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REMARKS BY THE PRESIDENT
AND FIRST LADY
AT WHITE HOUSE CONFERENCE ON CHILD CARE

The East Room

10:00 A.M. EDT

MRS. CLINTON: Thank you and please be seated, and welcome to the White House Conference on Child Care. We are delighted to have with us in the East Room today members of Congress and the President's Cabinet, other officials from the government here in Washington. We have many elected officials from around the country and a great group of distinguished guests, including parents and experts in this important issue.

I also want to greet the hundreds of people gathered at the Departments of Agriculture, Labor, and Health and Human Services here in Washington, and to the thousands more who are joining us via satellite from the more than 100 sites at universities, hospitals and schools and businesses around the country.

I'd like to take a minute for all of us to think about what's happening in America this morning, and about what happens every morning. Parents are making the preparations to get to work, and those preparations include for most working families putting their children in the care of others. And most, even before they're out the door, are worrying about the logistics of the care that their children will receive. Some are even worrying about the safety or quality of that care.

There are many who are wondering whether they would get better quality care if they could pay more. Others are struggling to determine how they'll be able to afford next month's payment. And there are many who are in the work force who worry every day about how they'll care for their child and hold down the job that they need. Many parents will go to work, but have trouble focusing on work because they are worried about the snuffle that their daughter had or wondering how their son is faring.

And before we finish today, many more working parents will keep looking anxiously at the clock and will murmur into telephones the instructions that their children need after school, because their concerns don't end at the end of the day for their children's school time, because parents won't get home, so that they have to worry about what happens to keep their child safe and well occupied during those hours, as well.

These are just some of the questions that America's parents are asking themselves this morning and every morning that they prepare to go to work. Some parents ask themselves these questions in the afternoon, as they prepare to go to a swing shift, or at midnight as they start to work in one of the other jobs that are essential to keeping our economy strong.

Earlier this month I went to the University of Maryland to visit its center for young children, and as soon as I walked in the door I knew immediately it was the kind of place any of us would feel comfortable sending our children. I was, frankly, tempted to sign up myself. The walls were painted bright colors. There was lots of natural light. The workers there were creative, energetic and focused. Inside there were toys and crafts material. Outside there was a playground. And the children looked happy and occupied and full of energy.

Now, later I left the center to make a speech, and after the speech I opened the floor to questions. And the very first question was one that I thought summed up the dilemma that we face today. It came from a divorced mother who works full-time as a secretary at the university. To send her 4-year-old son to the center I had visited, she told me, would cost \$6,000 a year, a quarter of her income, and she just couldn't do it. She had to do some real juggling to get the situation that she told me about. She was able to send her son to another less expensive center because she qualified for a scholarship, and she moved back in with her parents. Otherwise, she said, I would have to quit my job and go on welfare, and then I would have to worry about who would watch my child as I looked for a job.

She and so many women like her are the reason we are here today, and parents like Paula Broglio, who is here with us in the East Room, represent the millions of parents who worry about this important issue. Thirteen million American children spend all or some of their day being cared for by someone other than their parent. Yet, a recent national study found that child care at most centers in our country is, "poor to mediocre, with almost half of the infants and toddlers in rooms having less than minimal quality."

The study also concluded that fully 40 percent of the rooms serving infants in centers provided care that was of such poor quality as to jeopardize children's health, safety or development. A recent University of Colorado at Denver survey of child care in four states found only one in seven child care centers to be of good quality.

And quality care, as Paula and so many others know, when it is available is often financially out of reach. According to the 1995 census, families earning under \$1,200 a month or less than \$15,000 a year pay an average of 25 percent of their income for child care. Middle class families are hit hard as well. These families, earning up to \$36,000 a year pay 12 percent of their income for child care.

The urgency of this conference today to focus on child care is heightened by the new scientific information we have about the emotional and intellectual development of young children. As we learned at the White House Conference on Early Childhood Development in April, what happens to a child in the earliest years affects how well he or she learns for a lifetime. With 45 percent of our children under the age of one in day care regularly, the issue of quality has tremendous bearing not just on individual lives, but on the future of our nation.

What's more, we now know from other studies that good care, whether given at home or in a day care setting, is good care. Done right, day care can be beneficial for children, and it is, therefore, worth our investment.

