 - 55,000	\$70 - 82	\$76 - 88
V	\$55,000 +	\$83 - 94	\$87 - 98

- For the past two years, fee increases have been tied to the inflation rate submitted in the President's budget.
- Commanders set their installation fees within these ranges. Commanders have the authority to offer a 20 percent fee discount for each additional child from the same family. Commanders may also grant hardship waivers for families in financial need.
- Last year, the average DoD weekly fee was \$65. This fee included up to 11 hours of care and United States Department of Agriculture approved meals (breakfast, lunch and two snacks). Nationally, the average weekly fee for comparable center care ranges from \$100 for infant care to \$85 for pre-school age care. ("Cost, Quality and Child Care Outcomes in Child Care Centers Study," University of Colorado at Denver, CO June 1995).



Department of Defense Military Child Development Program National Accreditation

BACKGROUND: The Military Child Care Act (MCCA) of 1989 required DoD to conduct a program to require 50 military child development centers meet standards necessary for accreditation by an appropriate national early childhood program accrediting body and achieve accreditation. The 50 accredited centers were to serve as "demonstration programs" from which other non-accredited centers could learn about best practices. DoD identified the standards established by the National Academy of Early Childhood Programs as the accrediting standards DoD centers would meet. These standards were developed in 1985 and are recognized nationally as standards of excellence in programs for young children. By the end of 1992, 55 DoD child development centers were accredited by the National Association for the Education of Young Children (NAEYC).

The Rand Corporation conducted a study on accreditation for DoD, entitled "Examining the Effects Accreditation on Military Child Development Operation and Outcomes," published 1994. The study affirmed that accreditation improved the quality of care and child outcomes. Increased parent communication and staff morale were also cited as benefits of accreditation.

CURRENT STATUS: The 1996 Defense Authorization Act which codified the Military Child Care Act of 1989, required **all** eligible military centers meet standards necessary for accreditation. Currently over 75 percent of all eligible military centers have achieved accreditation from NAEYC as compared to the national average of 5 percent.

ACCREDITATION RATE BY MILITARY SERVICE:

<u>Service</u>	<u>Eligible Centers</u>	<u>Accredited Centers</u>	<u>Percent Accredited</u>
Air Force	145	145	100%
Army	154	126	82%
Navy	135	68	42%
Marine Corps	31	14	45%
DoD TOTAL	466	353	76%

The remaining 113 centers are in the required self-study process, waiting for a validation visit or the results of their validation visit from NAEYC.



Prevention of Child Abuse In Military Child Care Programs

BACKGROUND: Within DoD the Family Advocacy Program (FAP) has the primary responsibility for addressing child physical and child sexual abuse and neglect. The goal is to prevent abuse whenever possible, recognize where it exists, and provide treatment as appropriate. There is FAP at each installation that provides training and resources to Child Development Program staff, family child care (FCC) providers and families.

A series of highly publicized child sexual abuse cases in military child development centers during the mid - 80's resulted in Congressional hearings during the summer of 1989. As a result of these hearings DoD implemented changes in child development program child abuse prevention and oversight.

STATUS: DoD takes allegations of child abuse seriously. Depending upon the jurisdiction (federal or state) all child abuse allegations are thoroughly investigated by military and/or civilian authorities. DoD policy establishes procedures for background checks, management and training practices which include:

Background Check Requirements:

- Background checks meet the requirements of 1990 Crime Control Act and are conducted prior to hire; FBI fingerprint check; state criminal history repository check, installation record checks; DoD central registry of Child and Spouse Abuse check.
- All FCC providers and family members have background clearances.

Management Practices:

- Facilities are designed for maximum supervision, e.g., vision panels in all classrooms, video monitoring equipment, alarms on exterior doors.
- All visitors must sign in- and out-, wear visitor badges and are escorted while in the facility.
- Strict enforcement of adult:child ratios which ensures children are supervised at all times.
- Observations of staff working with children.
- Monthly unannounced visits to family child care homes;
- Strict parent sign in-and out procedures.
- An open door policy for all parents.
- A DoD-wide 1-800 Child Abuse and Safety Violation Hotline - all allegations are thoroughly investigate in a timely and confidential manner.

Training:

- Mandatory annual training for staff and FCC providers in child abuse identification, reporting and prevention procedures, guidance, and how to appropriately touch a child.



Department of Defense Questions and Answers on the Military Child Care Program

QUESTION: How large is the Military Child Development Program?

ANSWER: DoD has the largest employee sponsored child care program in the country serving over 200,000 children (birth - 12 years of age) daily. The program consists of child development centers, family child care homes, school-age care programs and information and referral services. Through these delivery systems DoD offers full-day, part-day and hourly care, before-and after school programs and extended hour care for nights, weekends and shift work. Our active duty members are parents to 1.29M children. Generally military parents are young, often far from home, and without the support of families and neighbors. Child care for infants and toddlers is hard to find and expensive. Because 65% of military spouses are in the work force, quality, affordable child care is an economic necessity and quality of life issue for military families. By providing child care we help military families balance the competing demands of the family, accomplish the military mission, and improve the economic viability of the family.

QUESTION: Describe the history of Military Child Development Programs.

ANSWER: Military Child Development Programs evolved from on-post drop-in "nurseries", operated by private organizations which provided hourly care for volunteers and during social events such as teas and luncheons. The nurseries were often housed in the least desirable facilities on base and received little, if any financial or logistical support from the installation. Low parents fees were the primary source of funding. Many "nurseries" were located in converted stables, quonset huts, basements and attics.

In 1988, a series of Congressional hearings were held on military child care programs. The hearings led to the enactment of the Military Child Care Act (MCCA) of 1989. The MCCA had a far reaching impact on military child care and the early childhood profession. For example, early childhood professionals had been struggling with the issue of low pay of child care workers. Military caregivers, like their civilian private-sector counterparts, received minimum wage and few benefits. They left child care jobs as soon as they could with overseas areas having as high as 300% annual turnover.

The MCCA tasked DOD to test the effects of improved caregiver wages tied to successful training and performance. The test was successful and led to DoD becoming the leader in child care compensation.

In 1992, the House Armed Services Committee stated in the Congressional Record its goal that military child care be on the "leading edge of child care in America."

The quality of child development programs has steadily improved over the years. Over three quarters of the eligible DoD child development centers are nationally accredited and the remainder are going through the accreditation process.

QUESTION: Does the Military Child Care Program meet DoD's child care needs?

ANSWER: We currently have child development programs at over 300 locations with 811 child development centers and 9,793 family child care homes. We are meeting 56% of the need with 166,322 spaces; there is a need for 297,635 spaces. Our goal is to meet 65% of the need by 1998 and 80% by 2005.

QUESTION: Is child care an entitlement?

ANSWER: DoD Child care is not an entitlement. We strongly believe child care is a work force issue and priority for child care is given to working families. But even for these families military child care is not always available. The demand is high and spaces are limited. Through our information and referral services we make every effort to help families locate at least one affordable child care option.

QUESTION: Who is eligible to use the program?

ANSWER: Our eligible patrons are: active duty members and DoD civilian personnel, reservists on active duty and DoD contractors. Each installation commander is responsible for establishing a priority system when space is limited.

QUESTION: Isn't the Military Child Care Program competing with civilian child care programs?

ANSWER: There is a critical shortage of affordable quality child care, especially for infants and toddlers. With the current welfare to work legislation States are being required to quickly expand child care services. We believe we have valuable experiences and "lessons learned" to share with the civilian sector that will help them expand the availability and improve the quality of care for our Nation's children.

QUESTION: Why aren't your programs state licensed?

ANSWER: In many cases states lack jurisdiction on federal property. In lieu of State licensing, military programs follow DoD and Service standards to provide continuity of care around the world. Military members need similar programs wherever they go, and State standards vary dramatically from State to State, making oversight and program accountability difficult. State

standards do not exist in many countries where military child care is provided. Military standards are based on and represent the median of State standards.

QUESTION: Are military child care standards higher than state standards?

ANSWER: DoD standards are neither high nor low but represent a "middle ground" or median standard relative to state standards.

QUESTION: Do you support family child care as well as you support center-based care?

ANSWER: Department of Defense fully supports Family Child Care (FCC). FCC is a full partner in military child care. Providers receive comparable training. The same inspection process is used to inspect both programs. Parents and the military appreciate that FCC is a flexible system that can easily accommodate specialized child care needs such as infant/toddler care, extended hours, overnight, special needs, and mildly ill care. We also support FCC providers through indirect subsidies which support lending libraries, training, technical assistance, referrals, and insurance costs. In some cases we provide direct cash subsidies to providers who provide specialized child care needed by the installation, e.g., infant/toddler care.

QUESTION: How do you ensure quality in FCC homes?

ANSWER: More than a third (35%) of care in DoD Child Development Programs is in certified Family Child Care Homes. Family Child Care provides flexibility of program and hours of operation that meet the needs of service members who have shift work, extended hours, and temporary duty away from their home station. FCC homes and providers are screened prior to certification and are trained in the same way as are caregivers in child development centers. Additionally, FCC homes are monitored for compliance with standards and receive the same unannounced inspections as centers.

QUESTION: How much do parents pay for child care?

ANSWER: The MCCA required DoD to establish a uniform fees based on family income. Patrons who use DoD child development programs pay for services. Last year the average weekly fee was \$65 per week. Parent fees account for approximately 50% of the cost of child care.

QUESTION: If the parents only pay half of the cost of care, where does the rest come from?

ANSWER: The other 50% of child care costs is paid for with appropriated funds authorized by Congress.

QUESTION: How much does your program cost taxpayers?

ANSWER: The Department of Defense views child care as a work force issue that is critical to the overall accomplishment of the military mission. All DoD families pay for child care. We offer sliding scale fees based on total family income. Depending upon their income category, in SY 97-98 families pay between \$37-94 per week, last year the average weekly fee was \$65. The cost of DoD child care is a shared expense between military parents and the government, with each paying approximately half of the cost for care. The mobile military life style can be stressful for young families, on the average military families move every 2.9 years. They do not have the stability of neighbors or family near by to help them with child care responsibilities. Increased deployments and separations make military life very demanding. By providing quality child care we are helping military members balance the competing demands of the military mission and their family responsibilities. We strongly believe this contributes to readiness and the retention of a highly skilled work force.

QUESTION: What is DoD's Curriculum Philosophy?

ANSWER: The DoD views quality, developmentally appropriate early childhood programs as a top quality of life priority. The DoD has supported a developmental approach to early childhood programs for over 15 years and subscribes to the guidelines in the National Association for the Education of Young Children (NAEYC) publication Developmentally Appropriate Practices for Early Childhood Programs. DoD recognizes the importance of experiences during the earliest years. All programs offered to children under three are both individually and age-appropriate to meet each child's development and growth.

QUESTION: All the recent research indicates a need for a careful look at programs for children 0-3. What is the military doing to ensure quality in infant/toddler programs.

ANSWER: Since infant and toddlers comprise over 40% of all children served in military child development programs, quality infant/toddler programs are imperative. There are standards for infant/toddler programs that are based on a sound understanding of infant/toddler needs. It is a requirement that when infants and toddlers are awake, they are out of cribs and interacting with the caregiving staff. Environments are stimulating and based on infant needs. Feeding and sleeping schedules are based on infants' demand. Caregivers read, sing and talk to infants regularly during routines such as when they are being changed, fed, rocked and permitted to crawl around specially designed padded indoor and outdoor play areas. There are DoD infant/toddler training modules from which caregivers learn appropriate activities and interaction with our youngest children. Staff-to-child interactions are observed regularly by Training and Curriculum Specialists who are the "quality assurance" staff in military programs.

QUESTION: Why did you decide to require national accreditation of the military child care centers? How many are currently accredited?

ANSWER: In the 1996 Defense Authorization Act, Congress codified the Military Child Care Act (MCCA), and required that all programs meet the standards of accreditation. The 1989 MCCA required DoD to demonstrate the effect of accreditation on 50 military child care programs. The Rand Corporation studied the effect of accreditation on the quality of these programs, and contrasted these programs with those who were not accredited. In its published report, Rand pointed to accreditation's having positive effects on the quality of the program. Currently, 76% of military child development centers are accredited.

QUESTION: How do your staff salaries compare to those in civilian programs?

ANSWER: Our caregivers start at approximately \$6.50 per hour and increase progressively to \$9 per hour, as they complete training and demonstrate competency. The \$7 per hour pay scale was the quoted in the 1988 National Child Care Staffing Study as the hourly rate at which more staff was retained. The study noted that, when paid at a lower rate, 77% of caregivers left for higher salaries. The Staffing Study also found that higher staff salaries were associated with better quality child care centers. Since implementing our wage and benefits plan, our staff turnover has significantly decreased. In 1996, the annual rate was 30% compared to, as high as, 300% ten years ago.

QUESTION: What are the educational/training/experience requirements for Military Child Development Program staff?

ANSWER: Our management staff, which include child development center directors, family child care directors and other program directors are required to have a bachelors degree or equivalent. In lieu of degreed teachers in every classroom, each military Child Development Program has a professional early childhood educator called a Training & Curriculum (T&C) Specialist. The T&C Specialists provide training to staff and providers. The T&C Specialists also develop curriculum, model developmentally appropriate practices, and coach staff while they are learning to implement good caregiving techniques. Additionally, they assist caregivers working toward the nationally recognized Child Development Award (CDA) credential. Caregiving staff and providers receive orientation training before caring for children, and 24 hours of training within the first 18 months on the job. They also receive annual ongoing training.

QUESTION: How does the Military Child Care training program differ from other programs in the country?

ANSWER: One of the unique aspect of the military child care training programs is that it is directly linked to wages and promotion - in other words - we have an "up or out" policy which

requires completion of "competency-based" training for all child caregivers who work directly with children. The training (regardless of setting) is based on the Child Development Associate Credential competencies and 13 functional areas. Since completion of training results in a pay increase, there is a real incentive to complete training.

QUESTION: Are your training materials available to those outside of DoD? The taxpayers paid for them.

ANSWER: A major effort is underway to make Military Child Care Program information and materials available and accessible. This effort includes: the expansion of the existing DoD Office of Family Policy website at <<http://dticaw.dtic.mil/mapsite/>> to include a variety of information and training documents, the establishment of the DoD Child Care Program Clearinghouse with toll-free access at 1-888-237-3040, and the development and publication of a comprehensive bibliography which will include how and where to obtain the 13 module program we use to train our providers.

QUESTION: Given the ongoing concern about terrorist activity, how safe are military child care programs?

ANSWER: This is a very important issue. We consider safety the key element in the planning, design, location, and operation of our child care program. Our physical plant and playground designs meet or exceed all federal requirements. Our centers are almost exclusively operated in their own separate building. Our personnel are required to meet federal and DoD background check requirements, and our personnel training program emphasizes child safety in all aspects of care.

QUESTION: How many child abuse cases have you had?

ANSWER: Just like the private sector we too, have had child abuse cases. We take allegations of child abuse very seriously. Depending upon the jurisdiction (Federal or State) all child abuse allegations are thoroughly investigated by military and/or civilian authorities. To minimize the risk of child abuse in our program we have implemented strong management practices which include:

- extensive background checks and screening procedures which are conducted on all staff and family child care (FCC) providers (and provider family members over the age of 12) prior to caring for children;
- facilities designed for maximum supervision, e.g., view panels in all classrooms, video monitoring equipment;
- enforcement of adult-to-child ratios to ensure children are supervised at all times;
- observation of caregivers and providers working with children;
- field trip procedures;

- monthly unannounced visits in family child care homes;
- parents signing their children in- and out- of the center or home daily;
- training for staff and FCC providers in child abuse identification, reporting and prevention - procedures, training is updated annually;
- training for staff and FCC providers in positive guidance techniques and appropriate ways to touch a child;
- an open door policy - parents are always welcome;
- a DoD-wide 1-800 Child Abuse and Safety Violation Hotline

QUESTION: What supports the notion that Military Child Care Programs are better?

ANSWER: Military care programs are nationally recognized as models by early childhood advocates and professional organizations.

- Dr. Shirlee Sveska, principal investigator of the GAO study on military child care stated *"Military child care has undergone extraordinary changes over the last 15 years. I believe we have witnessed here a fundamental revision of attitudes about the communities responsibility for children. We have seen with this experience that widespread change and large-scale action is possible in a relatively short period of time when there is informed and committed leadership willing and ready to invest resources to make a difference in the lives of children."*
- Publications such as *Working Mother* have held up military programs as being model programs.
- A ground-breaking April 1994 Carnegie Corporation Report, *Starting Points --Meeting the Needs of Our Youngest Children*, followed by a subsequent report in 1996, *Years of Promise, mise*, pointed to military child care programs as models.
- In a cover story in *Frankly Speaking*, a publication of the University of North Carolina at Chapel Hill the author, Thelma Harms stated: *"State government, which is responsible for child care facilities, keeps the regulation of family child care to a minimum...in contrast (DoD) has developed a family child care system that far exceeds the civilian sector in its level of support and expectations of quality of care. For the past 15 years, (DoD) has been improving its child care standards...and expanding support to family child care homes in an effort to deliver high quality child care to ...families. (DoD) has undoubtedly become a prime example of employer commitment to quality child care."*
- Helen Blank- Director, Child Care Division, Department of Programs and Policy, Children's Defense Fund says: *"Most of my speeches refer to the military child care system as a model that should be emulated in every state in this country. I believe that their child care system - which not only recognizes that children need good care, but also that such care cannot be provided without a sound structure that recognizes that the skills and compensation of a*

child's caregiver is central to their development - should be replicated and funded in every state. The military not only focuses on ensuring that child care is available and affordable to its families but also ensures that each child will get a supportive and nurturing child care experience. It is fortunate for military families but unfortunate for civilians that the best chance a family has to be guaranteed of affordable and high quality care in this country is to join the military."

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View Related Topics

October 2, 1997, Thursday, Late Edition - Final

SECTION: Section A; Page 13; Column 1; National Desk

LENGTH: 800 words

HEADLINE: First Lady Is Low Key On Overhaul Of Child-Care

BYLINE: By KATHARINE Q. SEELYE

DATELINE: QUANTICO, Va., Oct. 1

BODY:

In a day packed with a half-dozen public events to promote good child care, **Hillary Rodham Clinton** demonstrated today that she had learned some lessons from the failure of her 1994 campaign to enact national health insurance.

She told an audience in Miami that advocating a number of big changes at once can overwhelm people and that small, incremental changes were more realistic. And she spent the afternoon at the sprawling Marine base here in Virginia highlighting the commitment to child care of an important political ally -- the military, which runs the nation's largest child-care system. (At **Quantico**, **child care** costs \$120 a week, with the Government paying half.)

In a colorful, toy-filled child-care center, Mrs. Clinton chatted with children and joined them in stringing beads onto necklaces.

Later, in a brief speech outside the base's brick headquarters, with a brass band lending a pep-rally atmosphere, Mrs. Clinton praised what she called the Marines' "model program" of child care. "I wanted to come here to see how we're taking care of the families who are on the front lines for America," she said.

Mrs. Clinton has clearly undertaken a mission to improve the often unreliable, expensive and low quality of child care in America, just as she sought to overhaul health care in the nation and education in Arkansas when her husband was Governor there.

But there has been no splashy announcement, as there was when President Clinton pronounced his wife the most capable person to lead the health-care fight, saying, "Of all the people I've ever worked with in my life, she's better at organizing and leading people from a complex beginning to a certain end."

Rather, the First Lady has set out in a relatively low-key way to prove that she is not trying to usher in the kind of radical changes that her health-care critics accused her of. And she appears eager to signal that she has learned her lesson.

As part of her drive to change health care, Mrs. Clinton gathered a select group of experts, met in secret and emerged with one huge proposal to change the system from top to bottom. Now, with child care, she is slowly gathering ideas in public events, asking questions and refraining from putting forth a big legislative agenda.

She is convening a conference at the White House on Oct. 23 to promote further discussion. Marsha Berry, a spokeswoman for Mrs. Clinton, said it was too early to say if any legislative proposals would emerge.

To be sure, Mrs. Clinton has not glossed over aspects of child care that could become extremely controversial. She said today that she wanted to explore Government subsidies for day care and that she was seeking ways to limit liability for child-care providers.

"You can't expect businesses or private homes to offer child care unless they have some assurance that they can be protected from the unforeseen and accidental kinds of mishaps that happen in anybody's household," Mrs. Clinton, an erstwhile litigator, said in Miami. "And trying to walk that line between taking out the grossly negligent, reckless, intentional mistreatment from the every-day kinds of problems that we encounter is something we have to deal with on the national level."

In addition, Mrs. Clinton expressed interest in devising a national registry of child-care workers so that parents could check on their employment histories. She said such a registry might include not only people convicted of crimes but those against whom there are only allegations.

But she appears to be avoiding the kind of confrontational approach with Republicans on Capitol Hill and lobbyists for small businesses that marked the health-care debate.

Today Mrs. Clinton said she recognized the difficulties that small businesses have in responding to national policy, and she appealed to community leaders to help devise creative ways for small businesses to be able to afford child care.

"They get spooked off by the nay-saying voices who tell them it's going to be impossible, and it is impossible, if you think about it in a rigid way," she said this morning at a round-table discussion at the Baptist Hospital in Miami. "With small businesses, we often hit the wall."

Later, in a discussion about public interest commercials on radio and television to warn parents about abuse, Mrs. Clinton acknowledged that making 30-second commercials was expensive. When a local television executive suggested that the nation take the money it spends operating Congress and divert it instead to such commercials, Mrs. Clinton instantly warmed to the idea.

"Well, I'll tell you what," she began eagerly, as if a chance to abolish were abolish Congress were a dream come true. But she stopped herself, grinned broadly and let the moment pass in laughter with the audience.

LANGUAGE: ENGLISH

LOAD-DATE: October 2, 1997

FOCUSTM

Search: General News;quantico child care and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

Civilian day-care centers looking to learn something from Quantico probably can't expect such public funding, but there are other things that can be copied, she said.

The Marine child development center center adheres to a strict ratio of one adult for each 15 children. Surprise inspections are the norm, and the inspectors will not hesitate to close down a center if it does not meet standards.

Five years ago, in fact, the Quantico center was closed and the building housing it condemned after a surprise inspection found wide-spread deficiencies. An infusion of money combined with a new commitment from the Marines led to the turnaround, Becraft said.

The Quantico program also subjects day-care workers to strict background checks, and pays them well compared their civilian counterparts. Starting pay is \$ 6.15 an hour and it can go as high as \$ 9 an hour.

Emphasis is also placed on education. While the adults talked about day-care issues yesterday, the children barely noticed. They were gathered around four tables, doing arts and crafts, stringing beads for homemade necklaces and using wood blocks to make cars and boats.

"It really isn't just child care," said Lt. Col. Frank Pote, director of manpower at Quantico. "What the kids our doing in our care is not just being watched. They are being taught."

One group of youngsters stuffed cotton inside white tube socks, attached pieces of cloth for ears and buttons for eyes and fashioned homemade dolls called "puppy pals." One of the dolls, signedc by each member of the class, was happily given to Clinton to take back to the White House.

The first lady said she will also return with some new ideas about how child-care systems in the country can be improved. She particularly lauded the ideas of background checks for day-care workers and unannounced inspections of day-care centers.

"There may be people who say the military has a lot of advantages, because of the obvious consideration of chain of command and other kinds of controls you have, and much better funding than is available in the civilian sector," she said. "My response is we ought to try to clear the air of excuses about why things can't be done and look for how we can achieve the best outcomes for our kids."

GRAPHIC: PHOTO

LOAD-DATE: October 8, 1997

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Search: General News;child development program and hillary w/2 clinton

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October 2, 1997, Thursday, ONE STAR EDITION

SECTION: AREA/STATE, Pg. B-4

LENGTH: 784 words

HEADLINE: QUANTICO DAY CARE CAPTURES SPOTLIGHT;
MRS. CLINTON TO TAKE IDEAS TO CONFERENCE

BYLINE: Paul Bradley; Times-Dispatch Staff Writer

DATELINE: QUANTICO

BODY:

First lady **Hillary** Rodham **Clinton** wore no flak jacket or hard hat yesterday as she strolled into one of the most important installations on the sprawling Quantico Marine Corps training base.

Nor was she greeted by stern-faced, spit-and-polish Marines. Instead, she was welcomed by the smiling faces of their offspring, engaged in the organized chaos of an after-school day-care program.

The on-base Russell Elementary School is home of Quantico's **Child Development Program**, which is being held up as an example for high-quality day care. Mrs. Clinton plans to use her observations during a White House child development conference to be held later this month.

"What we are hoping is the models you have developed will be applicable in the civilian sector as well," she said. "These are all elements of good child care. Unfortunately, we don't find them as often as we'd like in child care settings around the country."

Marines whose children are enrolled in the program, which takes pupils aged 6 to 12 before and after school, shared her enthusiasm. "The first day they cried because I left them here," said Staff Sgt. Leroy Head, the single father of two young girls. "The second day, they cried when I came to pick them up."

Captain Sylvia Ross said the quality day care afforded by the Marines has made it easier to do her job as a Marine lawyer.

"I've found I can go to work and not worry about my son," she said. "My son is not with a babysitter. He is with someone who really cares about him."

To Deputy Defense Secretary John Hamre, looking after the children of military personnel is a matter of readiness. Soldiers who are suddenly deployed to faraway places need the peace of mind that their children are secure, he said.

The day care provided for the Marines at Quantico reflects a growing emphasis on day care in all branches of the military. The Department of Defense, in fact, is the world's largest day-care provider, looking after more than 200,000 children in 300 day-care centers around the world.

Last year, the military spent \$ 263 million on day care, up from \$ 89 million 10 years ago, he said.

That subsidy, in part, is what makes the Quantico system work, said Carolyn Becraft, a deputy assistant secretary of defense. Marines whose children are enrolled in the program pay on a sliding scale based on their salary. The average charge is \$ 65 per week per child, she said.

10/3/97

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SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, OCTOBER 3, 1997

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WHCA PAGER #4797

PREV RON The White House

9:30am DEPART South Portico

EN ROUTE University of Maryland at College Park
[drive time: 35 minutes]

10:05am ARRIVE University of Maryland at College Park

Greeters:

- Dr. William Kirwan, President, University of Maryland
- Mrs. Patty Kirwan, spouse
- Dr. Fran Favretto, Director, Center for Young Children
- Carol Seefeldt, Professor, Human Development Department

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, OCTOBER 3, 1997

PAGE 2

10:10am- **TOUR OF THE CENTER FOR YOUNG CHILDREN**
10:30am Center for Young Children
University of Maryland at College Park
HRC Hold: Conference Room
Phone: 301/405-3171
Fax: n/a
CLOSED PRESS

PROGRAM:

-- The First Lady, accompanied by Dr. William Kirwan, Mrs. Kirwan and Dr. Favretto, tours the kindergarten classroom.

NOTE: Three students ask the First Lady 3 questions.

-- The First Lady, accompanied by Dr. William Kirwan, Mrs. Kirwan and Dr. Favretto, proceeds to the atrium where the pre-school students at the Center for Young Children sing a song.

-- The First Lady, accompanied by Dr. William Kirwan, Mrs. Kirwan and Dr. Favretto, proceeds to the foyer.

PARTICIPANTS: Approx. 106 children in the Center.

10:30am- **MEET AND GREET**
10:40am Center for Young Children
University of Maryland at College Park
HRC Hold: Conference Room
Phone: 301/405-3171
Fax: n/a
CLOSED PRESS

PROGRAM:

-- The First Lady greets students and faculty from the University of Maryland's Department of Human Development.

PARTICIPANTS: Approx. 10 people to attend.

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, OCTOBER 3, 1997

PAGE 3

10:45am **DEPART** The Center for Young Children
 EN ROUTE The Tawes Theatre
 [drive time: 5 minutes]

10:50am **ARRIVE** The Tawes Theatre

Greeters:

- Neel Bahattacharjee, student
- Congressman Steny Hoyer

11:00am- **CHILD CARE SPEECH**
12:10pm Tawes Theatre
 University of Maryland at College Park
 HRC Hold: The Green Room
 Phone: 301/405-8362 or 405-8363
 Fax: n/a
 OPEN PRESS

PROGRAM:

-- Neel Bahattacharjee, student will deliver an announcement of the First Lady, accompanied by Congressman Steny Hoyer, Dr. William Kirwan, President, University of MD and Carol Seefeldt, Professor, Human Development.

NOTE: The First Lady will seated next to President Kirwan and Congressman Hoyer.

-- Carol Seefeldt introduces Congressman Steny Hoyer.

-- Congressman Steny Hoyer delivers brief remarks and introduces President Kirwan.

-- Dr. William Kirwan, President, University of MD, introduces the First Lady.

-- The First Lady delivers remarks.

-- Upon conclusion of remarks, the First Lady takes questions from the audience.

NOTE: There will be two University of Maryland representatives with two microphones who will coordinate the question and answer session.

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 3, 1997
PAGE 4

PARTICIPANTS: Approx. 1,200 people to attend.

12:15pm **DEPART** University of Maryland at College Park
 EN ROUTE The White House
 [drive time: 30 minutes]

12:40pm **ARRIVE** The White House

2:00pm **PRIVATE MEETING**
2:30pm Map Room
 CLOSED PRESS/WH PHOTO ONLY

3:00pm- **CHICAGO MEETING**
4:00pm Residence
 CLOSED PRESS

6:15pm **DEPART** South Portico
 EN ROUTE Private Residence
 [drive time: 15 minutes]

6:30pm **ARRIVE** Private Residence

6:30pm- **LUDTKE BOOK PARTY**
8:00pm 3120 Woodley Road, N.W.
 HRC Hold: Bedroom
 Phone: 202/333-8860
 Fax: n/a
 CLOSED PRESS

PROGRAM:

-- Ellen Hume will introduce Melissa Ludtke.

-- Melissa Ludtke will do a brief reading from her book.

-- The First Lady will have an opportunity to deliver brief remarks.

PARTICIPANTS: Approx. 70 people to attend.

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, OCTOBER 3, 1997

PAGE 5

8:00pm **DEPART** Private Residence
 EN ROUTE The White House
 [drive time: 15 minutes]

8:15pm **ARRIVE** The White House

RON The White House

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Sunny becoming partly sunny. Wind variable to south-southwest
at 5 to 10 knots. Low 49. High 72.

October 2, 1997

UNIVERSITY OF MARYLAND AT COLLEGE PARK
CHILD CARE ADDRESS

DATE: Friday, October 3
TIME: 10:10 am - 12:10 pm
LOCATION: University of Maryland
College Park, MD
FROM: Brenda Costello and Noa Meyer

I. PURPOSE

To visit the Center for Young Children and deliver an address to students, faculty, staff, and prominent professionals in the child care field at the University of Maryland, College Park.

II. BACKGROUND

Center for Young Children

The Center for Young Children's mission is to educate the children of the university community, train early childhood teachers, and conduct research. The Center traces back to the University of Maryland Kindergarten which was established in 1948. Today the Institute for Child Study / Department of Human Development, College of Education oversees the administration of the CYC. The Center moved to its current location in 1993.

The expanded center, now called the Center for young Children, is open to students whose parents are faculty, staff, or students. The Center's enrollment represents a diverse student body of 120 children, ages three to six.

Children enrolled in the Center for Young Children participate in highly regulated research studies that increase information about how children learn and develop. Studies are conducted solely with the consent of the parents. Many studies are observational in nature and do not require the child to leave the classroom.

University of Maryland at College Park

University of Maryland at College Park is a large, ethnically diverse public university founded in 1784 when Washington College in Chestertown and St. John's College in Annapolis combined. Women were admitted for the first time in 1916. Total enrollment at U. of MD is over 32,000, with 24,300 undergraduates and 8,500 graduate students. Of those, 48 percent are women and 52 percent are men, with minorities making up 37% of the student body. Sixty percent of all students receive some form of

financial aid, and 60 percent of those students receive federal aid.

In 1995-96, the university was cited as a national model by the Ford Foundation for its efforts in achieving diversity, and was awarded a grant for further development of the initiative. In the spring of '95, the Supreme Court let stand a Fifth Circuit Court ruling against the University's Benjamin Banneker scholarships which made race-based scholarships for African-Americans unconstitutional.

According to university officials, students are involved in a number of service projects which include Advocates for Children College Park Scholars, a program in which students practice advocacy through work in schools, community agencies, institutions, and other organizations dedicated to improving children's lives. Other community service programs include a Home Liaison Program, a math and science tutoring program for at-risk children, and a crime intervention prevention/program. Additionally, the S.A.V.E. Coalition provides mini-grants to other student groups planning community service projects. The university is also the home of the Casey Journalism Center for Children and Families, which you discuss in your book "It Takes a Village" as a model for responsible journalism.

As you know, Bill Galston, one of the key architects of the student volunteer initiative which has since evolved into Ameri Corps, has rejoined the Maryland faculty. The service project MSTART is an Ameri Corps-funded program which involves AmeriCorps members in tutoring and mentoring middle school students and in recruiting high school students to also act as peer mentors and tutors.

As you will recall, you delivered the Commencement address at College Park in May, 1996.

Note: Jody Kaplan, currently working in the First Lady's correspondence Office, is a University of Maryland graduate.

Format

When you arrive at the University of Maryland, College Park campus you will receive a tour of the kindergarten classroom, where three students (ages 4-6) will ask you questions, followed by a song by pre-school students. Dr. Fran Favretto, Director of the Center for Young Children will guide you around the Center, accompanied by Dr. William Kirwan, U of MD President and his wife, Patricia (Patti). Approximately 25 children will be in each class.

Following the tour you will meet approximately 12 U of MD students and faculty from the University's Department of Human Development, as well as Bill Galston. You will then proceed to the auditorium for your speech where Dr. Kirwan will introduce you. Carol Seefeldt, Professor of Human Development, and Rep. Steny Hoyer are also in the

speaking program. Approximately 1,100 child care specialists, students, and faculty are expected at your speech. Following your remarks, you will take questions from the audience, coordinated by two U. of MD representatives.

Note: An overflow room on campus in the Student Union will be set up where additional students will watch your remarks on a video screen.

III. PARTICIPANTS

Center for Young Children

- Dr. William Kirwan, President, University of Maryland
- Mrs. Patricia "Patti" Kirwan, spouse
- Dr. Fran Favretto, Director of the Center for Young Children. (See attached bio.)

Meet and Greet

- See attached list

Speaking Program

- Neel Bahattacharjee, senior, U. of MD
- Carol Seefeldt, Professor of Human Development
- Rep. Steny Hoyer, (D-MD)
- Dr. William Kirwan, President, U. of MD
- The First Lady

IV. SEQUENCE OF EVENTS

- Center for Young Children
 - The First Lady, accompanied by Dr. William Kirwan, Mrs. Kirwan and Dr. Fran Favretto, tours the kindergarten classroom. (Students ask questions)
 - The First Lady, Dr. William Kirwan, Mrs. Kirwan and Dr. Fran Favretto proceed to atrium where pre-school students sing a song
 - The First Lady, Dr. William Kirwan, Mrs. Kirwan and Dr. Fran Favretto proceed to foyer
 - Meet and Greet
 - The First Lady greets students and faculty
 - Speech
 - Neel Bahattacharjee announces program participants
- Note: You will be seated next to President Kirwan and Rep. Hoyer
- Prof. Carol Seefeldt intros Rep. Hoyer
 - Rep. Steny Hoyer delivers remarks and intros President Kirwan
 - Dr. William Kirwan will make brief remarks and intros the First Lady
 - The First Lady delivers remarks
 - Upon conclusion of remarks, the First Lady takes questions from the audience

- The First Lady departs

V. PRESS

Center for Young Children:
Meet and Greet:
Tawes Theater

Closed press/WH Photo.
Closed press/WH Photo.
Open press.

VI. REMARKS

Prepared by David Shipley.

QUESTIONS AND ANSWERS

Q. I read the article in *The New York Times* and understand that you are considering a national registry to check child care providers' backgrounds. Can you tell us more about that?

A. We should all remember how important child care providers are for our children and families. Millions of people dedicate their lives to caring for children, often at low wages and in difficult work conditions. We need to support them, and we are looking at ways to do that. Naturally, parents also want assurance that their children are safe while in child care. We are exploring a range of ideas to improve the safety and quality of child care but have not yet settled on any one solution.

Q. What does the government do now in child care?

A. The federal government spends about \$3 billion each year to provide subsidies for child care to low-income working families and parents moving from welfare to work. Since 1993, federal support has increased by about 68% and now reaches about one million children. In addition, President Clinton has worked to promote health and safety in child care by issuing regulations to ensure that children receiving federal child care assistance are properly immunized and by launching an initiative to promote partnerships between child care and health agencies. The Administration has also significantly increased investment in Head Start and created Early Head Start to serve young children from birth to age 3.

Q. Are you going to propose legislation at the Child Care Conference?

A. Our goals for this conference are to bring national attention to child care and to launch a policy discussion on child care. After the conference we intend to consult with Governors, Members of Congress, business, labor, experts and others. We may well propose policies that require legislative change at the end of that process.

Q. Can you be more specific about the policies you are considering?

A. As I said, this conference is just the beginning of a discussion about child care. We plan to address three areas: affordability; health, safety and quality -- particularly for infants and toddlers; and care for school-age children. As we consult with Governors, Members of Congress, business, labor, experts and others after the conference, we will look at proposals in each of those areas.

THE CLINTON ADMINISTRATION'S RECORD ON CHILD CARE AND HEAD START

Since 1993, the President and the First Lady have worked to expand access to quality child care. With increased funding for Head Start and other child care programs, a new focus on children age zero to three, and new partnerships with states and the private sector, the Clinton Administration has worked to help parents improve their children's development and learning.

Expanding and Improving Head Start

Providing An "Early Head Start" to Children Zero to Three The Early Head Start program, created in 1994, provides early, continuous and comprehensive child development and family support services for low-income families with children ages zero to three and pregnant women. Designed as a major expansion of Head Start's traditional program for three to five-year-olds, the program promotes the physical, cognitive, social and emotional growth of infants and toddlers to prepare them for a lifetime of learning and development.

Currently there are 143 Early Head Start programs in 44 states, the District of Columbia and Puerto Rico, serving over 23,000 children and families. Today, the First Lady announced the availability of approximately \$26 million for new Early Head Start grants, which will increase the 1997 enrollment to 27,000 children and families. When combined with the funds requested in the President's Fiscal Year 1998 budget, 35,000 children and families will be served by Early Head Start, an increase of approximately 50% from FY 1996.

Working With Other Partners Last month HHS announced that Head Start expansion funds will be used for the first time to build partnerships with child care providers to deliver full-day and full-year Head Start services. Through these new expansion grants, Head Start and child care agencies will combine staff and funds to provide high quality services. Children will stay in one place all day, rather than attending Head Start for half a day and then moving to child care for the remainder of the day. In addition, the expansion funds will provide for increased Head Start slots for children. By the end of FY 1997, some 800,000 children are expected to be enrolled in Head Start, an increase of 50,000 from the beginning of the fiscal year.

Improving Performance Standards In November 1996, HHS published revised Head Start Program Performance Standards, developed with the consultation of thousands in the child development, family support and health fields, that improve on the program's existing quality standards. These revised, more user-friendly standards remove rigid and prescriptive requirements, integrate infants and toddlers into the Head Start program, promote collaboration with other community programs, and draw on medical expertise.

Increasing the Federal Investment in Child Care

Under the Clinton Administration, funding for Head Start has grown \$1.8 billion over the past five years, from \$2.2 billion in FY 1992 to nearly \$4 billion in FY 1997, an increase of more than 80 percent. These additional funds have enabled Head Start to serve 180,000 more children and their families, enhance the quality of Head Start services, and improve program research - with the goal of expanding Head Start to serve over one million children by the year 2002.

At the President's insistence, the new welfare reform legislation also increases child care funding by nearly \$4 billion over 6 years, allowing more single mothers to leave welfare for work. The fiscal year 1997 funds alone provide up to \$2.9 billion to states, a significant increase over the estimated 1996 level of \$2.35 billion.