There's another reason that compels us to act, and that is demand. Demand for quality child care is growing, hastened on by our new economy, which has meant in the last 40 years dramatic changes in the American work force and in the American family's life. We know, for example, that half of all mothers with children under one year of age are working outside the home, and not only are more parents working, they are working longer hours. Also, with welfare reform we know that many more children will be needing quality child care.

So this conference is meant to start a conversation. It is only one day, but we hope it is a day that will renew our efforts to improve child care in America. We also hope it will involve our entire national community, because every aspect of our life together must be involved in

looking for solutions. The federal government has a role to play, but so do state governments, business and labor, the nonprofit and religious communities, school systems, individual citizens, and especially parents.

We also know there are models of excellent child care around the country and we will hear about some of them -- like the military's day care system or the Smart Start Program in North Carolina. These initiatives provide examples of best practices and can energize and inspire us to do more.

We also know how important it is to ensure choice for parents in their selection of child care. One size fits all child care does not fit America's families. We don't work the same hours, we don't have the same economic or other kinds of pressures that we're dealing with, so we have to provide more options and we have to empower parents with good information to enable them to become good consumers. We also have to find ways that would make it easier and more affordable for parents who want to stay home with their children for some period of time to be able to afford to do so.

So I hope we approach this conversation with a certain fearlessness, with the same kind of energy that I see on the face of a three or four-year-old who's going about some task that he knows will occupy himself. We need to have the same kind of fearless approach, asking the hard questions and then listening to the answers.

There will be a lot of questions raised today -- questions about how to ensure the safety of every child in child care; how to do a better job of training and paying care-givers; how to encourage more employers to provide child care benefits of some variety to employees; how to make successful after-school programs more widely available; how to meet the needs of children with disabilities; how to better support parents who choose, often at significant cost, to stay home with their children; how to ensure that quality and affordability do not come at the expense of one another; and how to learn from the good models that we have in every community and state of our country; and, also, how do we leave ideology at the door and honestly address the real needs of America's families.

These are tough questions, and there are many more that we will be considering today. But we consider these questions at an opportune time. And we hope that this conference will spur the conversations around kitchen tables and water coolers and standing in supermarket aisles or at soccer games, or while going to or from work in the carpool -- whatever it takes to engage more Americans in this discussion, to make it clear that we want American parents to succeed at the most important task they have, caring for the next generation, and to be good workers who contribute to the economy and the quality of life that we enjoy in our country.

Now I'd like to address your attention to a video produced by New Screen Concepts, in association with the Families and Work Institute, entitled, "Why Should We Care about Child Care?"

(Video is shown.)

THE PRESIDENT: Thank you very much. Welcome to the White House. Thank you very much, Kathy Carliner, for your remarkable statement. And I thought you were very good in the film. Rob Reiner wants to give you a screen test. (Laughter.)

I am so happy to see all of you here. There are many people here who might well be introduced, but I think I must start with the people who are terribly important to whether we will be able to fully achieve our part of the great agenda we are going to lay out today -- the members of Congress who are here. And I'd like to call their names, and then when I finish, ask them all to stand.

Senator Herb Kohl, who sponsored legislation on child care; Senator Jack Reed; Congressman Bill Clay; Congressman Sandy Levin; Congresswoman Rosa DeLauro; Congresswoman Lynn Woolsey; Congresswoman Sue Kelly; Congresswoman Maxine Waters; Congressman Xavier Becerra; and Congressman Nick Lampson. Would the members of Congress who are here please stand. Thank you for coming. (Applause.)

I'd also like to thank my longtime friend -- Hillary and I have been friends of Governor Jim Hunt and his wife, Carolyn, who are here, for almost 20 years now. And I think Governor Romer is here or on his way. Mayor Clevinger, we're glad to see you. And John Sweeney, the head of the AFL-CIO, and others who have come to be with us today, I thank you very much.

This is a happy day at the White House, first for all the people in the administration and all those who have worked with them for months and months and months to help this day come to pass; and second, and even more important, from my point of view, this is a happy day because I have been listening to the First Lady talk about this for more than 25 years now -- (laughter) -- and it may be that I will finally be able to participate in at least a small fraction of what I have been told for a long time I should be doing. (Laughter.) And I say that in good humor, but also with great seriousness.