Giving Parents Access To Health and Safe Child Care

May 1995, HHS launched the Healthy Child Care America Campaign to promote partnerships between child care and health agencies to ensure that children in child care are in safe and healthy environments and receive the health services they need. The American Academy of Pediatrics has recently joined the campaign to provide technical assistance and to encourage health professionals involvement in child care programs.

To support the Campaign, in October 1996, HHS made available \$2.5 million in grants to States and Territories to support and encourage the development of statewide strategies and planning for healthy, safe child care programs. Forty six states have now launched Healthy Child Care America Campaigns at the state and/or community levels.

In 1994, HHS launched the National Child Care Information Center to help providers start up child care centers; assist parents in locating child care in their communities, and give researchers and policy makers access to statistical information about child care. HHS also provides important technical assistance to improve and expand the child care delivery systems of states, tribes and territories for low-income families through the Child Care Technical Assistance Project.

Facts and Figures

The Need for Child Care (Source: Census Bureau)

- In 1993, there were approximately 9.9 million children under age five who were in need of child care while their mothers were working.
- Of those children, 31.1 percent received care in organized child care facilities, up from 23 percent in 1991.

Funding for Child Care

- Since 1993, federal direct assistance for child care (discretionary spending and the Child Care Development Fund) has increased by more than \$1 billion.
- The newly established Child Care Development Fund authorized by the welfare reform law, has made available \$2.9 billion to states to assist families moving from welfare to work.
- The President's FY 1998 budget request includes a \$144 million increase in federal child care funding.

10- 2-97 : 5:00PM :

SENT BY:



For immediate release
April 30, 1997

Contact: Jerry Irvine
Phone: 202/225-4131

HOYER INTRODUCES BILL TO REINVENT SOCIAL SERVICES, COORDINATE FEDERAL, STATE AND LOCAL AGENCIES

WASHINGTON, DC — Congressman Steny H. Hoyer (MD-5) yesterday introduced legislation that will create incentives for coordinating social service programs to better serve children and families. The Family Services Improvement Act of 1997 eliminates federal red tape and unnecessary regulation to give local programs the flexibility they need to address problems unique to their region.

Specifically, the bill removes Federal road-blocks to coordinating service delivery for families receiving assistance in a wide range of areas, including education, Head Start, maternal and child health, job training, housing, family support, and preservation, and drug prevention and treatment. Through a simple system of funding incentives, the bill establishes the framework by which Federal, State and local agencies can more efficiently deliver services to those in need. The bill would also eliminate duplicative paperwork for those individuals attempting to gain assistance.

In introducing the bill, Hoyer said, "Our service system is too disconnected and confusing. If we want to help people become more self-sufficient and eventually move them off of assistance, we must help these families by reinventing our social services and creating a coordinated, one-stop system."

The Hoyer legislation would establish a Federal Coordination Council which would act as a clearing-house and facilitator for agencies that move in the direction of coordinating their services. A "consortium" system would be established, by which three or more social service agencies (Head Start, job training, maternal and child health, etc.) could establish their own one-stop model. Local agencies would be given ample flexibility to set-up their consortium to meet the needs of their specific area.

Last year, Hoyer pretended that he was a welfare parent for a day. He needed help with child support enforcement, housing, school registration, child care, and heating for his home. He spent over half his day driving through his congressional district — valuable time that a single-parent could otherwise spend working, receiving job training, or caring for his or her child.

"We've got to end the current practice, where case workers spend far too much time dealing with red tape and paperwork, multiple eligibility criteria, application processes, and service requirements," said Hoyer. "These workers may not know about each other or talk to each other, even when they are helping the same families."



For immediate release
April 17, 1997

Contact: Jerry Irvine
Phone: 202/225-4131

HOYER JOINS DELAURO, MCGOVERN TO INTRODUCE EARLY LEARNING AND OPPORTUNITY ACT

WASHINGTON, DC — Congressman Steny H. Hoyer (MD-5) today introduced comprehensive legislation to help America's children get a good start in life, particularly in the critical early years from birth to age three.

Hoyer joined Congresswoman Rosa L. DeLauro (D-CT) and Congressman James P. McGovern (D-MA) to introduce the Early Learning and Opportunity Act. The announcement comes at a time when the nation is increasingly focused on the importance of development during a child's first three years. The President and Mrs. Clinton are hosting a White House Conference today on Early Childhood Development to highlight these issues.

"This bill provides the necessary fuel to innovate and streamline programs and services for children under three," said Hoyer. "There is mounting scientific evidence that shows that there is no greater return on an investment than the resources devoted to our nation's youngest children. By investing wisely today, we will reap huge returns down the road with a healthier and better educated America."

The DeLauro-Hoyer-McGovern bill would improve the quality and availability of care for children under age three, and improve the coordination and effectiveness of family support services to parents with children in that age group.

"This bill helps focus the country on the incredibly vital issue of early childhood development," said Hoyer. "As we enter the 21st Century, we must increase our commitment to enhancing and improving the education and general care of our children at the earliest possible stages."

- more -

DeLauro-Hoyer Bill, Add One

The DeLauro-Hoyer-McGovern legislation will:

- Create a flexible competitive state grant to:
 - improve the quality and availability of care for children under age three;
 - improve the quality and availability of support services to families with children aged zero to three;
 - encourage states to improve coordination of existing services to these families to reduce duplication and improve their efficiency.
- Amend the Family and Medical Leave Act to cover companies with more than 20 employees. This will extend parental leave privileges to an additional 13 million working women.
- Increase funding for Head Start and, over four years, more than double funds available for the Early Start program which provides education, health, nutrition and parent support services to children aged zero to three.

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THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

October 3, 1997

REMARKS BY THE FIRST LADY
ON CHILD CARE

The University of Maryland
College Park, Maryland

MRS. CLINTON: Thank you very much. (Applause.) Thank you. Thank you very much. Thank you, Neil. Thank you, Professor Seefeldt. Thank you, Congressman Hoyer. Thank you, President Kirwan.

As I was sitting up here and Steny was introducing the President's family, when he introduced his wife, President Kirwan turned to me and said, you know, I met her in junior high school. (Laughter.) He said, she sat behind me and she couldn't stand me. (Laughter.) And I thought, that's exactly the kind of memories I have from junior high school -- you know, the boy you really liked at the end of the year was the one you couldn't stand at the beginning of the year.

But this junior high school romance has certainly stood the test of time. And I'm delighted to be here with your family and with the family of this great university.

I came here today for a number of reasons. Part of it, as the President suggested, is because I enjoyed my visit to be the commencement speaker so much and was very honored to receive an honorary degree, and also because I have followed with great interest the work that is being done at this university in many areas. But in particular, I have been impressed by the work that has been done in the area of human development, social and public policy. And we, of course, as you know, we're blessed in the White House by having Professor Galston with us for a number of years, so I feel a real kinship with the work that is done here and the people who are part of this great university community.

So when the opportunity arose for me to come and speak with you about an upcoming White House Conference on Child Care, I immediately seized it, because, as the Congressman said, the President and I are hosting a White House Conference on Child Care on October 23rd, and I wanted to come and tell you why this is an issue that deserves White House attention, deserves the attention of our nation, one that we hope will raise awareness of these issues around our country.

Some of you may recall that last spring the President and I hosted a Conference on Early Learning and Brain Research, and we brought to the nation's attention the very exciting work that has been done by researchers here at NIH and elsewhere across the country that demonstrates clearly how important it is that we take the first three years of life, because of what is happening in a child's brain. And we wanted to get that information out because, although many people intuitively knew that, and experts like Professor Seefeldt taught that, there wasn't the hard data that supported that information until recently, with the kind of work that has been going on in brain research.

And so, for a lot of reasons, this is a time when all of us have to focus on what we best can do in our own homes and families, as well as in our larger society, to ensure that each child has a chance to live up to his or her promise.

I saw that in action this morning here at the Center for Young Children. What a wonderful facility you have here -- a child care center that is warm and inviting, with workers that are creative and energetic and focused, a range of books and toys and crafts materials.

I answered question from the five-year-olds who wanted to know, among other things, what my favorite food was, what my favorite color was -- and then a real stumper was what my favorite roller coaster was. (Laughter.) I had to confess to this little boy that it has been so long since I've been on a roller coaster I couldn't remember the names of any of the roller coasters I like. But I certainly had the feeling that this is a place where children are treasured and valued and stimulated, a place that any of us would happily stay for juice and nap time any day.

But that center is far too rare, even though more and more families are seeking child care. In fact, over half of the infants under age one are in day care; 12 million children under the age of six, and 17 million more age six through 13, have both parents or their only parent in the work force. The plain fact is that there is simply not enough quality care for the children who need it. Quality child care is financially out of reach for the hard-working American families whose children deserve the best attention they can receive.

So today I come with a very straightforward proposition that this situation must change for the sake of our children and our future. And there are ways I want to suggest that each of us can participate in this change.

Every working parent in this room and in this country knows how urgent the matter is. Any mom or dad who has ever left a child with a care-giver for even a minute has felt at the gut level the importance of quality care. The stress around child care affects families ranging from the poorest all the way to the most affluent. It is a daily pressure for parents with preschoolers and parents with children in school who, for whatever reason, cannot get home to supervise a child themselves.

For more than 25 years, I have worked on issues affecting children and families. But in the last four and a half years I've been privileged to travel around our country on my own and with my husband, listening and talking with parents about their economic concerns, the issues that affect them on the streets where they live, whether it's crime or the environment, and I've heard over and over again how important child care is. Yet, despite its importance in our everyday lives, it is not an issue that has been dealt with effectively by our society.

Now, there are many reasons for this oversight, and some of you who are students of human development and child care could recite many of them, I'm sure. But I think it's fair to say that until the demographics of our citizenry changed, until economic forces and women's choices led so many mothers into the work force, this was not an issue that many people thought was serious. It was, like many issues affecting children in the past, viewed as a soft issue that was of disproportionate concern to women. Yet now we know it is one of the hardest issues we face and it is an issue that has economic and social implications that go far beyond the individual concern that each of us brings to it.

Fortunately, times are changing -- partly because of the work that many of you are doing, partly because more and more parents are speaking out, partly because America's employers have come to understand that the strength of their bottom lines depends on workers who are not absent, who will have their mind on their work when they're there, whose child care needs are being met; and partly because we have people in leadership like the President of this university, like this member of Congress before you who represents you, and because of my husband and members of Congress and state legislators of both parties and many governors who have made this a priority.

All of this brings us together in the name of a shared belief that the children of our country deserve child care as fine as that provided right here at this university. In fact, American

children deserve the best care in the world.

Now, there are many reasons to put our children's needs first, but let me just mention a few of them. One reason, as I've already stated, is because we know that how we care for our children is critical to their intellectual and emotional development. You know, it wasn't so long ago -- and I can actually recall when I was younger and thinking about children a lot and even pregnant with my own -- that it used to be kind of a joke among a lot of fathers that I knew that they would say, well, you know, let's wait until he can throw a ball or she can talk to me and then I'll pay attention. And it was the kind of attitude that had been prevalent for most of history that very young children should be cared for by their mothers, other women, that there wasn't much for fathers to do because there wasn't much happening until a child started to in some way assert a personality, act on his or her own. Well, now we know clearly that that was mistaken. As we talked about at the White House Conference on Early Childhood Development in April, what happens to a child in those earliest years can make all the difference for a lifetime.

Just 15 years ago, even scientists thought that a baby's brain structure was virtually complete at birth. Now, neuroscience tells us that it is a work in progress and that everything we do with a child has some kind of potential physical influence on that rapidly forming brain. As one participant at the White House Conference put it, nature and nurture don't compete, they cooperate.

Children's earliest experiences -- the sights and sounds and smells and feelings they encounter, the challenges they meet -- they determine how their brains are wired. For those of you who know a lot more about computers than I know, we're talking about how the brain shapes itself through repeated experiences. The more something is repeated, the stronger the neurocircuitry becomes. And those connections, in turn, can be permanent. In this way, even the seemingly unimportant, totally forgettable events of our first years are anything but trivial. It is during this time that children learn to soothe themselves when they're upset, to empathize, to get along with others, to become -- and we hope they will -- human beings of the finest order.

Experiences in those first three years of life can also determine how well a child learns. When someone speaks, reads or plays with an infant or toddler, her or she, whether it is a parent, a grandparent, an older sibling or a care-giver, is activating the connections in that child's brain that will one day enable her to think and read and speak and solve problems herself. Now, what that means is that sub-par care, whether in the home or in a child care setting, means that a young brain is being deprived of what it needs to live up to its natural potential.

Now, that is a very serious conclusion for us to reach, and now we have no more excuses. If we know that ignoring the child, being impatient, pushing off an 8-month-old or a 16-month-old, failing to invest the time that is necessary in that two-and-a-half-year-old, then we have to acknowledge it's not just a momentary action, but it adds to the past and the present and the feelings that that child is internalizing, and it also, literally, affects the brain.

Another reason we need to act is that we now have evidence that child care is too often inadequate. Research presents a troubling picture. A recent national study of child care centers found that 70 percent of children are in care that is barely adequate; 10 percent are in care that is dangerous to their health and safety. Infants and toddlers are at the greatest risk, with 40 percent in care that poses a threat to their health and well-being. That means that they spend hours of their days with care-givers who do not follow basic sanitary practices, who rarely cuddle, talk to or play with these infants and toddlers, in rooms that lack toys and other materials to encourage development, and in places where the ratio of children to adults is too high for individual attention. Only 20 percent of our children are in what we could call "high quality care," such as what I saw this morning.

A study of child care in family-based settings found equally disturbing patterns. Only 56 percent of these programs provided adequate care. Thirty-five percent were deemed inadequate, which means, as we now know, that the hours spent there could actually undercut a child's development. And only nine percent offered high-quality care, which was defined as enhancing the growth and development of children. And even where quality care is available, it is often financially out of reach for parents, particularly low-income parents.

According to the 1995 census, families earning under \$1,200 a month pay an average of 24 to 25 percent of their income for child care. That takes a big chunk out of a household budget. But it was still not enough to ensure quality care. I asked about the cost of the child care centers here on this campus, and there is a sliding scale, which is very important, but it still costs between \$340 and \$600 a month. Middle class families are hit hard as well. Families earning up to \$36,000 pay out 12 percent of their income for child care without any guarantee that that 12 percent is buying quality. It is difficult to think of a consumer situation in America where so many people are paying so much and too often getting so little.

Another reason we need to act is that we now know from another study that was just completed by the National Institute for Child Health and Development that good child care can be beneficial to young children, whether it is care given at home or in a day care center. Now, there's not doubt that the most important, lasting influence on any child is that child's family. But we do know that good, quality child care can improve a child's chances, if that child is in a difficult family situation or enhance a child's learning and maturity if that child is in a good family situation. And for children who come out of family situations that are not always conducive to their well-being, bad child care can make a difficult situation even worse.

Now, a final reason we need to act is because of the changing nature of the work force. We know that the American work force has changed dramatically in the past 40 years and that has meant dramatic changes in family life. Half of all mothers with children under the age of one are working outside the home, and not only are more parents working, they are working longer hours. So this issue must become a policy challenge for all of us because it clearly affects the well-being of children, American workers, and the dynamism of our economy itself.

I would imagine that many of you who are parents and those of you who are students, not yet parents, can equally shut your eyes and imagine or think back to one of those work-family conflicts that has occurred in all of our lives. Even though my daughter is a freshman in college, I still remember vividly the days when my child care arrangements fell through and I was not able to do anything about them. Now, luckily for me, those were very few because I had the kind of job where if my daughter were sick or if she had a special occasion that I wanted to take advantage of in her preschool or her school years, I could arrange my schedule. That is not the case for the vast majority of working moms and dads.

I also had the advantage, except for two years of her life, to live in a Governor's Mansion where there were lots of people around. That is not a common experience for most working mothers. And so I'm very aware that my situation was unique. But even with it, I recall vividly those few times when, despite my best efforts and a very supportive husband and all of the balancing we all do, it just all fell through and I had to scramble like crazy to make up for it.

One time in particular when I couldn't cancel something or just not go into work or go in late -- I had to be in court at 9:00 a.m. -- and Chelsea was up all night sick and my baby-sitter was sick, probably with the same thing Chelsea was sick with, and my husband was out of town and my family wasn't around, and I called one of my best friends and she

wasn't available. And it was just a real terrible feeling that you get when you know that you want to be with your child and because of work demands you can't. And I was lucky enough to find a neighbor who could come in and sit with her. And I called home every chance I had a break and rushed home when I finished to find her very well taken care of.

But that is not what is available to most parents. And I know it is infinitely tougher for most women who every day are trying to do the best they can. And I honestly don't know how single parents do it. And I think we ought to be very sympathetic and very supportive of all parents, but particularly of single parents.

Too many children end up because of their parents' challenges, caring for themselves or being supervised by older siblings. And we know what happens when children are left unsupervised. According to the FBI, it is during the late afternoon that our youngest children, those who are in their preteens or early teens, are most likely to experiment with drugs, to become involved with criminal gangs, to get pregnant, to commit violence or to get in trouble in other ways. So, when that 3:00 p.m. bell rings, kids are relieved, but a lot of working parents panic. And we have to find a way to help parents with school-aged children as well.

So we know we need to act, but where do we start. Well, we can learn from models of excellent child care around our country. They can provide the energy and expertise and inspiration for what we need to do now. One very bright spot is the military's child care system. Our Defense Department runs the largest child care system in the world, taking care of the children of the parents who are in the front lines of America. I was privileged just two days ago at Quantico Marine Base to be able to see firsthand what is being provided for the children of our Armed Forces and I have to say I saw what every parent would want for her child -- a beautiful facility, well-trained workers, high standards, unannounced inspections both in the center and in the family day care settings, a toll-free number for parents to call with their concerns, mandatory training for everyone that comes into contact with and works with a child, and, most importantly, good wages and solid benefits and respect for staff. Now, that has resulted in lower turnover and more experienced care-givers.

Now, that wasn't always the case, and I learned in a very open discussion that the military's child care was not always what we would hold up as an example. In fact, even the center that I visited at Quantico is brand-new because the previous one had to be shut down because it didn't make the grade a few years ago. But, the leadership of our military knows that readiness depends upon mothers and fathers being able to do their work without worrying about who's caring for their children. So the military made a commitment to turning its child care system around and Quantico is now a shining example of what can be done.

I want to tell two stories that I heard. The first, from one of the commanders there was what happens before good child care in the military. I heard about a mother and a father who were both called to duty on an emergency basis at the same time. I believe they were both pilots. They had to be in the air at the same time. When that happened, they had to bring their two infants in bassinets to the office of their commander -- (laughter) -- leave those bassinets in their commander's office with instructions for care and feeding. Now, that beats any story about child care challenges that I've ever heard.

The second story is about what happens now that there is quality care available, no matter what the occasion. I met a staff sergeant, a single dad raising two little girls. He said that when he took his daughters to day care the first day they cried when he dropped them off, but the second day they cried when he came to pick them up. (Laughter.) I was especially impressed by this very tough Marine who's obviously put in his time at the weight training facility, talking with great pride about how he mastered pigtailed and ponytailed for his daughters. But I think part of the reason his confidence is so high about embarking on the

rather daunting task of being a single dad of two little girls is because he's gotten a lot of support from the child care facility and the care-givers who have been there, helping him along, encouraging him, giving him advice, helping to create that village.

On a serious note also, we were privileged to have Lt. Colonel Pote (phonetic), who I see in the audience here, speak about the perspective of the child care system from the perspective of a commander. He said that his soldiers are more productive when they don't have to worry about their children. Now, I probably should say his Marines are more productive when they don't have to worry about their children. And the result of that is a much higher level of preparedness 24 hours a day.

Now, there are certainly differences between the military and civilian sector, but I believe that the military's experience can serve as a beacon for the American workplace in general. When parents don't have to come to work feeling concerned about how their children are doing, they can make a much more positive contribution which benefits all of us.

Just before I visited Quantico I was in Miami at Baptist Hospital there that also has made a commitment to child care. I saw another first-class facility. I learned about how they had adjusted the hours because, just like the military, they have 24-hour work days in a hospital. And I heard a lot of detail from the chief executive officer about why it is good economic sense to provide this service.

I met at the hospital with the Board of Directors of something called Florida's Child Care Executive Partnership, a group of business executives appointed by Governor Lawton Chiles to address child care issues. In creating this partnership, Florida put aside \$2 million the first year to match dollar for dollar corporate contributions for child care. And the board was charged with engaging the private sector in this effort.

Once asked, the Florida business community responded quickly and generously, and this year the legislature and the business community are doubling their commitment so that we're taking both public dollars and private-sector dollars and pooling them to create more affordable quality child care. And because of this effort, thousands of more working families in Florida now have access to the kind of care I saw at Quantico, I saw at Baptist Hospital, and I saw here at the university.

Because we know that providing good child care requires community involvement. The grant money in Florida only goes to communities where businesses have come together with child care organizations to forge a plan of action. And when I asked these business leaders why they thought the partnership was successful, they didn't hesitate to answer in very businesslike terms; they said it was good for the bottom line. They said they didn't have to spend as much time recruiting new workers who left because of child care problems, they didn't have to spend as much money recruiting new workers who had to be trained, they didn't have to worry about absenteeism, which had been cut dramatically. Now, that was also the experience of many other businesses with whom I have met, and I just find it being repeated over and over again.

So, because I find the partnership concept so impressive, I'm very pleased to announce today that the Department of Health and Human Services is awarding a half million dollar grant to the Families and Work Institute, the National Governors Association, and the Finance Project, to assist states in developing these partnerships with the private sector.

And the President has, earlier this year, tasked the military, the Department of Defense, to work with the private sector to take the experience they've gained, their guidelines which have been carefully written, and bring those to the table to discuss with more child care centers and family day care providers what can be done to use money like that available in Florida to make models that can be replicated. Because all sectors of society have to be involved -- businesses, schools, police departments, religious organizations, libraries,

citizens organizations, the federal, state and the local governments.

We hope that the White House Conference will be a catalyst to bringing many of these sectors together. I also hope that at the White House Conference we will discuss ways that could assist parents who wish to make the choice to stay at home with their children more economically feasible, because it's not just creating good child care centers and family day care centers outside the home; how do we create real choices that are available to working families so that they, in the privacy of their family, can make a decision that it is economically feasible for one parent to be there for their children.

It is important to remember that this conference is a starting point. I hope that it marks the beginning of national discussion and action. And I hope that its focus on the three key areas will spark individual ideas around the country. Now, the three key areas are the lack of affordable child care, quality concerns, and the need for school-age care.

We have already discussed affordability, and we've made some progress. The President took some steps to address this need. For starters, he expanded federal funding for child care. In fact, since 1993, child care funding has risen by approximately 68 percent, and it now reaches more than one million children through subsidies which is critical if they're going to have financial access to quality care. And I'm encouraged, too, that in the last four years more states are committing their own resources to help working people pay for quality child care.

In the balanced budget agreement, the \$500 child tax credit will go to 27 million families with 45 million children under the age of 17. Now, for the typical American family with two kids, this child tax credit will mean \$1,000 more in take-home pay per year. That is especially important for low-income families who are also going to benefit from this child tax credit. Thirteen million children from families with incomes below \$30,000 will receive the credit. That's a lot of young teachers, police officers, farmers, nurses, and others who will have some extra income to put into whatever their family decides, but certainly one of the great expenses is improving child care. Also, through the expanded Earned Income Tax Credit, more working families have had a cut in their taxes, which has on average meant an increase in their income of over \$1,000.

So there have been real steps forward so that there is more child care available, it's subsidized, and there is more of an opportunity for families with children to take advantage of these programs.

The President has also made child care an essential component of welfare reform. He insisted that welfare reform include spending for child care because we're putting a lot more women, single women with children, into the work force. So it will be increased by nearly \$4 billion over the next six years.

But that is still not enough and we have a long way to go to explore how better to enable parents to meet their child care costs.

Quality is the second key issue. We have to do more to support child care providers. We have not done a good job of lifting up the profession that is so important in taking care of our children and matching that with increased income and job opportunities and benefits.

I've been to a lot of child care centers and I've met many, many terrific people running and working in them. But their salaries are woefully low, and many leave the profession because it's not one that enables them to support themselves and their own families. I remember one provider who told me with tears in her eyes that with the birth of her second child, she had to leave taking care of children, which is what she loved to do more than anything, and go to work in an office because she needed to make more income.

So we have to do all we can to encourage and support child care workers to get training, to build their skills and increase their knowledge, which will demand higher salaries and benefits. We have to find the very best people to take the jobs of caring for our children because parents should not have to worry whether their child is safe at day care. And the vast majority of teachers are absolutely superb in caring for their children, but there are a few who we need to make sure do not go into the classrooms of our day care centers.

And we also have to help parents do a better job of searching out good child care. In survey after survey, when parents are asked, they really don't know what they're looking for. They don't know what kind of equipment should be there; they don't know what kind of training they would be demanding for the child care workers. Too often, parents are better informed about what kind of car to buy than what kind of child care to choose. So we have to help parents become more informed consumers to create that demand that will absolutely say to the marketplace: we must have higher quality for the money we're paying.

One of the interesting results of a lot of the research that has been done recently is that good quality child care is generally, but not always, more expensive than inadequate child care. And in the middle, there is a lot of child care that could be vastly improved with some good training and better guidance, that would make a big difference for the money that is being paid.

Now, I hope that we will continue to focus on safeguarding the health and safety of children in our disparate system around the country. Certainly, the President earmarked money going to the states for child care for quality improvements. And this summer he proposed a new rule requiring that child care programs that receive federal dollars make sure that all children are immunized.

And in 1995 the administration launched the Healthy Child Care America Campaign, which promotes partnerships between child care centers and health agencies. That initiative, now in 46 states, teaches child care centers how to create safe healthy environments. A lot of times when we do these surveys and we get the results, and people go in and say, this isn't sanitary, this is not appropriate -- the child care workers don't know that; nobody's told them; they're not sure about what they're supposed to be doing. So through the Healthy Child Care America Campaign, we intend to do a better job of educating child care workers.

And, finally, school-age care, a critical issue for millions of working American families. I have visited some excellent school-age child care programs. The other day in Quantico, I visited one of their schools and saw what was available for the children there. But most children and their parents do not yet have access to good school-age child care -- places where the children can do homework or play sports or learn to play a musical instrument. "Home Alone" might have been a hit movie, but it is not a good script for real children's lives, and we need to move to make sure more children can safely and productively spend those after-school hours in a place like a school or a library or some other setting that is good for them.

I'd like to close with one thought and then invite your questions. We are privileged to live in a time of tremendous bounty in our country. We are at peace. Our economy is booming. Social problems that for years held us back are receding. The crime rate is down. The teenage pregnancy rate is down. On so many fronts we're making progress together. And a time such as this presents a special opportunity. Free from crisis, we can do work that might not be possible in stormier moments. So we should use this good fortune to make a difference, to lay the groundwork so that the generations of children to come will be able, themselves, to build a country that has so many opportunities and take advantage of the blessings that we all have.

So turning to child care is not just something that is a nice issue to talk about. It is, as the

President calls it, the next great frontier of public policy. To build up and strengthen our families, to give them more support so they can do their jobs both at home and in the workplace will help us chart that frontier not only so that we are led to a better world for the children I saw today, but for generations of American children to come. And I invite all of you to be part in taking action to make sure that happens.

Than you all very much. (Applause.)

I'm glad there were babies here. That's a wonderful reminder of why this is so important. (Applause.)



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October 04, 1997, Saturday, Final Edition

SECTION: A SECTION; Pg. A09

LENGTH: 478 words

HEADLINE: First Lady Presses Child-Care Reform; In U-Md. Speech, Clinton Praises Center There and One at Quantico

BYLINE: Jackie Spinner, Washington Post Staff Writer

BODY:

First lady **Hillary** Rodham **Clinton** visited a child-care center at the University of Maryland at College Park yesterday and later in a speech used the occasion to repeat her call for reform in the nation's day-care industry.

Addressing a crowd of 1,300 university students and faculty and staff members in a packed Tawes Theatre auditorium on campus, Clinton said the university's **Center for Young Children**, and a similar facility she visited at Quantico Marine Corps Base this week, are rare examples of quality child care.

She said the U.S. military's approach in particular should be a model for the workplace.

"There are certainly differences between the military and civilian sector, but I believe the military experience can serve as a beacon for the American workplace in general," Clinton said. "When parents don't have to come to work feeling concerned about how their children are doing, they can make a more positive contribution that benefits all of us."

The first lady's visit was intended to set the stage for a White House conference on child care planned for Oct. 23. Upon her arrival in the auditorium, she was greeted with thunderous applause and a standing ovation. She gave her address in front of a huge red, white and blue banner that proclaimed, "Better Child Care for a Better America."

Clinton had warm praise for the university's child-care center, where she met with a group of 5-year-olds.

"This is a place where children are treasured and valued and stimulated, a place that any of us would happily stay for juice and nap-time any day," she said. "But that center is far too rare."

Later, when audience members were invited to ask the first lady questions, Paula J. Broglio, a university secretary, told Clinton that she had tried to enroll her own 4-year-old in the **Center for Young Children** but could not afford the fees.

The center enrolls 120 children, ages 3 to kindergarten. The day-care center has a sliding fee scale, but Broglio said she would still have to pay \$ 500 a month, which is 25 percent of her salary.

Broglio said that if she didn't have the help of her parents, she would have to quit her job and go on welfare.

"The biggest problem out there is affordable, good-quality day care," Broglio said. "I can't find it."

In response, Clinton said Broglio is "a perfect example of the kind of problem I'm trying to illustrate."

She said the October conference at the White House will address the issue of affordable child care and other issues, including the need for day care for school-age children.

"We need more subsidies for working parents, particularly single parents," Clinton said. "If we are going to have a policy in our country of ending welfare and expecting everyone to work, we have to do more to support those parents with children who are trying to do the best they can."

LANGUAGE: ENGLISH

LOAD-DATE: October 04, 1997

FOCUSTM

Search: General News;center for young children and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

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October 03, 1997; Friday 16:19 Eastern Time

SECTION: Washington - general news

LENGTH: 293 words

HEADLINE: Mrs. Clinton: Too Little Child Care

DATELINE: COLLEGE PARK, Md.

BODY:

Hillary Rodham **Clinton** said Friday she hoped participants at a White House conference this month can come up with solutions to a shortage of child-care facilities in America.

"There simply is not enough child care for those who need it," she said in a speech at the **University of Maryland** after touring the university's child-care center.

The speech capped a week in which the first lady also visited child-care centers in southern Florida and at the Marine Corps base at Quantico, Va., in an effort to build interest in the Oct. 23 conference.

At Maryland, Mrs. Clinton cited research showing that much of existing child care is inadequate.

"A recent national study of child-care centers found that 70 percent of children are in care that is barely adequate," she explained. "Ten percent are in care that is dangerous to their health and safety.

"Infants and toddlers are at greatest risk, with 40 percent in care that poses a threat to their health and well-being," she added. "Only 20 percent of our children are in what we could call high-quality care centers."

The first lady also contended that "equally disturbing patterns" often are found in family homes.

And she added, "Even when quality care is available, frequently it is out of reach financially."

That point was emphasized after her speech by a university secretary who told the first lady that child care takes about 25 percent of her salary. Without the aid of a church scholarship, she would not be able to afford the care, she said.

Mrs. Clinton said she hoped that some of the proposals at the White House conference will focus on the economic problems.

"We need more subsidies for working families, particularly for single parents," she said.

LANGUAGE: ENGLISH

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October 4, 1997, Saturday, FINAL EDITION

SECTION: TELEGRAPH (NEWS), Pg. 4A

LENGTH: 739 words

HEADLINE: First lady's challenge promotes child care; She calls for increase in subsidies to improve status of work, availability

BYLINE: Michael Dresser, SUN STAFF

BODY:

COLLEGE PARK -- **Hillary Rodham Clinton** challenged government and the private sector yesterday to embark on a concerted effort to improve the quality, availability and affordability of child care for working Americans.

Venturing into what she called "the next great frontier of public policy," the first lady called for increased subsidies to improve the status of child care work and to make high-quality care available to middle-class families.

Clinton offered few specific proposals yesterday in what the White House had billed as a major policy address at the **University of Maryland**. But her remarks signaled that the emotionally charged issue of how children are cared for while their parents are at work could become an important theme for the Clinton administration in the coming year.

The administration plans to hold a White House conference on child care Oct. 23. Clinton said she hoped the conference would begin "a national discussion."

She did not propose federal programs or spending. But she gave a hint of the direction of her thinking by citing a Florida program in which the state government matches, dollar for dollar, corporate contributions to set up child care centers.

The first lady said Florida business leaders had told her that the program helped them save on employee recruitment expenses and minimize turnover.

Rare visit to issues

The speech marked one of the first lady's rare returns to the public policy arena since she led the Clinton administration's health care reform initiative in 1994. Burned by the failure of that effort and under scrutiny in the Whitewater investigations, she has largely avoided speaking out on issues that might stir up conservative critics.

Her speech yesterday was based on a premise that few working parents would dispute: "There is simply not enough quality care for the children who need it." It came after her visits this week to child care centers in Florida and at the Marine Corps base at Quantico, Va., to try to spark interest in the White House conference.

Yesterday, she cited survey findings that only 20 percent of U.S. children in child care programs are receiving high-quality attention and that "infants and toddlers are at greatest risk, with 40 percent in care that poses a threat to their health and well-being."

Clinton noted that researchers have found that children's intellectual and emotional development benefits

enormously from stimulation -- including hugging and baby talk -- in their first year of life. "Whether in the home or in a child care setting, many a young brain is being deprived of what it needs to live up to its potential," she said.

One obstacle to improvement is that pay in the child care field is "woefully low," she said, calling for higher salaries and increased training for child care workers.

Shortage of options

The first lady said her concern was not confined to preschool children. She also cited a shortage of after-school care options for children ages 6 to 13. "'Home Alone' may have been a hit movie, but it is not a good script for real children's lives," she said, mentioning an increased risk of violence, drug use and teen-age pregnancy among unsupervised children.

Clinton cited the U.S. military as a model of a large organization that has invested heavily in child care services. She said the armed forces have found that soldiers are more productive when they don't have to worry about their children.

The first lady's speech -- delivered to an overwhelmingly friendly crowd -- struck a responsive chord with listeners of all ages.

Pamela Bradley, a Maryland sophomore from Columbia, said that she really hadn't thought of child care as an issue for people of college age. "Hopefully, through her work we won't have to deal with these issues in five to 10 years," she said.

Joan Broglio of Adelphi said she has become, by default, the day-care provider for her 4-year-old grandson, whose mother is a \$ 25,000-a-year secretary.

"If you go to the grocery store on any school day, half of the people wheeling toddlers around are grandparents," said Broglio, 69. "It affects the whole family."

Rep. Steny H. Hoyer, a Maryland Democrat who appeared onstage with Clinton, said that in taking on child care, the first lady was making a wise choice.

"I think there's largely a consensus," he said. "I don't think it's like health care at all."

Pub Date: 10/04/97

LOAD-DATE: October 7, 1997

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10/20/97

October 27, 1997

CHILDREN'S DEFENSE FUND 25TH ANNIVERSARY GALA

DATE:	Monday, October 20
TIME:	8:20 pm - 10:15 pm
LOCATION:	Lincoln Center New York, NY
FROM:	Brenda Costello

I. PURPOSE

To deliver remarks at the Children's Defense Fund's 25th Anniversary Gala at Lincoln Center.

II. BACKGROUND

The Children's Defense Fund will kick-off their year-long silver anniversary celebration with a service on Sunday and Monday in New York. On Sunday, CDF will host a service at St. John the Divine in New York -- free and open to the public, with musical performances by youth organizations and a reception to follow. Approximately 2,000 people are expected to attend.

Monday evening's Gala program will feature Rosie O'Donnell and the Dance Theatre of Harlem, several dance, music and comedian performances, as well as a 7-minute retrospective video of CDF and its accomplishments. An audience of 1,500 friends of CDF, donors, and corporate patrons is expected at The Lincoln Center Gala.

Format

Following most of the performances, during the Dance Theatre of Harlem, you will be escorted backstage to prepare for your remarks. You will be introduced by Glenn Close. Following your remarks you will introduce Marian Wright Edelman, who will introduce **surprise guest** Whitney Houston.

You will be seated with Marian Wright Edelman and eight members of her family (husband Peter, children and their guests). Prior to the Gala you will take a photo with a small group of performers. Following the Gala you will have a brief meet and greet with all of the Gala performers.

III. PARTICIPANTS

Photo

- The First Lady
- Marian Wright Edelman
- Rosie O'Donnell
- Glenn Close
- Iman
- Whitney Houston
- Sam Harris
- Lillias White
- Joy Behar

Remarks

- The First Lady
- Glenn Close
- Marian Wright Edelman

IV. SEQUENCE OF EVENTS

-- Performances

- The First Lady is escorted backstage
- Glenn Close introduces the First Lady
- The First Lady delivers remarks and introduces Marian Wright Edelman
- Marian Wright Edelman delivers remarks and intros Whitney Houston
- Whitney Houston presents a check for CDF
- In closing, the ARC Choir performs
- The First Lady proceeds to Post-Performance Reception
- The First Lady departs

V. PRESS

Closed press.

VI. REMARKS

Provided by David Shipley.

**PHOTOCOPY
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10/22/97

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 22, 1997

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PREV RON The White House

9:00 am- VOLUNTEER EVENT [w/POTUS]
9:30 am South Lawn
 CLOSED PRESS/WH PHOTO

FORMAT:

- The President and the First Lady are announced from the Diplomatic Reception Room, accompanied by Dan Burkhardt and Shelley Walker.
- The First Lady makes brief welcoming remarks and introduces Dan Burkhardt.
- Dan Burkhardt makes brief remarks and introduces the President.
- The President makes brief remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 22, 1997
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- Upon the conclusion of his remarks, the President and the First Lady work a ropeline and depart.

PARTICIPANTS: Approximately 500 attendees

9:30 am-
11:00 am

CHILD-CARE PRESS BRIEFING
Map Room
OPEN PRESS

PARTICIPANTS:
Donna Shalala, Secretary, Health and Human Services
Ellen Galinsky, President, Families and Work Institute
Debra Phillips, Director, Board on Children, Youth and Families at the National Institute of Medicine

11:05 am

DEPART South Portico
EN ROUTE Andrews Air Force Base
[drive time: 20 minutes]

11:25 am

ARRIVE Andrews Air Force Base

11:40 pm

WHEELS UP Andrews Air Force Base
EN ROUTE Philadelphia International Airport
[flight time: 35 minutes]

12:15 pm

WHEELS DOWN Philadelphia International Airport

12:30 pm

DEPART Philadelphia International Airport
EN ROUTE The University of Pennsylvania
[drive time: 20-25 minutes]

12:50 pm

ARRIVE The University of Pennsylvania

GREETERS:
Judge Marjorie Rendell
Dr. Judith Rodin, President, University of Pennsylvania
Terri Gelberg, Chair, Trustees' Council of Penn Women
Pamela Reis, Chair, Tenth Anniversary Celebration
Chris Hikawa, Chair, Beacon Award Committee

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 22, 1997
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1:00 pm-
1:55 pm

KEYNOTE ADDRESS
TRUSTEES' COUNCIL OF PENN WOMEN
The University of Pennsylvania
Zellerbach Theater, Annenberg Center
Philadelphia, PA
Hold: Dressing Room 8
Phone: 215/573-4713
Fax: 215/573-4716

FORMAT:

- Dr. Judith Rodin, President, University of Pennsylvania, introduces the First Lady onstage.
- Pamela Reis, Chair, Tenth Anniversary Celebration, makes welcoming remarks and introduces Terri Gelberg.
- Terri Gelberg, Chair, Trustees' Council of Penn Women, makes remarks and introduces President Rodin.
- President Rodin makes remarks and introduces Judge Marjorie Rendell.
- Judge Rendell makes remarks, introduces the First Lady and presents her with the 1997 Beacon Award.
- The First Lady makes remarks and takes Q & A.
- President Rodin presents the First Lady with a University of Pennsylvania sweatshirt.
- The First Lady has the option of working a ropeline from left to right.