This is an anniversary of sorts for me. It was six years ago today as a newly-announced candidate for President that I went back to my alma mater at Georgetown and began a series of three speeches outlining what I thought America ought to look like in the 21st century and what I thought we would have to do to create a country in which everyone had an opportunity, everyone was expected to be a responsible citizen, and where we came together across all the lines that divide us into one community.

There are many things that are necessary for that to be done, but clearly two of them are, first, people in this country have to be able to succeed at work and at home in raising their children. And if we put people in the position of essentially having to choose one over the other, our country is going to be profoundly weakened. Obviously, if people are worried sick about their children, and they fail at work, it's not just individual firms, it's the economic fabric and strength of the country that is weakened. Far more important, if people fail at home, they have failed in our most important job, and our most solemn responsibility.

Second, we'll never be the kind of country we ought to be unless we believe that every child counts and that every child ought to have a chance to make the most of his or her God-given abilities.

That's why we're here today -- to examine where we are and what we still have to do. And what we still have to do is quite a lot, to make sure we live by what we believe when we say that all parents should be able to succeed at home and at work and that every child counts. No parent should ever have to choose between work and family; between earning a decent wage and caring for a child. Especially in this day and age when most parents work, nothing is more important, as you have just heard Kathy Carliner say, than finding child care that is affordable, accessible, and safe. It is America's next great frontier, in strengthening our families and our future.

As the Catholic Conference has noted, no government can love a child and no policy can substitute for a family's care. But there is much that we can do to help parents do their duty to their children. From my days as governor of Arkansas to my service as President, strengthening families has been a central goal of what I have worked on. I'm very proud that the first bill I had the opportunity to sign into law as President was the Family and Medical Leave Act, so that no parent has to choose between caring for a child or keeping a job when a family member is ill.

The expanded earned income tax credit helps to ensure that parents who work don't have to

raise their children in poverty. No one who is out there working full-time with children should have to worry about that. Expanded Head Start programs are serving more families than ever before. We've collected record sums of child support enforcement. The historic balanced budget I signed this summer provides a \$500-per-child tax credit and helps parents to pay for their children's college education through IRAs, expanded loans and Pell Grants, the HOPE Scholarship and other tax credits.

The Congress has before it now a program of Secretary Riley's called 21st Century Community Schools in which we ask for funds to help our states keep our schools open after classroom hours for children who have no place else to go and need that environment. We've also made some progress on child care. Since 1993, child care assistance has increased by 70 percent to help families pay for nearly a million children. Last year in the welfare reform debate, we fought and won the battle to expand child care assistance by \$4 billion over the next six years, giving states an unprecedented opportunity to lead, to innovate in efforts to make child care more affordable.

But we have to do more. With more families required to rely on two incomes to make ends meet, with more single-parent families than ever, more young children are left in the care of others even in their earliest years. And as the First Lady said, we learned at our Conference on Early Childhood and the Brain, that's when children develop or fail to develop capacities that will shape the entire rest of their lives. It's also true that more and more schoolchildren are returning to empty homes after school.

The first thing we have to do is to make it possible for parents to spend time with their children whenever possible. That's why I hope the Congress will vote to expand the Family and Medical Leave law so that parents at least can take some time off for their children's medical appointments, teacher conferences and other basic duties. And I support flex-time laws that will allow workers to choose between receiving overtime in pay or in time off with their families.

But during those times when children can't be with their parents, they must get care that keeps them safe and that helps them to learn and grow. As we all know, too often that isn't the case. Too often, child care is unaffordable, inaccessible and, sometimes, even unsafe. The cost, as Hillary said, strains millions of family budgets. And government assistance meets just about a quarter of the need. Even for those who can afford it, sometimes good care is hard to find, as Kathy said in her remarks. Waiting lists sometimes takes months or years to move, forcing many parents to cobble together unstable arrangements.

The shortage of care puts older children at risk, as well. Five million of them between the ages of five and 14 are left to fend for themselves after school. And as they get older, that increases the chances that they'll be exposed to drugs, tobacco and crime.

Finally, studies have shown that too many child care facilities are literally unsafe. The tragedies that have befallen families who depended on child care continue to make headlines all across our nation. This conference is an important step forward in addressing all these issues. What we learn today should spur us on to find ways to help parents, all parents, afford safe, affordable, high quality child care, whether it's at home, a child care center or a neighbor's house.