PARTICIPANTS: Approx. 1000 to attend

2:15 pm

DEPART The University of Pennsylvania,
Philadelphia, PA
EN ROUTE Philadelphia International Airport
[drive time: 20-25 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 22, 1997
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2:40 pm ARRIVE Philadelphia International Airport

2:55 pm WHEELS UP Philadelphia International Airport
EN ROUTE Andrews Air Force Base
[flight time: 35 minutes]

3:30 pm WHEELS DOWN Andrews Air Force Base

3:45 pm DEPART Andrews Air Force Base
EN ROUTE The White House
[drive time: 20 minutes]

4:05 pm ARRIVE The South Portico

5:00 pm- MEETING W/ECUMENICAL PATRIARCH BARTHOLOMEW I
5:30 pm Residence
CLOSED PRESS/WH

PARTICIPANTS:
Melanne Verveer
NSC

5:30 pm- GREEK PATRIARCH RECEPTION
6:30 pm State Floor
OPEN PRESS/WH PHOTO
Attire: Business

FORMAT:

- The First Lady and Greek Patriarch proceed to Blue Room to greet Archbishop.
- The First Lady, Greek Patriarch, and Archbishop are announced from Green Room to stage in East Room.
- The First Lady gives remarks and introduces the Archbishop.
- The Archbishop gives remarks.
- The First Lady introduces the Greek

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 22, 1997
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Patriarch.

- The First Lady invites guests to the State Dining Room to join receiving line and reception.
- The First Lady proceeds to the Blue Room for receiving line.
- The First Lady proceeds to the South Portico via elevator to bid farewell to the Greek Patriarch.

PARTICIPANTS: Approx. 350 guests

7:45 pm-
8:15 pm

DROP-BY AT WHITE HOUSE ENDOWMENT FUND DINNER
Blair House
CLOSED PRESS/WH PHOTO
Attire: Business

PARTICIPANTS: Approx. 34 guests

RON

The White House

Talking Points for Opening of Child Care Press Briefing
October 22, 1997

I want to welcome you here today to talk about a topic that is on most parents minds. Tomorrow the President and I will host a conference that I hope will begin an ongoing national discussion on child care in this country. We will bring together experts from all aspects of the child care field to address the concerns of affordability, availability and safety and quality in our child care system. This is meant to be a frank and open discussion about what is and isn't working in the area of child care and after school care. Just yesterday Parents Magazine released a national survey that emphasizes what frankly we already know, which is most families use some form of child care and most believe the quality of that care is not good enough. With that as a back drop let me introduce the three experts I have asked to join us.

Secretary of Health and Human Services Donna Shalala is the point person for this Administration's many child care activities. Under her guidance, HHS is working to improve the health and safety of America's child care programs. HHS launched the healthy Child Care America Campaign to promote partnerships between child care and health agencies to ensure that children in child care are in safe and healthy environments and receive the health services they need. In October 1996, the Department awarded \$2.5 million in grants to support and encourage the development of statewide strategies and planning for healthy, safe child care programs.

Ellen Galinsky is president and co-founder of the Families and Work Institute which is a non-profit, national center for policy research on issues of the changing workforce and changing family lives. She is directing a number of studies ranging from the quality of child care in America to an examination of the work, family and personal lives of U.S. workers.

And Deborah Phillips is the director, Board on Children, Youth and Families, of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine. She has a Ph.D. in developmental psychology from Yale University and prior to her work at the National Research Council she was an Associate Professor of Psychology at the University of Virginia. Dr. Phillips is an expert in the area of child care quality and continues to do research in that field.

With that I'd like to ask Secretary Shalala to say a few words.

Child Care Conference Briefing
October 22, 1997
9:30 am

Helen Thomas	UPI
Sandra Soberiaj	AP
Debbie Zabenrenko	Reuters
John Broder	New York Times
Barbara Vobejda	Washington Post
Mimi Hall	USA Today
Melissa Healy	LA Times
Jackie Calmes	Wall Street Journal
Ann Compton	ABC
Scott Pelley/Bill Plante	CBS
Eileen O'Connor	CNN
David Bloom	NBC
Linda Kulman	US News
Karen Tumulty	Time
Pat Wingert	Newsweek
Susan Garland	Business Week
Anne Murphy	Parents Magazine
Tony Pugh	Knight-Ridder
Nancy Mathis	Houston Chronicle
Marie Cocco	Newsday

INSTITUTE OF MEDICINE
NATIONAL RESEARCH COUNCIL
COMMISSION ON BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION
2101 Constitution Avenue, Washington, DC 20418

BOARD ON CHILDREN, YOUTH, AND FAMILIES

Telephone: (202) 334-1935
FAX: (202) 334-3829

DEBORAH A. PHILLIPS, PH.D.

Deborah Phillips is currently Director, Board on Children, Youth, and Families, of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine. Prior to this she was Associate Professor of Psychology at the University of Virginia. Dr. Phillips received her Ph.D. in developmental psychology at Yale University. As a Congressional Science Fellow of the Society for Research in Child Development, Dr. Phillips served as an analyst at the Congressional Budget Office and on the personal staff of Congressman George Miller. Immediately prior to joining the faculty at the University of Virginia, Dr. Phillips was a mid-career fellow at Yale University's Bush Center in Child Development and Social Policy. She was also the first Director of the Child Care Information Service of the National Association for the Education of Young Children. She is on numerous task forces and advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York, the research task force of the Secretary's Advisory Committee on Head Start Quality and Expansion of the U.S. Department of Health and Human Services, and the Advisory Committee on Services for Families with Infants and Toddlers of the U.S. Administration for Children, Youth, and Families. Dr. Phillips is a Fellow of the American Psychological Association and the American Psychological Society. She has testified numerous times before the U.S. Congress and the White House on issues of child care quality and continues her research in this area, most recently as Co-Principal Investigator of the Virginia site of the National Institute of Child Health and Human Development's Study of Early Child Care.

Ellen Galinsky. President and Co-Founder, Families and Work Institute.

Before founding the Families and Work Institute, Ms. Galinsky served on the faculty of Bank Street College of Education and as President of the National Association for the Education of Young Children (NAEYC). She has been an advisor to the U.S. Department of Education on business and family involvement in education, and the U.S. Department of Labor. She has also served as an advisor to many states on their early education and care initiatives and on work and family issues.

Under Ms. Galinsky's leadership, the Families and Work Institute, which is a non-profit, national center for policy research on issues of the changing workforce and changing family lives, is directing a number of studies ranging from the quality of child care in America to an examination of the work, family and personal lives of U.S. workers. In addition to these studies, Ms. Galinsky, in conjunction with the National Governor's Association and the National Center for Children in Poverty, is directing an effort to provide technical assistance to several states as they work to develop a comprehensive, integrated agenda for young children. She is also coordinating the outreach activities for a public awareness campaign of what families and communities can do to promote their young children's healthy development and school readiness.

Q & A on Child Care

Q. What is the President going to propose on child care?

A. Child care has been and continues to be a priority for the President. The President will have more to say about policy tomorrow.

Final Release
Copy To be
Provided Tomorrow

Child Care Report Parents Magazine Survey Results

Summary

According to a nationally projectable poll conducted by Parents Magazine, almost 75 percent of American families with young children use some form of child care, and many are dissatisfied with that care. A majority believe it is unreliable, that available options are too limited, and that the quality isn't what it should be. Almost nine out of ten say child care should be a regulated industry, and 85 percent believe most politicians are not well informed about the child care issues that normal American parents face every day.

Parents worry: Although a majority of parents say that their children receive the best care available at any price, they all worry. Over half admit that they worry *every week* whether their child is getting enough one-on-one attention, eating well, learning, and adjusting to the environment. About one-fourth say that their child's care is not as good as they would like it to be (one-third among those with a household income below \$30,000).

Child-care worries take a toll on the nation's **productivity**, as parents miss work in order to tend to child-care emergencies—more so working mothers than fathers. According to the Parents Magazine survey, working moms miss two full days and about six partial days every six months; dads miss one full day and four partial days every six months. *Among the 452 families who responded to our survey, in the past three months alone, there were a total of 588 full days of work missed and 2,044 partial days missed due to child care emergencies. Projected to the total number of families with children in the U.S., that represents over 28,000 full days and over 100,000 partial days of missed work every year.*

Reliability: Only two-fifths of the families responding to the Parents Magazine survey are *positive* that their current child-care arrangements will still be in place even six months from now. Families in lower-income households (less than \$30,000) are almost twice as likely to expect a change. One reason for the high turnover is parents' dissatisfaction with the care that their children receive: Fully 60 percent of those who use out-of-home child care and 50 percent of those who have an in-home provider have had such a bad experience (e.g. negligence and/or abuse) that they won't use that arrangement any longer.

Cost: The financial burden for child care is considerable. It will cost the average two-child family over \$90,000 by the time their youngest child turns 12. (A typical child spends 20 to 25 hours in child care per week, at an average cost of \$75, for 50 weeks each year. Most families have two kids, and most wind up paying an additional \$150 per year in late fees.) If both parents are working full-time, these costs will double, easily exceeding \$180,000. The situation is even more problematic for parents with lower household incomes (under \$30,000). The financial strain is obviously greater; they have only half as many options

available (either because they are not near enough to their home or work, or are not affordable), and the quality of the care is inferior (based on parents' own perceptions of their providers). All of these problems probably explain why these parents churn through providers even more frequently than others. This, of course, creates another burden: time spent searching for a new arrangement.

Limited options. Respondents to the Parents Magazine survey say they would be happy to pay more for better options. Many parents would take a cut in weekly pay if their employer (or their spouse's employer) would offer services such as on-site child care programs (61 percent), reimbursement for emergency care (48 percent), flexible scheduling or job sharing (40 percent), allowing children to be brought to work (37 percent), telecommuting (35 percent), dependent care spending accounts (35 percent), extended family leave (33 percent), and part-time employment (32 percent). Lower-income families are significantly more interested in almost all of these options than are upper-income families.

No help from the government. But they feel they should get some breaks, as well. Parents want their government and/or their employers to help cover their child-care expenses. The average parent is willing to shoulder most of the financial burden for her family's child care, but feels that the government should pay 17 percent and employers should cover 10 percent. Lower-income parents want and need more government help than upper-income parents. Those whose HHI is less than \$30,000 want the government to cover 31 percent of their child care expenses (11 percent employer) while those with income over \$85,000 typically feel that the government-need only cover 10 percent (9 percent employer).

Too little regulation. Given how common it is for parents to encounter problems with child-care providers, it comes as no surprise that the majority (88 percent) would prefer for the child care industry to be regulated -- either by the government (68 percent) or by an independent organization (37 percent).

Detailed Findings

Background

In late August 1997, a random sample of 2,000 parents in the U.S. was mailed a four-page questionnaire about child care (no incentive was offered). By September 15, 452 responses had been received.

Our data does somewhat underrepresent nonwhite Americans and single parents, as responses to the survey from these groups were lower than from other groups. This does not detract from the reliability of our findings, however. A careful review of the data has shown that those responses received from nonwhites and/or single parents do not differ substantially from the rest of the population.

	Survey Respondents	Total U.S. households with children 12 & under ¹
Married	87 %	72 %
Average Age	34 yr.	36 yr.
Percent White	90 %	81 %
Average # of children	2	2
Percent with one parent at home with kids	25 %	26 %
Percent with working mother	66 %	66 %
Average HHI	\$54,200	\$50,100

Because the sample matches so well to the total U.S. population (slight discrepancies notwithstanding) we can assume that these findings are projectable and representative of all family households in this country.

Who's using child care?

The majority of American families (74 percent) are currently using *paid* child care (80 percent in homes where both parents work full-time). Only one-tenth have never used any child care at all, and these come from all income levels.

Even when one parent stays home, over half are currently using some form of child care. When both parents work full-time, 90 percent are currently using some type of child care; the remainder don't currently have any child-care arrangements but have had them in the past.

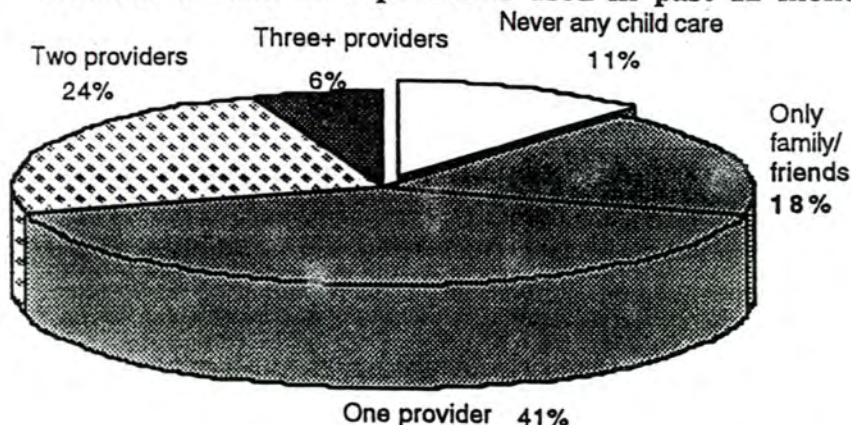
Currently use child care	Have ever used child care	
57.3%	75.7 %	One parent works full-time, one stays home
71.1	92.1	One parent works full-time, one works 20 hrs or less
92.0	96.6	One parent works full-time, one works 21-40 hrs
90.1	100.0	Both parents work full-time

¹1997 Spring MRI

Types of child care used

Although four out of ten families responding to the Parents Magazine survey use only one provider, many families rely on more than one child-care arrangement.

Number of child-care providers used in past 12 months



Among the heaviest users of child care (those with kids in care for more than 31 hours a week), the most common form of child care is family and friends who aren't paid (75.3 percent). Since parents use family and friends for so few hours--an average of 14.1 hours a week--we can assume this is not the primary child-care arrangement. In-center care is the next most common option, used by 55.2 percent. In-home baby-sitters or nannies are the next most common (43.3 percent), followed by family day care (39.2 percent) and after-school care (25.8 percent).

Heaviest users of child care (31-plus hours per week)

Percentage who have used this type of child care in the past 12 months	Average # of hours per child per week	Type of child care
75.3%	14.1 hrs.	Family/friends (no charge)
43.3	21.6	In-home nanny or paid sitter
55.2	35.0	In-center care
39.2	38.6	Family day care
25.8	9.8	After-school care

Use of nannies/sitters is highest among parents with HHI \$85,000 or more (56 percent versus 38 percent average). In contrast, family and friends are used more commonly among families with HHI of under \$30,000.

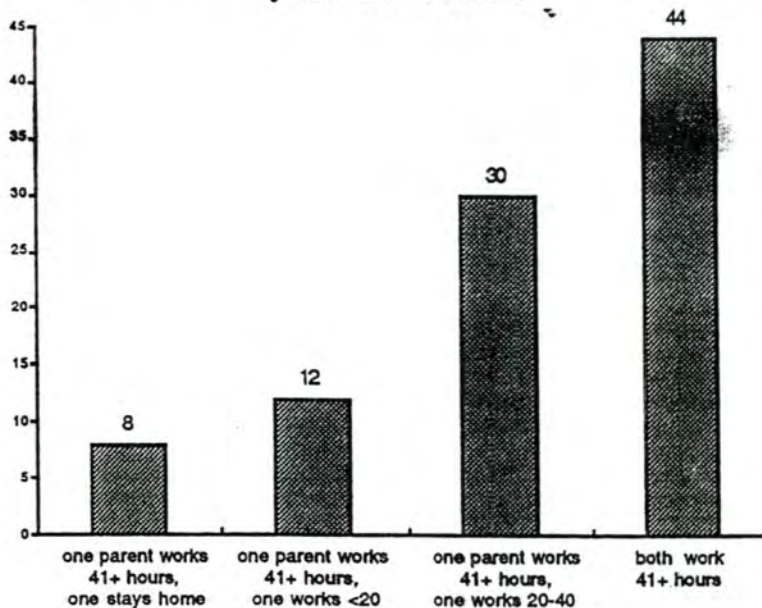
Family and after-school care is also correlated to the number of parent work-hours (the more hours that are worked, the greater the need for after-school care).

Percentage used family day care in past 12 mos.	Percentage used after-school care in past 12 mos.	
12.8%	5.1%	One parent works full-time, one stays home
8.6	14.3	One parent works full-time, one works 20 hrs or less
32.1	16.7	One parent works full-time, one works 21-40 hrs
31.0	23.9	Both parents work full-time

Hours Of Use

The typical child in America today will spend between 20 and 25 hours per week in child care, often divided between two different types of providers; two-fifths of children spend at least 40 hours a week in child care. In homes where the mother is employed full-time, the Parents survey shows that children spend between 37 and 44 hours per week with a child-care provider(s). In one-fifth of all families, the children spend *over 45 hours per week in child care*. Until the age of 12 or 13 years, the average child in the U.S. will spend 20 to 25 hours a week in child care (including nonpaid family/friends).

**Median Number Of Hours Spent With Child Care Provider(s)
by Hours Worked**



**Average Number Of Hours A Child Spends Per Week With Provider
(by type of provider and household income)**

	under \$30K	\$30K - 44.9	\$45K - 64.9	\$65K - 84.9	\$85K +
Family / Friends (no charge)	13.0	7.5	6.9	8.8	3.0
Nanny/ sitter	15.1	9.9	10.7	11.0	21.7
In-center care	23.7	24.1	21.8	30.0	24.8
Family day care	18.7	25.8	29.4	34.9	31.7
After-school care	7.1	7.0	10.4	9.4	12.5

Child-Care Costs

The average weekly cost for a child's care in the U.S. is \$75. In those households where both parents work full-time, the average cost of child care is nearly \$100/week.

Amount Spent Across All Providers (weekly)	percent
Less than \$30	24.7
\$30 - \$50	17.0
\$51 - \$75	14.3
\$76 - \$100	12.7
\$101+	23.1
Average	\$75.50

For many parents, cost prohibits them from considering certain child care options:

- Paid in-home nannies or baby-sitters are too expensive for 50 percent
- Day-care centers are too expensive for 37 percent
- Nursery or preschool is too expensive for 28 percent.

Can't Afford

	under \$30K	\$30K - 44.9	\$45K - 64.9	\$65K - 84.9	\$85K +
Nanny/sitter	52%	46%	55%	55%	48%
In-center care	64	51	31	19	12
Nursery or preschool	52	42	19	18	4
Family day care	31	26	15	7	4
After school care	37	28	12	12	4

Who should pay?

Parents want their government and/or their employers to provide some relief from child care costs. Most would take a cut in pay of up to \$50 per week if their employer would offer child-care support. And while they believe that the family should be responsible for most child-care expenses (73 percent), they think the government should pick up the tab for 15 percent to 20 percent and their employer should pay 10 percent.

Share That Families Feel Should Be Paid By...	TOTAL	under \$30K	\$30K - 44.9	\$45K - 64.9	\$65K - 84.9	\$85K +
Family	72.6 %	57.7%	73.8%	74.4%	77.9%	80.7%
Federal Government	7.9	13.0	7.5	7.9	6.3	4.6
State Government	6.1	11.3	5.3	4.2	4.1	4.8
Local Government	2.9	6.8	2.2	2.3	2.2	0.8
Employer	10.4	11.2	11.3	11.2	9.5	9.0

Quality Of Care

In-home providers, in-center providers, and family day care all provide a similar level of care, according to respondents to the Parents Magazine survey. The majority vote them better than "quite acceptable" but not quite "outstanding."