In the coming months, our administration will develop a plan to be unveiled at the next State of the Union, to improve access and affordability, and to help to ensure the safety of child care in America. In the meantime, I want to announce four specific things we can do right now.

First, I'm asking Congress to establish a new scholarship fund for child care providers. (Applause.) Too many care-givers don't have the training they need to provide the best possible care. Those who do have training are rarely compensated with higher wages. The

scholarship program I propose will help students earn their degrees as long as they remain in the child care field for at least a year, and it will ensure that care-givers who complete their training will receive a bonus or a raise.

Second, we have to weed out the people who have no business taking care of our children in the first place. I am transmitting to Congress the National Crime Prevention and Privacy Compact, which will make background checks on child care providers easier and more effective by eliminating state barriers to sharing criminal histories for this specific purpose. I urge Congress to pass and states to ratify this legislation.

Third, I've asked Secretary Rubin to oversee a working group on child care, composed primarily of business leaders working with labor and community representatives to find ways more businesses can provide child care or help their employees afford high quality child care. And again, I thank John Sweeney for his important support of this initiative. (Applause.) In some ways the most gripping part of that film we saw was the father talking about how he was just consumed with worry at work. No parent should ever have to go through that.

Finally, we must use community service to strengthen and expand access to after-school programs. Today, the Corporation for National Service through its To Learn and Grow Initiative will pledge to help after-school programs all across our country to use volunteers to provide better care to children. It is releasing a how-to manual for groups who want to incorporate community service into after-school programs. And I think that, Secretary Riley, if we can win in our little budget battle here on the 21 century community schools, then together, we can do some real good out there on this issue.

My friends, for centuries, over two now, the American Dream has represented a compact that those who work hard and play by the rules should be able to build better lives for themselves and for their children. In this time, and even more into the future, child care that is too expensive, unsafe or unavailable will be a very stubborn obstacle to realizing that dream. So let us commit ourselves to clearing the obstacle, to helping parents fulfill their most sacred duty, to keeping the American Dream alive for them and most important, for their children.

Thank you very much. (Applause.)

MRS. CLINTON: You know, Ellen, I think that your work over the last number of years from the Families and Work Institute has really helped to highlight a lot of these issues. And one of the most important audiences for this conference, of course, are parents. And I'd like to ask you how we do a better job of empowering parents to make choices about working and child care that are best for their families, and as a subsidiary of that, in particular, what are your views about how we can support parents who want to stay home with their children?

MS. GALINSKY: Well, have the notion in this country that there is a system of choice, but, in fact, if you look at parents choosing child care, we find in our studies between 58 percent and 75 percent of parents feel that they have zero other choices other than the arrangement that they've chosen when they have child care. So, of course, we need to provide better quality child care. And we need to provide the choice for families to stay at home that's a real choice. And you talked about the earned income tax credit and you talked about family medical leave. So it's income and it's programs and policies that support them.

But I think even more important is respect. Right now, I feel often when I talk to mothers and fathers around the country that those mothers who work feel that they're doing something wrong, that they're missing out on their child's life, that society is judging them negatively. And the mothers who are staying at home feel that they're losing the opportunity to earn money and that society is judging them negatively.

So I think what we need to do is to -- you know, I keep wondering, what are we doing to this generation of families? Let's really not only provide real choices, but let's respect them in the choices that they make.

MRS. CLINTON: Thank you.

THE PRESIDENT: I'd like to ask one question. First of all, I can't help saying this -- when I heard you say that warm and responsive child care actually triggered a biochemical reaction that reduced stress -- I wish we could have a center like that for the White House staff and the Congress staff. (Laughter.) We may actually come up with a revolutionary new proposal here today. (Laughter.)

Let me ask you a serious question. One of the things that I have, that I constantly try to deal with here that I'm super sensitive to because I was a governor for 12 years before I came here, is trying to determine who should do what -- what we can do and make a difference; what we have to basically either exhort or incentivize or require some other people to do.

I was quite taken by the comment you made that only 36 hours of training of a child care worker can make a huge difference. I can't help thinking there probably are a lot of young, often single parents that might benefit from the same 36 hours of training. And I'm wondering how you think that issue ought to be dealt with. Should states basically upgrade their training standards and put funds into it? Should there be training centers established, more than are there now, even if everybody were required to do it? Are there enough places that do the training in all states?

Talk a little bit about how we might set up an infrastructure and pattern of training to give -- let's suppose we said within two years we wanted every child care provider, even people who do it out of their home, wherever, to get the 36 hours of training, and we'd like it to be open, let's say, to low-income parents who are having their first child -- how would we do such a thing?

MS. GALINSKY: The block grant in child care actually, I think, was very helpful. Some of the programs that we looked at were supported by that. And what they did was to let communities determine how best to meet the needs of the people there. But what was particularly interesting to me in that -- so you need to make training available, you need to also make it -- and I think your proposal is terribly important -- you need to make sure that people who get training then make enough money to be able to stay in the field.

People came into the training in our study for, not so much to learn about kids, but they came into training to figure out, what do I do Monday morning, how do I deal with business practices, sort of the more practical aspects of how do I manage my job. And then they got interested in kids and their development. And when that 18 to 36 hours of training was over, almost everyone, more than 95 percent, wanted to continue their training and they wanted it tied into a credentialing system. They wanted to get college credit for it. And then we followed them over the next year or so and about half of them did get more training.

So it's not just that 36 hours is a magic number or that there's a magic bullet. It's the opportunity to provide meaningful training, training that really helps people where they are in their own development, and to have it continue.

THE PRESIDENT: But what percentage of the people who are now providing child care get that kind of training? That's the question I'm trying to get.

MS. GALINSKY: Well, I don't really know the exact figure of that, but I don't think that it's very many. I mean, in most states in the country all you have to do to start being a child care provider is be alive and breathing and over 18 years old, and hopefully be a good person, as

you're saying. And then you have to promise in many states to get training. In a study that we have just finished and hasn't been released yet, even though they required 30 hours of training in that state, very few people actually did it, and it was required. So it's not enough to require it, we need to have a system that supports it.

In that particular study, there were obstacles to getting the training. It wasn't so easily accessible and they couldn't have time off to do it. So we need to create training that is available, affordable, nearby and good quality, and we need to have the whole child care system support it. You have a requirement and then you don't enforce it, you might as well not have it.

MRS. CLINTON: You know, that just reminds me of how often I've heard it said that we have all kinds of licensing and professional requirements for people who do your hair or other kinds of important functions. Why did I think of hair first? I don't know. (Laughter.) Can't imagine. But we don't have anything like the same licensing, credentialing requirements for people who hold themselves out as child care workers. So there is a real disconnect between what we say is important and what we value and what we have systems for supporting.

Thank, you, Ellen.

THE PRESIDENT: Thank you. I would just like to make a couple of observations. I thought what you said was terrific. First of all, until -- the crime rate in America's been going down for five years now, rather steeply, but it's been going up among people under 18. It may have leveled off, maybe dropping a little bit now; we're hopeful. But if it is, it's because more and more communities are doing what you suggested. We need another -- at least another year to see whether it's changed.

But you are very familiar with what's been done in Boston, and one of the things that's been done is the whole juvenile justice system has been geared to be warm and responsive. Juvenile probation officers make house calls will police officers. And community groups walk the streets in the afternoon to, basically, almost pick the kids up and give them things to do and get them involved with things. And as far as I know, it's the only major city in America where nobody under 18 has been killed by a gun in two years now. But, it's not rocket science. It's a systematic attempt to take personal responsibility for all these children after school. And I can tell you, you see the flip side of it in these juvenile crime rates -- it's really touching and quite moving.

The other thing I wanted to say is I wonder if you have any sense, just as a practical matter, of whether these programs tend to work better is they are school-based. And the reason I ask that is I think that we fight these battles around here all the time of how to spend the school money, and most money for schools comes from the state and local level, anyway. But I think one of the biggest problems that these schools have on the issue you've talked about is in school after school after school after school, financial problems have caused them to cut back on their art programs, cut back on their music programs, cut back on their non-varsity athletic programs, the things that children used to typically do after school or could stay after school and do. The school districts as they're now budgeting and as they're now staffed and under the rules under which they now labor, they cannot -- more and more schools are dropping these programs. And I think it's disastrous, because a lot of it is just exactly how children relate in kind of a nonlinear, just purely intellectual way that both of you have said is so important. And I was wondering if you've seen that and if you think that's contributing to the problem.