- The most expensive resource is after-school care, which earns the lowest quality rating from parents.
- The least expensive, family/friends who help out free of charge, provide the highest quality care.
- Family day care, which is significantly less expensive than either in-home providers and in-center care, is perceived as comparable in quality.
- *Almost two-fifths of all parents who have relied on a child-care provider have had an experience so negative that they stopped using that provider altogether. And less than 50 percent say they have had an experience that they would describe as very positive.*
- Fifty percent believe that parents have the right to secretly videotape their in-home caregivers, at all times, under any circumstances.
- **Almost 90 percent believe child care should be a regulated industry. One-half believe that regulation should come from the state, 40 percent from the federal government, and approximately 40 percent from some independent organization.**

Percentage who use this type of child care	Average # of hours per child per week	Average hourly cost	Average Quality rating (on a scale of 1 to 10)	
74.1%	8.1 hrs.	--	8.5	Family/friends (no charge)
38.5	12.5	\$4.10	7.4	In-home nanny or paid sitter
36.8	25.5	\$3.50	7.1	In-center care
21.7	27.8	\$2.90	7.4	Family day care
15.1	9.3	\$5.20	6.3	After-school care

Of those who used, percent that had a bad experience	Of those who used, percent that had a good experience	
37%	44%	Total, all types of child care
11	27	Family/friends (no charge)
38	25	In-home nanny or paid sitter
26	29	In-center care
26	15	Family day care
1	3	After-school care

Availability Of Options

Child-care options are limited; for most (78 percent), employer day care is not an option. Distance from home or work precludes the following types of care:

- For as many as four in ten, family/friends are not available.
- After-school care, paid in-home nannies or baby-sitters, and family day care are all less available to those with lower incomes (about a 10:1 ratio in favor of upper-income households when comparing \$85,000+ to those under \$30,000).

Types Of Child Care Not Available Due to Distance From Home/Work						
Total	Under \$30K	\$30K - \$44.9K	\$45K - \$64.9K	\$65K - \$84.9 K	Over \$85 K	
13.3%	27.6%	13.8%	12.3%	5.5%	3.6%	After-school care
11.7	21.8	11.3	11.5	6.8	1.8	In-home nannies or paid sitters
10.6	19.5	6.3	13.1	6.8	1.8	Family day care

Impact On Workforce Productivity

Most parents have either left work early, arrived late, missed part of a day, and/or missed all of a day in order to handle a child-care emergency during the past three months. In addition, they take time out of the day to call their child-care providers (31 percent) and/or worry about their child.

- More often it is the mother who misses work, even when both parents work full-time (about 50 percent more often than fathers).
- When both parents work full-time, it is almost guaranteed that work hours will be missed (84 percent).

Respondents were asked to have the survey completed by the person in the household who has primary responsibility for child-care arrangements. Not surprisingly, 90 percent of the respondents to the Parents Magazine survey were women.

Parents feel ignored

- The vast majority (85 percent) say that most politicians are not well informed about the types of child-care issues that normal American families face every day.
- In households where both parents work full-time (those who are most reliant on child care), criticism is even higher (90 percent).
- Lower-income parents (HHI under \$30,000) are more critical still (93 percent).

#

PHOTOCOPY
PRESERVATION

16/22/97

THE WHITE HOUSE CONFERENCE ON CHILD CARE

October 23, 1997

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- IV. **Guest List**
- V. **Script**
- VI. **Remarks**
 - To be forwarded
- VII. **Fact Sheets**
 - A Profile of the Child Care Work Force
 - Child Care for Young Children: Demographics
 - Child Care for Young Children: Quality
 - Out-of-School Time
 - Economics of Child Care
- VIII. **Articles**
 - "Who's Minding the Children?" Washington Post, October 22, 1997
 - "The Clintons' Day-Care Model: the Pentagon." U.S. News & World Report, October 27, 1997
 - "Clinton's to Tackle Child-Care Issues." USA Today, October 22, 1997

THE WHITE HOUSE
WASHINGTON

October 22, 1997

THE WHITE HOUSE CONFERENCE ON CHILD CARE

DATE:	October 23, 1997
LOCATION:	The East Room
TIME:	9:20 a.m. - 12:00 p.m.
FROM:	Bruce Reed Melanne Verveer

I. PURPOSE

To engage in a substantive discussion on child care with key policy-makers, experts, advocates, and community leaders.

Objectives for the Conference: (1) To call national attention to an issue that political leaders and policy-makers have traditionally ignored; (2) to prepare the way for a child care initiative in your next budget; and (3) to urge government and the private sector to address the significant challenge of ensuring that working families have access to safe, affordable child care.

II. BACKGROUND

The White House Conference on Child Care will bring together academic experts and economists; child care providers and advocates; religious, labor and business leaders; and parents. Several hundred additional people will attend sessions at three Federal agencies to watch the Conference proceedings by satellite and participate in working sessions with members of your Cabinet. The conference will also be broadcast live via satellite to more than 100 locations in at least 48 states. Mrs. Clinton will host a reception on the White House South Lawn at the conclusion of the conference for all those attending the White House and agency sessions.

The conference follows on a series of events that have included you, the First Lady, and other Administration officials, as well as years of involvement by you and the First Lady on child care. Recent events include your visit to a Head Start center in New Jersey; several appearances by the First Lady, including a visit to the Quantico Marine Base to view the military child care system, a round table discussion in Florida with business leaders involved in child care, and a speech at the University of Maryland; and numerous meetings with key constituencies hosted by members of the Domestic Policy team and the First Lady's staff.

Your opening remarks at the conference, however, will be your first opportunity to speak to the American people about this issue in a substantive way. In fact, you are the first President to address this issue seriously: focus group meetings with child care experts and advocates underscored the significance of your role in turning the nation's attention to this issue and recasting it as one in which all Americans have a stake. Your remarks will address the importance of good child care for America's working families, note past Administration accomplishments on this issue, announce several new policy initiatives and indicate your intent to unveil a child care proposal this winter.

Topics for Discussion: The conference will address three critical child care challenges -- availability, affordability, and safety and quality. You will be present for the morning session, which will include opening remarks by you and the First Lady, the presentation of a short video, and a panel discussion moderated by you and the First Lady. This panel discussion will be divided into two parts. First, panelists will discuss why child care matters -- both to our children's development and to the nation's economy. Second, panelists will examine how well (or badly) we are meeting the challenge of ensuring that safe, affordable child care is available to working families.

The afternoon panel discussion will be anchored by the First Lady, the Vice President, and Secretary Riley. This discussion will examine successful child care models across the nation and consider the roles that states, business and labor leaders, the faith community, health care professionals, and others can play in addressing critical child care challenges.

At the tabs that follow in this book, you will find a suggested script for each of the panels and bios of the panelists.

Policy Announcements: You will announce your intent to introduce a child care initiative as a part of your next budget proposal. In addition, you will announce several other initiatives (described in more detail in the attached October 20 memorandum):

- 1) The appointment of a Child Care Working Group that will report to Secretary Rubin on the role that business should play in providing child care;
- 2) An outreach plan to make child care workers aware of possible eligibility for Pell Grants, and a new scholarship program, of at least \$50 million per year, that will provide assistance to full- or part-time students who are working toward a Child Development Associate credential or another degree in child development and who agree to remain in the child care field for at least one year (this program will be modeled after Governor Hunt's T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood Project);
- 3) The transmittal of the "National Crime Prevention and Privacy Compact" to Congress, which will enable states to share criminal history information for limited other purposes, including background checks on child care workers; and

4) A strategy to expand access to and the quality of after-school programs through service activities, and the release of a "How-To Manual" describing how to integrate service and school-age care, identifying opportunities for children to learn through service, and highlighting programs that are currently using service to enrich out-of-school time.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed, Melanne Verveer, Elena Kagan, Jennifer Klein, Nicole Rabner, June Shih

Event Participants:

Panel I (morning session moderated by YOU and the First Lady):

Ellen Galinsky, President and Co-Founder, Families and Work Institute.

Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.

Secretary Robert Rubin, Secretary of the Treasury.

Secretary Donna Shalala, Secretary of Health and Human Services.

Governor James Hunt, Governor of North Carolina.

Valora Washington, Program Director, W.K. Kellogg Foundation.

Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Panel II (afternoon session moderated by the Vice President and Mrs. Clinton):

Major General John G. Meyer, Chief of Public Affairs United States Army.

Jane Maroney, State Legislator, State of Delaware.

Dr. Susan Aronson, National Board, Member of the American Academy of Pediatrics.

Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn.

Beatriz Otero, Executive Director, Calvary Bi-Lingual Multicultural Learning Center.

John J. Sweeney, President, AFL-CIO.

Doug Price, President, FirstBank of Colorado.

Guests. The conference will be attended by approximately 150 guests, including: Members of Congress, Governors and other state and local officials, academic experts and economists; child care providers and advocates; religious, labor and business leaders; and parents. A complete guest list is attached.

VI. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU and the First Lady proceed to the Red Room for briefing:
- YOU and the First Lady proceed to the Blue Room for meet and greet with panelists from both the morning and afternoon panel discussions:
- YOU and the First Lady are introduced into the East Room:
- The First Lady makes remarks and introduces a 5-minute video on child care:
- Video is shown:
- Kathy Carliner (parent) introduces YOU:
- YOU make remarks:
- YOU and the First Lady lead a panel discussion on "The Challenge: Availability, Affordability, and Assuring Safety and Quality Child Care":
- YOU make closing remarks:
- The First Lady makes closing remarks:
- YOU depart:
- The First Lady hosts a lunch in the State Dining Room:
- The First Lady and Vice President moderate the second panel -- "Learning From What Works": and
- The First Lady hosts a reception on the South Lawn.

VI. ATTACHMENTS

Conference Agenda

Panel Descriptions, Participant Bios. and Scripts

List of Participants

Remarks

Background

--Fact Sheets on Child Care

--Overview Memorandum

Articles

THE WHITE HOUSE CONFERENCE ON CHILD CARE AGENDA OVERVIEW

10:00-10:30 am

OPENING SESSION

10:00-10:10 The First Lady welcomes, makes remarks, and introduces video.

10:10-10:15 Video is shown.

10:15-10:17 Kathy Carliner (parent) introduces the President.

10:17-10:30 The President makes remarks.

10:30-12:00 pm

PANEL DISCUSSION -- THE CHALLENGE: AVAILABILITY, AFFORDABILITY, AND ASSURING SAFETY AND QUALITY IN CHILD CARE

The President and First Lady will moderate this session.

Panelists:

Ellen Galinsky, President and Co-Founder, Families and Work Institute.

Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.

Secretary Robert Rubin, Secretary of the Treasury.

Secretary Donna Shalala, Secretary of Health and Human Services.

Governor James Hunt, Governor of North Carolina.

Valora Washington, Program Director, W.K. Kellogg Foundation.

Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

12:00-2:00 pm

WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES

The First Lady will host the White House luncheon at which Members of Congress will speak. In addition, Secretaries Shalala, Herman, Riley and Glickman will host sessions at several agencies where guests will watch White House proceedings by satellite and participate in working meetings.

2:00-4:00 pm

AFTERNOON SESSION

- 2:00-2:05** The First Lady welcomes and introduces the Vice President.
2:05-2:15 The Vice President makes remarks and introduces Secretary Richard Riley.
2:15-2:20 Secretary Riley makes remarks.

PANEL DISCUSSION -- LEARNING FROM WHAT WORKS

The First Lady and Vice President will moderate this session.

Panelists:

Major General John G. Meyer, Chief of Public Affairs United States Army.
Jane Maroney, State Legislator, State of Delaware.
Dr. Susan Aronson, National Board, Member of the American Academy of Pediatrics.
Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn.
John J. Sweeney, President, AFL-CIO.
Beatriz Otero, Executive Director, Calvary Bi-Lingual Multicultural Learning Center.
Doug Price, President, FirstBank of Colorado.

4:00-6:00 pm

SOUTH LAWN RECEPTION

The First Lady will host a reception for White House and Federal agency participants on the South Lawn. Mrs. Clinton will make remarks and report on the Federal agency working sessions. In addition, Members of Congress will make brief remarks.

**The White House Conference on Child Care
Panel One**

**THE CHALLENGE: AVAILABILITY, AFFORDABILITY, AND
ASSURING SAFETY AND QUALITY IN CHILD CARE**

Participants

The President

The First Lady

Ms. Ellen Galinsky

Ms. Michelle Seligson

Secretary Robert Rubin

Secretary Donna Shalala

Governor James Hunt

Dr. Valora Washington

Ms. Patty Siegel

The White House Conference on Child Care

Suggested Script

MORNING SESSION

THE FIRST LADY welcomes, makes remarks, and introduces video.

Video (5 minutes) is shown.

Kathy Carliner (parent featured in video) introduces the *PRESIDENT*.

The *PRESIDENT* makes remarks.

The *PRESIDENT* and *FIRST LADY* join PANEL DISCUSSION.

PANEL DISCUSSION -- The Challenge: Availability, Affordability, and Assuring Safety and Quality in Child Care.

THE FIRST LADY will introduce the seven members of the panel:

Ellen Galinsky, President and Co-Founder, Families and Work Institute.

Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.

Secretary Robert Rubin, Secretary of the Treasury.

Secretary Donna Shalala, Secretary of Health and Human Services.

Governor James Hunt, Governor of North Carolina.

Valora Washington, Program Director, W.K. Kellogg Foundation.

Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Part I: WHY IS CHILD CARE IMPORTANT?

The *FIRST LADY* introduces the first part of the panel: **We are first going to hear from three experts on why child care matters. First, Ellen Galinsky will address why child care is important to our young children and what good care looks like. Second, we will hear from Michelle Seligson, about the importance of after-school opportunities to our nation's youth. And lastly, we will hear from Secretary Rubin about the significance of child care to our economy.**

Ellen Galinsky, President and Co-Founder, Families and Work Institute.

Lead in question for the *FIRST LADY*: **Ellen Galinsky is going to start off by addressing why child care is important for young children and tell us a little bit about recent research in neuroscience and child development.**

Suggested follow-up for the *PRESIDENT*: There are some who suggest that parents are the only good caregivers for children and, therefore, child care is harmful to children's development. Would you please address that?

Suggested follow-up for the *FIRST LADY*: Please speak more about how we can all do a better job of empowering parents to make choices about working and child care that are best for their families. In particular, what are your views about how we can support parents who want to stay home?

Michelle Seligson - Founder and director, National Institute on Out-of-School Time, formerly the School-Age Child Care Project at Wellesley College Center for Research on Women.

Lead-in for the *PRESIDENT*: Let's turn now to Michelle Seligson to tell us about the importance of programs for school-age children for their development, school-readiness, and safety.

Suggested follow-question for the *FIRST LADY*: I know there is quite a debate over where before and after school programs should be located -- in schools, in community centers, or in church basements -- and how they should be funded. Can you speak to that?

Suggested follow-up for the *PRESIDENT*: Can you speak more about the components of a good after-school program. Are after school programs are only valuable if they're academically oriented?

Secretary Robert Rubin, Secretary of the Treasury.

Lead-in for the *FIRST LADY*: I'm now going to ask Secretary Rubin to address the significance of child care to our nation's economy.

Suggested follow-up for the *FIRST LADY*: Looked at from a broad economic perspective, how does the issue of child care affect our ability to bring all Americans into the economic mainstream?

Suggested follow-up for the *FIRST LADY*: Experts say that the child care market is fundamentally flawed. The cost of child care far outweighs the ability of most parents to pay for it. Can you speak to the limitations of the marketplace to solve this dilemma?

Part II: HOW ARE WE DOING IN MEETING THE CHALLENGE:

The *FIRST LADY* will introduce the next section: We are now going to turn to four experts who will address how we are doing in meeting the challenge of assuring that working families have access to safe, affordable child care. Secretary Shalala will provide an overview of child care across the nation. Governor Hunt will address the issue from a state perspective. Valora Washington will tell us what communities are doing. Patty Siegel will provide insights into child care on the front lines.

The panelists are:

Secretary Donna Shalala, Secretary of Health and Human Services.

Governor James Hunt, Governor of North Carolina.

Valora Washington, Program Director, W.K. Kellogg Foundation.

Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Secretary Donna Shalala, Secretary of Health and Human Services.

Lead-in for the *FIRST LADY*: Secretary Shalala, please begin by giving us an assessment and overview of how we're doing as a nation.

Suggested follow-up for the *FIRST LADY*: How has Head Start been effective in meeting child care needs, and what can we learn from the Head Start experience?

Governor James Hunt, Governor of North Carolina.

Lead-in for the *PRESIDENT*: We'll now hear from Governor Hunt, who has done so much in his state of North Carolina. Governor Hunt?

Suggested follow-up for the *PRESIDENT*: Governor Hunt, if we target efforts to improve quality, do we risk pricing care out of the reach of working families? Have you faced this problem in North Carolina?

Suggested follow-up for the *FIRST LADY*: By law, states must set aside a portion of their federal child care dollars for efforts to improve quality. The President fought hard for this provision in the Personal Responsibility and Work Opportunity Act. Should the Federal government do more to encourage states to make needed health and safety improvements?

Valora Washington, Program Director, W.K. Kellogg Foundation.

Lead-in for the *FIRST LADY*: Now let's hear from Valora Washington about how communities are doing in addressing child care needs.

Suggested follow-up for the **FIRST LADY**: How can we begin to engage those in communities who don't think this issue affects them?

Suggested follow-up for the **PRESIDENT**: You've talked a lot about the importance of community investment in child care. Would you also speak about the cost to communities of making that investment?

Patty Siegel, Executive Director, Child Care Resource and Referral Network.

Lead-in for the **PRESIDENT**: Patty Siegel will now discuss what is arguably the most important perspective -- parents.

Suggested follow-up for the **FIRST LADY**: You were involved in creating TrustLine - a system in California for checking the backgrounds of child care providers. Can you talk about TrustLine and, more generally, about background checks and registries?

Suggested follow-up for the **PRESIDENT**: In this country we talk a lot about family values, but we need ask ourselves whether we are giving parents the tools they need to make the choices that are best for them and their families. What can we do to help parents who want to stay at home?

The **PRESIDENT** makes closing remarks.

The **FIRST LADY** makes closing remarks, and invites guests to lunch in the State Dining Room.

Suggested close for the **FIRST LADY**: I'm so pleased that several members of the President's Cabinet -- Secretary Glickman, Secretary Herman, Secretary Shalala, and Secretary Rubin -- will now host working sessions at three Federal agencies.

**The White House Conference on Child Care
Panel Two**

LEARNING FROM WHAT WORKS

Participants

The First Lady

The Vice President

Secretary of Education Richard Riley

Major General John G. Meyer

Ms. Jane Maroney

Dr. Susan Aronson

Bishop Joseph M. Sullivan

Mr. John J. Sweeney

Ms. Beatriz Otero

Mr. Doug Price

The White House Conference on Child Care Panel Two

Suggested Script

AFTERNOON SESSION

The *FIRST LADY* welcomes and introduces the seven panelists:

Major General John G. Meyer, Chief of Public Affairs, United States Army.

Ms. Jane Maroney, State Legislator, State of Delaware.

Dr. Susan Aronson, Member, National Board, American Academy of Pediatrics.

Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn, NY.

John J. Sweeney, President, AFL-CIO

Ms. Beatriz Otero, Executive Director, Calvary Bilingual Multicultural Learning Center.

Mr. Doug Price, President FirstBank of Colorado, and Chair, Colorado Business Commission.

The *FIRST LADY* introduces the *VICE PRESIDENT*.

The *VICE PRESIDENT* makes remarks and introduces **Secretary Richard Riley**.

Secretary Richard Riley makes opening presentation.

PANEL DISCUSSION: Learning From What Works.

The *FIRST LADY* introduces the panel discussion: **The purpose of this discussion is to learn from successful models. Gathered with us here are representatives of many sectors of society to address what roles they can and do play in addressing and meeting child care needs.**

General Meyer, Chief of Public Affairs United States Army.

Lead-in for the *FIRST LADY*: **We'll begin by hearing from Major General Meyer. I am particularly happy to have him with us today, to discuss the strength of the military's child care programs, because I was privileged to visit Quantico Marine Base recently. Major General Meyer, please tell us about how the military has succeeded in making its child care programs so strong.**

Suggested follow-up for the *FIRST LADY*: In April, at the White Conference on Early Childhood Development, the President held up the military as an exemplary model of child care delivery. There, the President asked the Department of Defense to share its expertise. Can you tell us what you've done to carry out that request?

Suggested follow-up for the *VICE PRESIDENT*: Major General, as you know, some argue that the military is not a useful model because of the unique characteristics of the military and because of the amount the government spends on it. What are your thoughts on this?

Jane Maroney, State Legislator, Delaware.

Lead-in for the *VICE PRESIDENT*: We'll now turn to Jane Maroney for another perspective of the role of states in improving child care.

Suggested follow-up for the *FIRST LADY*: What do you think our next steps should be as a nation; more specifically, how do you think the Federal government should work with and assist the states?