I mean, a lot of people, without any programs, used to just stay after school because there was an art project, there was a music project, you were getting ready for a concert, the intramural teams were playing. And this is -- you know, there are huge school districts in this country where all of these things are a thing of the past. People look at you like you've

lost your mind when you talk about this now; they haven't had these things in years.

And it may be that one of the things we ought to be exploring is whether we can reinstitute some of these things in the lives of our schools that would naturally lead to an out-of-school atmosphere so they wouldn't think about adopting a new program approach. Anyway, I just kind of wanted to ask you that: Are the schools the best place if they work, or does it not matter if you do it right?

MS. SELIGSON: I think it should be a matter of whoever is ready, willing and able to do after-school programs. And I think if schools are ready, willing and able to do them and to find the resources to make them enriching and creative environments, then schools should be the place. But it's not an either-or situation, because really schools can partner with community-based organizations, and most of the school-based care that's out there right now looks like that. It looks like partnerships with the Y or with community organizations.

And then there are some school districts that have put money behind after-school care because they see it in their best interestS to do that in terms of what the outcomes will be for the kids. And some Title I money is going into after school programs. So I think all of it possible. I don't see the schools as the only locus. And because there is such local autonomy about decision-making, the local school board makes those decisions, it's very much a community-by-community decision.

MRS. CLINTON: Can you speak more, though, about what makes up a good after school program? What are the components that you would look for as a parent or as a community leader who wanted to provide such a service in your community? Because sometimes I worry that, just as the President was saying, a lot of what we took for granted when we were growing up is no longer readily available. And a lot of the after-school programs that I visit or that I hear about seem so academically oriented, they're not letting kids sort of blow off steam and explore other talents and be part of doing something different. So perhaps you could talk a little bit about what the components of a good after-school program are, and address the issue about whether or not they're valuable only if they are academically oriented.

MS. SELIGSON: Well, of course, the single most important feature in an after-school program that one would call good is the staff. And that means people who have been trained, who are prepared to work in these informal learning environments with kids.

The other thing that I'd like to say about the academic programs is that academic programs are fine as long as they understand, those program planners understand that you can't do academics alone in a vacuum without meeting the other needs of kids. Because kids will vote with their feet, and even if they stay in the program, they may be absent emotionally or mentally. So all programs should have good space, comfortable facilities. Children should feel that they're not just occupying a cafeteria that isn't really theirs, where they can put their things down, where they can start a project and not have to wrap it up before they're finished with it, where someone actually looks at them and says, aha, so you're interested in radio or chess or macrame or whatever, and really takes the time to create opportunities for that child to learn how to do those things and do them well.

So I think it's about, as I said, the relationship and the individual, the nature of the relationship between the staff and the individual child. And I think also for parents, it has to be a place where they feel comfortable coming. Many parents find after-school programs to be sort of gateways for them into the school, sort of mediating places, a way to feel more comfortable themselves with the actual schoolteachers and the regular school day.

MRS. CLINTON: Thank you very much, Michelle.

THE PRESIDENT: I have to excuse Secretary Rubin in a moment to return to his duties,

but I wanted to make one point and ask one question. The point I want to make is, he tries real hard to put on that sort of cold shtick, you know, that this is just economics, but -- (laughter) --

SECRETARY RUBIN: "Shtick" is an Arkansas term. (Laughter.)

THE PRESIDENT: I learned that from him, that word, you know. (Laughter.) But I'm sure you could see there was more there.

It occurred to me, listening to you talk about this, that this child care issue is an example of what makes our work both wonderful and maddening. How many times has Secretary Riley and I said that every problem in American education has been solved by somebody in some school somewhere, so why don't we get uniform excellence.

I just had the most difficult policy development process I have been through I think since I've been President, that Secretary Rubin and I did together; it was on trying to develop America's position on climate change. But it had very little to do with the science. There is literally enough technology out there today to enable us without lowering our standard of living, indeed while raising our standard of living, to substantially cut our emissions of greenhouse gases. And I can cite you industry after industry after industry that's made a ton of money doing it on their own, so why doesn't everybody do it? Why don't we even have a critical mass of companies doing it? And I ask you that question. So we've got another example here with child care.

If you can cite these examples where all of these companies are making money and having happier, more productive employees, what are the barriers? Why is the market dysfunctional in cases like this, and what can we do to make it work? Because if we were trying to get hookups to the Internet, we'd have 100 percent penetration in one-tenth of the time it takes us to get 10 percent penetration for educational excellence, environmental conservation or spread of child care. What's the difference? (Laughter.)

SECRETARY RUBIN: Are you asking me? (Laughter.)

THE PRESIDENT: I think it's the single, most important question about social policy today. You and I think about this all the time, but I don't know what you think about this.

This is not in the notes, he's not prepared to say this.

SECRETARY RUBIN: You're the President of the United States, you're supposed to know the answer to these things. (Laughter.) But having said that, I'll give you a view, whatever it's worth.

I think, Mr. President, you make a very good point. And I think you can point to a lot of other areas where the same thing is true. I think what we need to do -- and it's true with respect to the importance of our country and the global economy, -- the importance of trade liberalization and a lot of other things -- I think there is a need for a massive effort of trying to improve the understanding of people in all parts of our economy and our society about what we really need to do in this new and modern global economy. And I think one of the great difficulties is trying to communicate what really matters -- issues such as this in a world which has so much else coming in at people that, really, in my judgment, matters very little.

But I think that your point here, which is to set up a private sector group of some sort -- or it wouldn't be totally private sector necessarily, but a group of people of some sort, try to identify the best practices, try to identify what works, try to identify problems, and then go out and amongst their peers try to bring to their peers the same understanding they they've acquired through their own experience is maybe the most effective and best way to do this,

rather than having somebody else who is not part of their world talking to them and trying to bring them into a shared understanding. And that's at least what we're going to try to do with this, Mr. President.

THE PRESIDENT: Thank you. (Applause.)

MRS. CLINTON: Thank you very much, Secretary Rubin. It is true -- I think you could hear the frustration in the President's voice, that he spends a lot of time, and all of us around him spend a lot of time, and all of us around him spend a lot of time wondering why the best practices and the model programs in a variety of areas in our country don't receive greater awareness and provide more models for people to follow, so that we could spread the success that is evident in so many ways every time you travel around our country.

And we're going to turn to the next part of our program and in a way start addressing this very issue, because Part Two is how we are doing in meeting the challenge and what we need to be doing.

We're going to turn to four additional experts who will address how we're working to assure that families have access to safe, affordable child care, and also give us some insight into what is working well and what we might do to try to replicate that.

THE PRESIDENT: I was glad to hear what you said about not being able to sit still after 3:00 p.m. (Laughter.) I'm glad to know you've been sitting still before 3:00 p.m. (Laughter.) I have never seen you still for two minutes in all of our acquaintance. This is amazing. (Laughter.)

I don't think you can answer this now, but I think it's quite important that we be explicit about a dilemma that we will face as we move toward next year, the State of the Union, what our position ought to be. We all know that there will be in the context of the budget agreement we just adopted, fierce competition for limited money. We're going to have some more money to put into this; we'll do the very best we can. It will be a priority, but still, it seems to me that there will be competition for what the best way the federal government can spend more money in child care is.

We could increase the tax credit to either make it more generous to people who get it now or move it up in the income limits. We could expand Head Start, particularly the Zero To Three program, where we've only got just a few thousand kids now -- 25,000 or something. And I think the early results are pretty promising. It's a terribly important initiative. Or we could devise some way to help get these salaries up, which is abysmal.

When you were talking about the salaries, Hillary gave me a chart which showed that child care workers on the whole are better educated than the American work force and lower paid. So we keep saying we want all these people to come in and get more education and more training, and yet -- and there are some cases where people don't have any education or training, but there are a lot of them that are quite well-educated that are working for ridiculously limited wages. (Applause.)

So what's your sense about how we ought to go about making that decision? And I'll just give a blanket invitation to the audience, too, that if you were in my position and you knew you couldn't do a hundred percent of all these things, would you do a little bit of all of them, would you focus on one, would you focus on the other? And I invite you to make your views known to us either today during the course, or in writing -- because this will be a difficult thing. Congressman Lampson is still here; he's going to have to make a decision about how to vote on this stuff. And we will have to decide.