Dr. Susan Aronson, Member, National Board, American Academy of Pediatrics.

Lead-in for the *VICE PRESIDENT*: Dr. Susan Aronson is with us to address the role health professionals can play in improving the quality of child care, with special attention to health and safety.

Suggested follow-up for the *VICE PRESIDENT*: How can the health community help to address the needs of children in child care with chronic illnesses like asthma or with disabilities?

Suggested follow-up for the *FIRST LADY*: National health and safety standards have been very controversial. Can you address both the benefits and the disadvantages of national standards on health and safety? I'd also like to ask Jane Maroney to address this issue.

Bishop Joseph Sullivan, Vicar of Human Services, Diocese of Brooklyn, NY.

Lead-in for the *FIRST LADY*: Bishop Sullivan is with us to discuss the role of the faith community in addressing child care and supporting families.

Suggested follow-up for the *VICE PRESIDENT*: Religious institutions have long contributed to meeting child care needs. In your view, how can we build on these efforts and engage religious leaders to use their moral authority in communities to make further progress?

Suggested follow-up for the *FIRST LADY*: Based on your experiences working in New York, what are the particular challenges of working in the inner city?

John J. Sweeney, President, AFL-CIO.

Lead-in for the *VICE PRESIDENT*: We will now hear from John Sweeney who will discuss the role of the labor community in meeting the child care needs of working families.

Suggested follow-up for the *FIRST LADY*: You've mentioned that the best arrangements are those in which business and labor work in partnership. Can you give an example of where that has worked?

Suggested follow-up for the *VICE PRESIDENT*: As we've learned, the key to quality child care is the caregiver. Tell us about the child care workforce and what we can do to support and retain workers.

Beatriz Otero, Executive Director, Calvary Bilingual Multicultural Learning Center.

Lead-in for the *FIRST LADY*: Beatriz Otero is with us to talk about the role and responsibility of child care providers -- both in the workplace and the community. Beatriz?

Suggested follow-up for the *VICE PRESIDENT*: Tell us about a typical day at your center.

Suggested follow-up for the *FIRST LADY*: What are your thoughts on how we can continue to support the many providers you represent? What should our next steps be?

Doug Price President, FirstBank of Colorado, and Chair, Colorado Business Commission.

Lead-in for the *VICE PRESIDENT*: I am pleased to turn to Doug Price who has participated in one of the family conferences that Tipper and I host. He's with us today to discuss the role of business leaders in meeting child care needs. Doug, please tell us how you've become involved and what you and Governor Romer are doing in Colorado.

Suggested follow-up for the *FIRST LADY*: How can we enlist more business leaders to address the child care needs of their workers and of the communities in which they have a presence?

Suggested follow-up for the *VICE PRESIDENT*: **How can we address the barriers that small businesses face in addressing child care issues?**

The *VICE PRESIDENT* makes closing remarks.

The *FIRST LADY* makes closing remarks and invites guests to South Lawn Reception.

SOUTH LAWN RECEPTION

The **FIRST LADY** welcomes and makes brief remarks, reporting on working sessions of Cabinet members from the different agencies, and introduces Members of Congress.

Members of Congress make remarks.

The **First Lady** makes closing remarks.

A Profile of the Child Care Work Force

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

Who are the child care teaching staff?

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

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

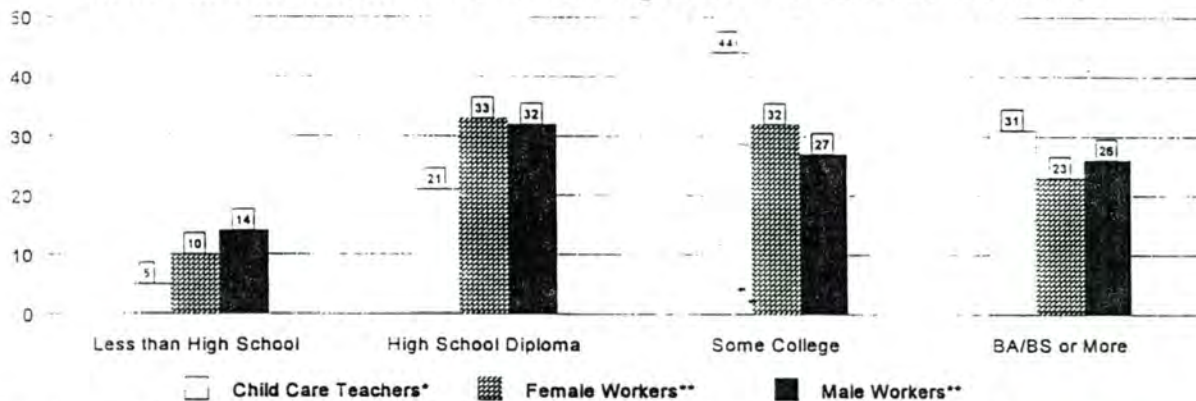
● Only 18 percent of child care centers offer fully paid health coverage to teaching staff.

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

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

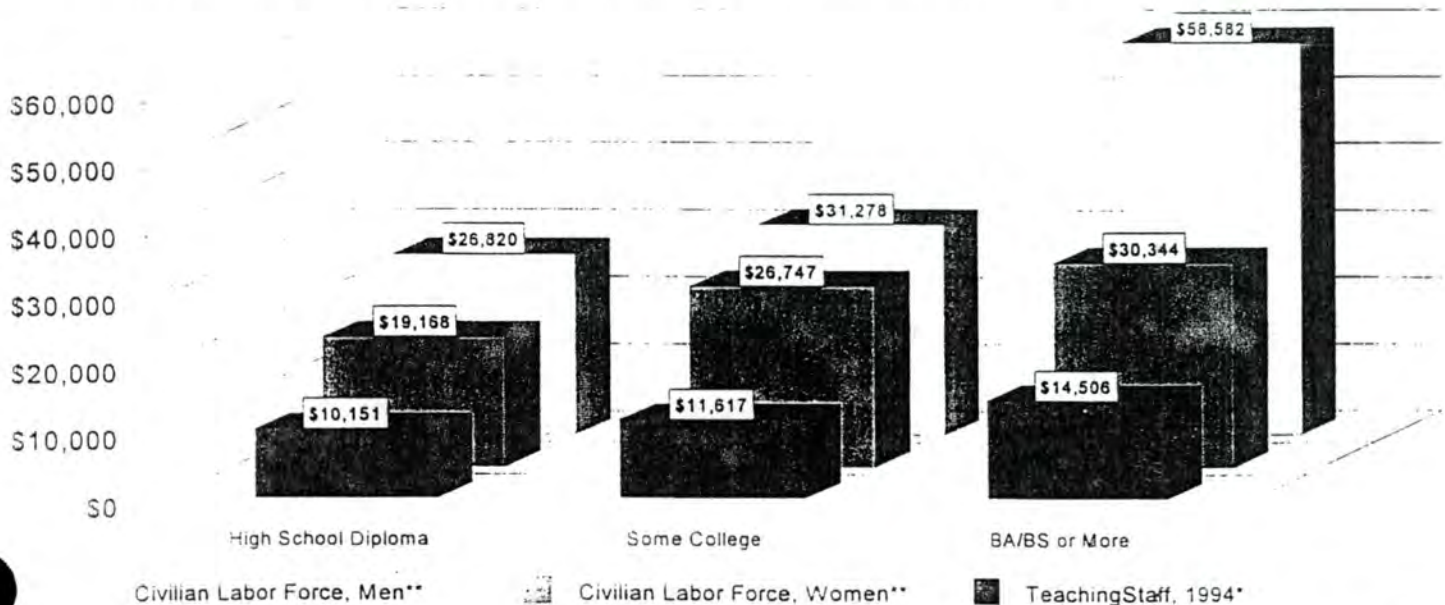
● Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated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

Education of Child Care Teaching Staff Versus All Workers***



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

Annual Wages of Child Care Teaching Staff Versus All Workers***



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

***These charts only provide information on center-based teaching staff.

Child Care for Young Children: Demographics

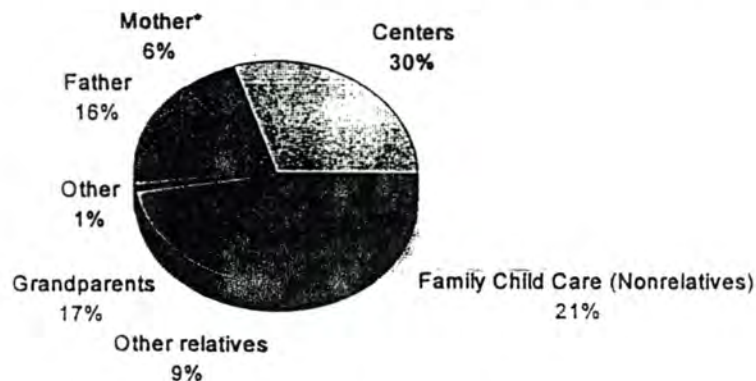
According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million of these children were in child care.[†]

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

Forty-five percent of children under age one were in child care on a regular basis.[†]

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

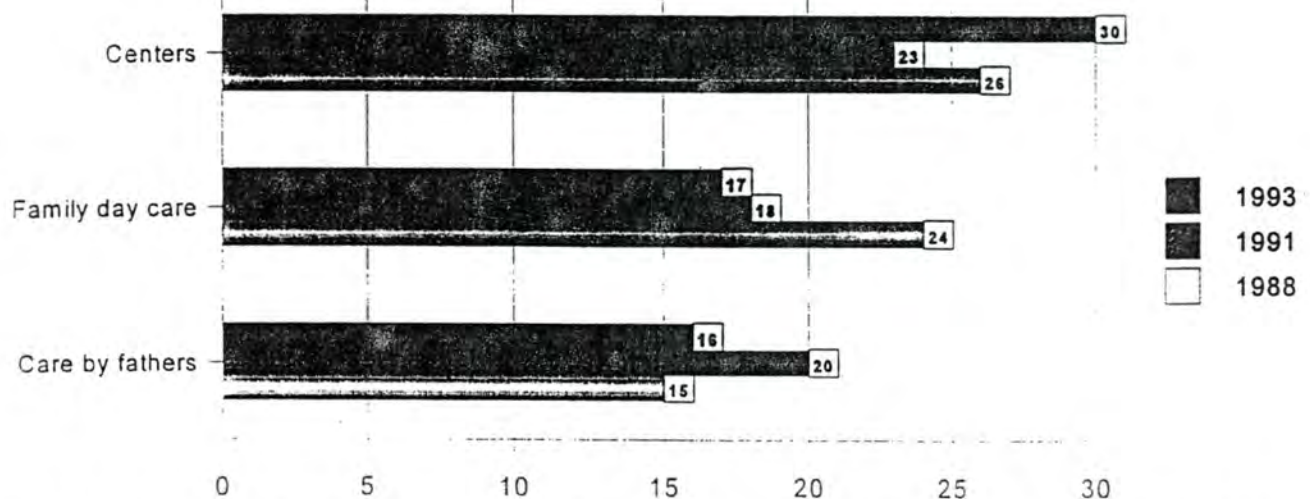
(Percent of preschoolers of working mothers in selected arrangements)



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

Changes in Selected Child Care Arrangements: 1988 to 1993

(Percent of preschoolers of working mothers in selected arrangements)



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

This profile of child care demographics has been excerpted from information provided by the [†] National Center for Education Statistics, U.S. Department of Education and the ^{**}U.S. Bureau of the Census.

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

Child Care for Young Children: Quality

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

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

● **Higher quality child care for very young children (0 to 3) was consistently related to high levels of cognitive and language development.** "Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD Early Child Care Research Network (1997)

● **Studies have raised concerns about the quality of care:**

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

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

What Works to Improve the Quality of Child Care

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

● **"[S]maller group sizes, higher teacher/child ratios and higher staff wages result in quality child care.** Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming." *Early Childhood Care and Education: An Investment That Works*, National Conference of State Legislatures (1997)

● **Any child care setting will benefit from a health consultant.** . . . to advise on potential infectious diseases, explain symptoms and treatments to families, plan health alert procedures when infectious disease occurs, and assist with public health reporting requirements. *Caring for Infants and Toddlers in Groups, Zero to Three*: National Center for Infants, Toddlers and Families (1995)

● **States with stronger licensing requirements had a greater number of good-quality centers** according to recent research. *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)

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

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

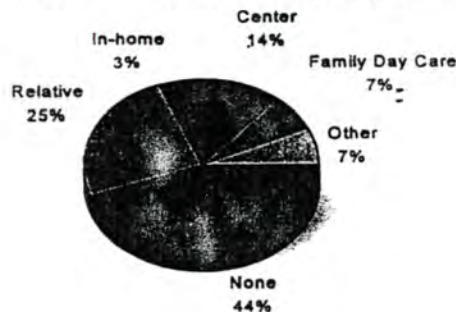
Out-of-School Time School-Age Care

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

Care Arrangements of School-Age Children

- Experts estimate that **nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.**
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before- and/or after-school programs in 1991, according to the National Study of Before and After School Programs.
- In 1993-94, according to the National Center for Education Statistics, there were 18,111 before- or after-school programs in public schools—70% of public schools did not offer extended learning programs.
- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), **76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.**
- According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care; 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.

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



The Effects of Out-of-School Time on Children

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

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

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs. Other barriers include availability, quality of activities, inadequate facilities, transportation, high staff turnover, hours of the program and lack of resources.

Components of Successful Before- and After-School Programs include: linkages between after-school and regular school programs, children's participation in age appropriate learning activities, hiring of qualified staff, low student-staff ratio, involvement of parents, program evaluation and coordination with the schools and other community organizations.

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

Economics of Child Care

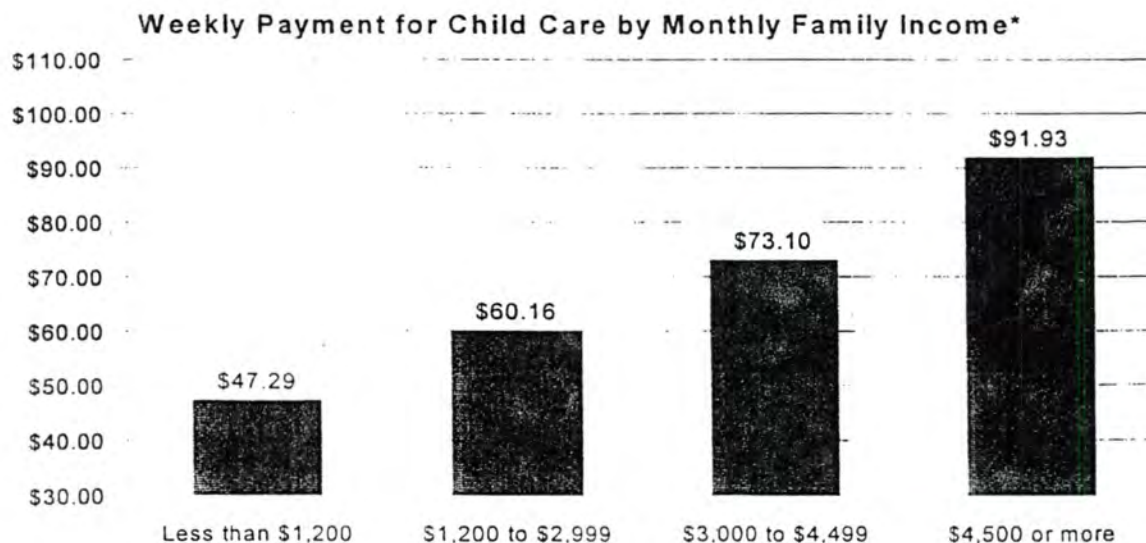
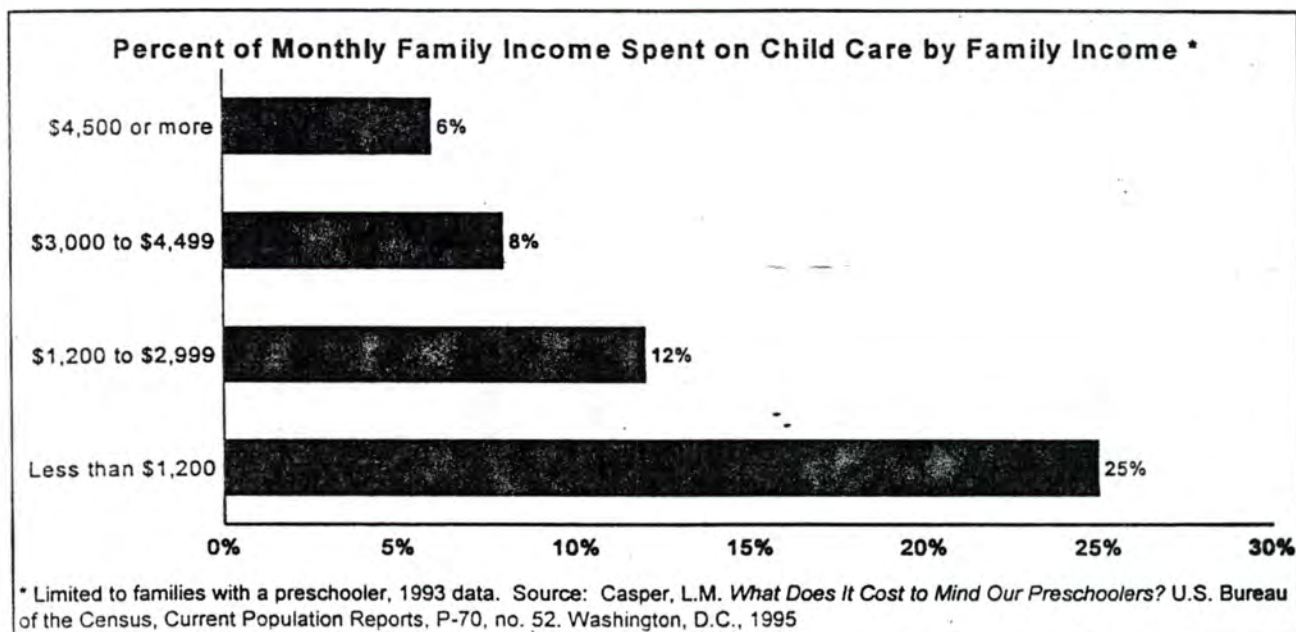
● In 1994, 62% of married mothers with a child under age six were in the workforce, compared with 30% in 1970.[†]

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

● In 1990, 7.2 million mothers with 11.7 million children under age 15 worked full or part time during nonstandard hours.^{**}

● In 1993, the average family with an employed mother and a child under age five spent about \$74 per week for child care for all preschoolers in the family.*

● Families with annual incomes under \$14,400 that paid for care for children under five spent 25% of their income on child care, compared with 6% for families with incomes of \$54,000 or more.*



Information in this fact sheet is excerpted from [†] Sandra L. Hofferth, "Child Care in the United States," *The Future of Children*, vol. 6, no. 2 Summer/Fall 1996, with additional information from: National Center for Education Statistics, U.S. Department of Education; *U.S. Bureau of Census; **Women's Bureau, U.S. Department of Labor.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at

THE WHITE HOUSE

WASHINGTON

October 20, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
MELANNE VERVEER

CC: THE FIRST LADY

RE: WHITE HOUSE CONFERENCE ON CHILD CARE

On October 23, you and the First Lady will host the White House Conference on Child Care in the East Room. This memorandum outlines the purpose and structure of the conference, the policy initiatives that we recommend you announce at the conference, and the process and direction of our work on a child care proposal to unveil this winter.

Purpose and Structure of the Conference

The White House Conference on Child Care has two purposes. First, it will call national attention to an issue that political leaders and policy makers historically have ignored, notwithstanding its enormous importance to working families. Second, it will provide a basis from which to launch a child care initiative in the State of the Union. (As noted later in this memo, we will provide you with policy options for this initiative -- including a range of price tags -- as part of your normal budget process.)

The conference will address three critical child care challenges -- availability, affordability, and safety and quality. Many parents choose to stay at home and care for their children themselves. Yet millions of Americans, by choice or necessity, rely on child care and after-school programs to care for their children for part of each day. The conference will explore how the public and private sectors can respond to the need that Americans struggling to be both good parents and good workers have for safe, affordable child care.

Morning Session. The morning session will begin with remarks by you and the First Lady and will include a video of children, parents, caregivers and others talking about child care. We believe your remarks should address the importance of child care for America's working families, note past Administration accomplishments on this issue, and announce several new policy initiatives as well as a commitment to unveil a broader child care proposal this winter.

You and the First Lady will then moderate a panel with two parts. The first three panelists will discuss why child care matters -- both to our children's development and to the nation's economy. The second four panelists will examine how well we are doing in meeting the challenge of assuring that good child care is available to working families. The first three panelists are:

- Ellen Galinsky, President, Families and Work Institute, who will discuss the relationship between quality child care and children's healthy development, particularly in the earliest years of life;
- Michelle Seligson, Founder and Director, National Institute on Out-Of-School Time, Wellesley College Center for Research on Women, who will discuss the importance of good after-school programs for youth;
- Secretary Rubin, who will discuss the need to address child care given dramatic changes in the workforce and economy.

The second four panelists are:

- Secretary Shalala, who will discuss the strengths and weaknesses of child care across the country;
- Governor James Hunt of North Carolina, who will discuss how states are doing in meeting the challenge of assuring that working families have access to safe, affordable child care;
- Dr. Valora Washington, Program Director, W.K. Kellogg Foundation, who will discuss community efforts to meet this challenge;
- Patty Siegel, Executive Director, California Resource and Referral, who will share the experiences of parents.

Afternoon Session. The afternoon session will begin with remarks by the Vice President and Secretary Riley. The afternoon panel will consider the roles that states, business and labor leaders, the faith community, health care professionals, and others can play in addressing this challenge. The panelists include: Major General John G. Meyer, Jr., Chief of Public Affairs United States Army; Dr. Susan Aronson, Member, American Academy of Pediatrics; Jane Maroney, State Legislator, Delaware; Bishop Joseph Sullivan, Vicar of Human Services, Brooklyn, New York; and Doug Price, President, FirstBank of Colorado.

Agency and Satellite Sites. An additional 300 people will view the conference at three Federal agencies, and Secretaries Shalala, Riley, Glickman and Herman will host working sessions at these agency sites during the luncheon at the White House. In addition, the entire conference will be transmitted to satellite sites in at least 48 states. The Administration's

regional administrators have helped to organize these satellite conferences, and Cabinet Affairs has encouraged subcabinet officials to participate in them.

Policy Announcements to be Made at the Conference

We recommend that you indicate at the conference that you will propose a child care initiative in your State of the Union address and your fiscal year 1999 budget. We also recommend that you announce three policy proposals at the conference.

1. Child Care Working Group. You can name Secretary Rubin as chair of a working group on child care primarily made up of business leaders, with representation from labor and other community leaders. The Child Care Working Group would report to you within 45 days on efforts that business leaders should undertake to help working families overcome the challenge of managing child care and work responsibilities.

2. Scholarships for Child Care Workers and Background Checks on Child Care Workers. Experts link the quality of child care to the quality of the caregiver. Yet child care providers often receive little training, and occasionally have unsuitable backgrounds for the profession. You can announce steps to support caregivers by ensuring that they are able to afford adequate training. At the same time, you can urge Congress to pass and states to ratify the "National Crime Prevention and Privacy Compact" to protect children from child care workers who have committed crimes.

Scholarships. To help child care workers afford training, you can instruct the Department of Education to develop an outreach plan to inform students and institutions of the potential availability of Pell Grants. You also can announce a new scholarship program for child care workers. Even with Pell and other education programs that you have put in place, many child care workers cannot afford training. The new program would provide assistance to full- or part-time students working toward a Child Development Associate Credential or other degree in child development who agree to remain in the child care field for at least one year.

Background Checks. You can also announce steps to make background checks on child care workers more effective. Today, many states prohibit the release of criminal history records for purposes other than ongoing criminal investigations. The Department of Justice is prepared to transmit to Congress on October 23 the "National Crime Prevention and Privacy Compact." The compact, which must be passed by Congress and ratified by the states, will enable states to share criminal history information for limited other purposes, including background checks on child care workers.

3. Service and School-Age Care. You can launch the "To Learn and Grow Partnership," a

partnership of public and private organizations that will work together to expand access to and improve the quality of after-school programs through service activities. The partnership will encourage national service participants and community volunteers to teach in child care programs, and will engage children in service as part of after-school programs. You also can release the "How-To Manual," describing how to integrate service and school-age care, identifying opportunities for children to learn through service, and highlighting programs that are currently using service to enrich out-of-school time.

Child Care Initiative To Be Announced After the Conference

For the past several months, the Domestic Policy Council and the First Lady's Office have been leading a policy process on child care. The National Economic Council, the Office of Management and Budget, and the Departments of Health and Human Services, Treasury, Education, Labor, Defense, Justice, and Agriculture have participated.

We have identified three key areas: affordability; availability; and safety and quality. In the weeks after the conference, we will prepare a memorandum for you outlining policy options, of several different shapes and sizes, in these areas. We are also exploring ways to support parents who want to stay at home to care for their children.

Affordability. Increasing numbers of working families cannot afford decent child care, which can cost at least \$4,000 a year for one child, and even more for infants and toddlers. While the average family pays about 7 percent of its income for child care, low-income families spend about a quarter of their income.

The Federal government spent \$2.9 billion in direct child care subsidies in fiscal year 1997 through the Child Care and Development Block Grant (CCDBG), which provides payments for about one million children. HHS estimates, however, that we are currently providing child care subsidies to less than a quarter of the families eligible for them. In addition, the Dependent Care Tax Credit provides more than \$2 billion annually in tax relief for child care expenses. We are analyzing whether to expand either of these mechanisms.

Availability. Access to child care is a problem for low-income and middle-income families alike. We are looking at two areas of particular concern -- helping businesses expand on-site care for their employees, and helping states and communities increase their supply of school-age care. We are exploring whether to provide tax credits for businesses that build and operate child care centers for their employees (the Rubin-Weill working group may make additional suggestions). We also are looking at a variety of ways -- including simplifying Federal requirements and funding streams -- to help states and communities create an adequate supply of after-school programs.

Safety and Quality. The quality of child care in this country is too often mediocre or poor. A recent four state study of child care centers found that one in eight centers expose children to unsafe or unsanitary conditions. Infants and toddlers are at the greatest risk, with 40 percent in care that poses a threat to their health and well-being. Only 14 percent of centers provide high quality care -- care that actually enhances growth and development. A study of child care in family-based settings found equally disturbing patterns. Over one-third of programs are rated inadequate, meaning that quality is low enough to harm children's development, and only 9 percent offer high-quality care.

States are currently required to spend 4% of the funds they receive through the CCDBG on quality improvement. We are looking at ways to help states improve quality by providing additional funding to states that agree, for example, to improve and enforce health and safety standards, invest in training for caregivers, or create networks to support family day care providers. We are also developing a consumer information campaign to arm parents with the information they need to choose high quality care for their children.

If you had started planning your retirement when you should have, you'd have used one of these.



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Who's Minding the Children?

Quality of Day Care Is Often a Casualty of the Booming Economy

By Barbara Vobejda

Washington Post Staff Writer

Wednesday, October 22, 1997; Page A01

The Washington Post

Two day-care centers in Columbus, Ohio, have closed recently because their operators couldn't find enough workers. In California, where the public schools are hiring teachers to reduce class sizes, day-care administrators say they are unable to find replacements for the staff they are losing to the schools. In Battle Creek, Mich., centers say they can't compete with factory jobs making cereal for Kellogg's, which pays two or three times child-care salaries.

This is what specialists in the field call the crisis of day care: hiring and retaining the kind of high-quality people it takes to provide good care. And with numerous national studies finding that most day care is of poor quality, child development experts warn that the emotional and intellectual development of a generation of children is being jeopardized.

Thursday, President Clinton and first lady Hillary Rodham Clinton will host a White House conference on child care, the single most visible effort yet to focus attention on the subject.

The conference agenda, acknowledging the problems of quality, availability and financing, is aimed at exploring solutions, primarily public-private sector partnerships to funnel new funds into the system. But even as advocates are encouraged by the high-profile platform, they are also skeptical that the federal government, states or the private sector are on the verge of making the kind of financial infusion it would take to turn around an industry whose basic economics work against quality.

The conference comes at a particularly challenging time, industry experts say, because the nation's healthy economy and low unemployment rate have made staffing shortages and high turnover in child care even worse.

The result, said Ed Hassenger, executive director of the Altrusa Day Nursery in Battle Creek, is an applicant pool with very poor qualifications, some who struggle to read and write.

"You have a population . . . unable to work with children," he said, and so centers work on their skills. "Then you start over again. So you have a vicious circle."

Even when workers were in greater supply, the industry had trouble paying the kind of premium wages it would require to keep highly trained staff.

Of the 3 million day-care workers in this country, half are likely to quit their jobs this year, according to Marcy Whitebook, co-director of the National Center for the Early Childhood Work Force and a leading expert on the industry's economics.

They will leave to earn more money as grocery store clerks or washing United Postal Service trucks or, if they have a college education, teaching in the public schools. It is no wonder, since a third are paid only the minimum wage.

Child-care providers say they would pay more if they could, but that would mean charging parents more, which is difficult because day care already accounts for a huge portion of family expenses.

"There simply isn't enough purchasing power in the hands of parents to insure children get good quality care," said Gail Richardson, who heads the Child Care Action Campaign, a national advocacy group.

But fixing the problem is difficult, because when it comes to day care, the standard rules of the marketplace don't apply.

First, said Suzanne Helburn, a University of Colorado economist who has studied child-care quality, "there's not enough money in the system."

Helburn and others said child care should be viewed not as a typical market, but like public education or health care, where the cost of providing the service far outweighs the capacity of consumers to pay. Yet unlike child care, public schools and health care are heavily subsidized or underwritten entirely by government or employers.

The subsidy to child care is much more limited, with 70 percent of the total price tag paid from the pockets of parents. On average, families with preschool-age children pay \$74 a week for child care, making it the third largest expense, after housing and food, for many working parents.

While it strains a family budget, that \$3,700 a year provides less than half what experts estimate quality care

would cost -- as much as \$8,500 per child per year.

At the Shirlington Children's Center, an Arlington day-care center, director Anna Wodzynska is familiar with the problem. Two years ago, four of her seven workers left, and within a short time, all of the replacements quit.

"If you can keep a teacher for a year, that's great," she said.

But if she wanted to raise salaries from the \$8 she now pays teachers to the \$12 she thinks would lower turnover, it would increase the price of care from \$130 a week to \$200. But she said that is impossible. "Here, in Shirlington, no one could afford that."

Even the cost of day care is more than many parents can afford, especially low-income, single mothers.

Carrie Trombetta, a 20-year-old mother with two young children, earns \$5.15 working at Barnhill's Country Buffet in Pensacola, Fla. She gets up each morning and starts calling around to friends and family, asking who might care for her boys while she goes to work.

"I look all day for a babysitter until I go to work," she said. "I offer to pay them in food stamps because I can't afford to give them money."

When she applied for a government child-care subsidy, she was told there were 600 people on the waiting list in front of her.

Over the past decade, the federal government has increased what it spends to help low-income parents pay for child care from \$500 million to nearly \$3 billion. But only one in 10 children who are eligible for those funds is receiving them, leaving many states with thousands of families on their waiting lists.

Experts point to numerous studies underscoring their arguments that financing affects quality: A 1995 study by researchers at four universities rated just one in seven day-care centers as good quality and linked the problem to wages, training and experience.

A year earlier, the Families and Work Institute, a New York-based research organization, found comparably poor levels of quality in home day care, when children are taken to another person's home rather than a center.

And in April, a similar White House conference focused on brain development from birth to age 3, emphasizing that in order to learn and develop properly, young children need consistent and positive relationships with adults.

Gloria Hicks, who runs the Teddy Bear Day Care in Fairfax, has seen firsthand the importance of that consistency.

"It's very hard for the younger ones, the infants and toddlers, to warm up to strangers," she said. "They're more fussy, crying" when new teachers take over. Hicks said she steps in and helps the children. Still, she said, "They have to develop a bond with a person, then all of a sudden, they have to develop a bond with a new person."

Even as advocates call for public and private investments to subsidize the system, they caution that simply adding dollars is not the answer.

Whitebook, the work force expert, argued that, even with the increased federal investment in recent years, little has been done to improve day-care wages or reduce turnover.

"The challenge is not just more money, but more money with an eye toward improving the care."

Indeed, even in the segment of the child-care system where there is plenty of money -- high-income parents willing to pay hundreds of dollars weekly -- there are still problems.

"The more affluent families are not very good consumers," said Helburn. "They don't understand what good quality is."

In part, parents lack the expertise to be good consumers but they also lack the emotional distance it sometimes takes to make a rational choice.

"Parents, when they're looking for child care, find it a very painful process," said Ellen Galinsky, co-president of the Work and Families Institute. The process of choosing day care, she said, "symbolizes separation. They don't look with dispassion" as they do in many other instances of comparison shopping.

DAY CARE IN AMERICA

Experts argue that the quality of child care is harmed by high turnover among providers. One in two workers is expected to quit this year, in part because wages are limited by how much parents can afford to pay.

Care providers for preschoolers with employed mothers, 1993

Child-care centers: 30%

Relatives: 25

Parents: 22

Home day care: 17

Nannies: 5

Other: 1

Budget for a typical child-care center, per child per month

COSTS

Labor: \$285

Other: \$44

Rent: \$55

Food: \$19

REVENUE

Parent fees: \$302

Other: \$55

Public fees: \$63

The poorest Americans spend the greatest share of their income on child care.

Annual Weekly Share of income

income expense

Under \$14,400 \$47.29 25%

\$14,400-35,999 \$60.16 12%

\$36,000-53,999 \$73.10 8%

\$54,000 and over \$91.93 6%

Children under 6 who have both parents or only parent in work force: 12 million

Licensed child-care centers: 93,221

Average salary for providers in child-care centers: \$6.89 an hour

Amount U.S. employers lose due to child-care-related absences: \$3 billion

Percentage of employees eligible for employer-assisted child-care benefits: 4 percent

SOURCES: Packard Foundation, Child Care Action Campaign

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U.S. News



The Clintons' day-care model: the Pentagon

The military way emphasizes standards and, not surprisingly, more spending

BY BRUCE B. AUSTER

Five years ago, after receiving an anonymous tip, Linda Smith and her team of Pentagon specialists sped south to Quantico, Va., to inspect, unannounced, the Marine Corps's child-care center there. The facility, a wooden World War II-era structure that housed 85 kids under age 5, was so dilapidated that Smith's heel broke through the floor. One day later, she had shut it down.

Quantico's center has long since reopened in a new facility, with strict health and safety standards, and mandatory training and better wages for its staff. Many other military day-care centers were also bad a few years ago and are good today--a pattern that will lead first lady Hillary Rodham Clinton to praise the military model at this week's White House conference on child care. But while the military--which provides care for more than 200,000 children--provides many lessons for improving day care in the civilian sector, some can be copied only at great expense.

The armed services were stung by a General Accounting Office report in 1982 that concluded that many military facilities--including centers run in condemned buildings and one set up in a former stable--were "neither safe nor suitable places" for children. The military responded by demanding high standards of all its 800 centers and 9,800 in-home care providers. In theory, troops, who transfer to new posts every two or three years, should now find quality care wherever they are based. In contrast, child-care programs in the civilian world vary in quality from the very good to the very bad.

Facing turnover rates of 300 percent, the military placed an unusual emphasis on training and retaining its caregivers. Although entry-level pay for military day-care jobs isn't much better than the \$7 an hour most civilian providers earn, it can rise to \$9 an hour for teachers who get additional training. By contrast, in the civilian sector 32 states don't even require training. At Fort Meade in Maryland, turnover among the child-care center staff is less than 20 percent, compared with 36 percent in the civilian sector nationally. The center received a coveted national accreditation.

Surprise inspections. In the military, home-based caregivers, who serve one third of military kids, receive the same training as those at the large centers and are subject to the same health and safety standards. In the civilian sector, as many as 1.1 million at-home providers are unlicensed. Sheila Gregg, who has been caring for kids for 10 years in her Fort Meade duplex, gets four surprise inspections a year, in addition to monthly visits from an outreach worker. Although the standards mirror those in the civilian world, they are rigorously enforced.

But these improvements do not come cheap. The Pentagon spends \$273 million a year on child care; combined with parents' investment, it costs about \$6,800 a year for each child-care slot. That's well above the \$3,700 national average for day care and roughly comparable to the \$6,300 to \$8,500 average for high-quality care. Even that investment fails to provide for 130,000 military children, whose parents must make other arrangements. And while the White House will showcase model child-care programs this week, it will not propose adding much to the \$3 billion the federal government now spends, mostly targeted to low-income families. Business and civic leaders, who are already spending tens of millions of dollars on child care, will be called on to do more. But even the Pentagon, with its deep pockets, invested in child care only reluctantly, reasoning that its soldiers and sailors would fight better if they knew their kids were well cared for. "It was difficult for [the Pentagon] to fund child care," says Carolyn Becraft, the official responsible for day care. "But it's a readiness issue for us. It's a business decision." Part of the Clintons' goal is to persuade companies, parents, and communities that significant financial investments are in their interests, too.

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Clintons to tackle child-care issues

WASHINGTON - As if on cue to illustrate the problem Hillary Rodham Clinton was describing, secretary and single mom Paula Broglio stood up and presented herself to the first lady as a living example of a working woman who can't make it on her own.

On a \$25,000 salary and with no child support from her ex-husband, Broglio lives with her 4-year-old son in the guest bedroom of her parents' house so she can afford \$200-a-month subsidized child care at a Catholic school while she's at work.

"If I did not have that, and I didn't have my parents, I would probably have to quit my job and go on welfare, because who would watch my child during the day and how could I afford to live in an apartment?" Broglio asked earlier this month at the University of Maryland, where the first lady was speaking about her latest effort to influence public policy.

"That is the problem," Clinton answered. "I could not more vividly describe it."

But Clinton couldn't say how the White House Conference on Child Care, which she and President Clinton will host Thursday, might help the 38-year-old Adelphi, Md., secretary and her little boy, Vincent.

"Your child will be in school before we probably get much of the changes that I would like to see happen," she said.

White House aides are being deliberately vague about what the Clintons have in mind to address the problems of affordability, availability and safety in the nation's child-care industry.

During the 1993-94 health-care debates, they learned that large-scale proposals can bring protest from those who see big government taking over a responsibility that should be left to families and private businesses.

"If you're having a White House conference, I suspect you think there's a government solution," says Gary Bauer of the conservative Family Research Council.

In an interview with USA TODAY on Tuesday, Hillary Clinton wouldn't say what the administration will propose.

"What I'm interested in is putting the spotlight on this issue and using the White House to . . . ignite a national conversation," she said.

The goal, she said, is to "call national attention to an issue that political leaders and policymakers should focus on but which has often been ignored."

She wouldn't talk specifics, and her aides said she is not necessarily backing ideas she has mentioned recently: creating a national registry of child-care workers who have been convicted of crimes, for example, or offering protection for caretakers who fear being sued over minor accidents.

In her book *It Takes a Village*, Clinton said child care "is an issue that brings out all of our conflicted feelings about what parenthood should be and about who should care for children when parents are working or otherwise unable to."

Children's issues have been a passion for Clinton since the early 1970s, when she worked as a lawyer at the Children's Defense Fund, a liberal advocacy group. Now she is wading back in to help tackle what the president calls "the next great frontier" in his effort to help working families.

In a recent speech at a Newark church, he ticked off a list of large and small initiatives he already has promoted: a new TV rating system to alert parents about violent or sexual content, a tobacco settlement that aims to stop smoking among children, a \$500-per-child tax credit for working families and a balanced federal budget that increases funding for health care for low-income children.

"But we still have to make sure that our parents have access to quality, affordable child care," he said. "That's the great, big hurdle left."

Richard Stolley, president of the Child Care Action Campaign, hopes Thursday's conference can help convince businesses that helping employees find child care helps productivity. "Business needs to be convinced there is a bottom-line benefit," he says.

But the nation's child-care system is in such bad shape, he says, that "we're deluding ourselves if we think this is going to make an enormous difference."

By Mimi Hall, USA TODAY

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