SECRETARY SHALALA: Mr. President, I think that all of us would say to you we have to invest resources in quality. Start with the basics -- health, safety and encouraging a good

learning environment, focus on the care-giver, start with the care of our youngest children and also our school-age children. But it has to be a quality agenda. That's where the weakness is in the system, and focusing on those care-givers is going to be very important in the future. (Applause.)

THE PRESIDENT: Well, thank you very much. I agree with the last thing you said for sure. (Laughter.)

Let me say, the reason I wanted Governor Hunt to come here today, apart from our 20 years of friendship and my immense admiration for him, is that -- if I could go back to the question I asked Secretary Rubin -- the great trick we have with all great social questions in America is that we know that government can't solve alone, either because we don't have the resources or the capacity, is how to have grass-roots, community-based partnerships that still, when the day is over, add up to a system that serves everybody instead of just makes nice, touching stories we can all tell each other at seminars till kingdom come.

And that is what they have done in North Carolina. They have kept the entrepreneurial spirit, they have the partnership. They've cobbled money together, first one place, then another, and he's put a lot of new money in it, and because he has taken this initiative and set up a framework within which creativity and partnership can flourish, they have a system. And I still believe -- I'll say it again -- I think that is the great sort of challenge that America faces that goes across so many of our problems and plainly relates to this.

The only question I wanted to ask you about it that I would like you to specifically address is, do you have enough money to deal with the dilemma that raising quality standards must increase your cost to some extent, and does that price anybody out of it? And if not, why not?

GOVERNOR HUNT: Well, Mr. President, we don't have enough money. We've put about an additional \$100 million of state funds into this in the last two or three years, and we've been bringing the counties in as they prepared for it. Three years from now -- they have all gotten some planning money. They really have to really show that they're doing this right. Three years from now, our plan is to have \$300 million state dollars in this, in addition to what we had before, federal money and so on. (Applause.)

We think that will get us pretty close to quality for kids. But it may not be enough, and costs go up. It is terribly hard to get the resources. That's why we've got to understand how important this is. You can't do this on the cheap. You really can't. (Applause.) That's why we need businesses' help. We need everybody's help we need the in-kind, churches providing the places, and we need all the federal money we can get, Mr. President. (Laughter.)

THE PRESIDENT: You know, just one other thing I'd like to say that I think we ought to consider -- this is a little thing, but you talked about the bully pulpit -- I think a lot of people are just plain, old-fashioned ignorant about what's involved in being an effective, successful child care worker, would be surprised at the average educational level of child care workers in America and the average pay. And I think that we ought -- one of the things that we ought to do with this bully pulpit idea of yours is start trying to find ways that every community and every state can honor outstanding child care workers the same ways we honor teachers today, or scientists or others. (Applause.) Because, I think that's terribly important. I just don't think society -- I don't think they mean to devalue people in this work, I just think they don't know -- most people.

GOVERNOR HUNT: Mr. President, if I may, last year, Mrs. Hunt and I had a statewide gala banquet, 1,200 people or so in the State Capitol to present the awards to the top child care-givers like top teachers. And they came from all over the state. And we had the winners in every county. We really need to really start doing that, showing our appreciation, holding

these people up, telling how important this is. We've done it some for schools, not nearly enough. You're going to honor teachers tomorrow right here. But we need to do it for child care-givers, the most important teachers in the world.

PRESIDENT CLINTON: I don't think you can underestimate how important it is for people to say to other people that they matter. And if it matters in your personal life, it's got to matter in all these other areas, too. I think it's a big issue.

MRS. CLINTON: Well, I just want to thank Governor Hunt for his example, because one of our hopes is through this conference to highlight what states are doing. He mentioned some of the other states that have very good practices and are expanding the supply of affordable quality child care. I know that the President fought very hard to put into the Welfare Reform Act that there be a provision that would set aside a portion of federal child care dollars to improve quality in the states. And that's a very important aspect of what we hope states are going to be able to do.

MRS. CLINTON: Dr. Washington, that was an excellent analysis of what we are confronting. And what would be your advice about how the President, governors, all of us who are concerned about this issue could do more to engage communities in this discussion where either the community themselves, or the leadership of the community don't think they have any particular stake in trying to pursue the sort of process that you outlined and that Governor Hunt has put into practice in North Carolina?

DR. WASHINGTON: Well, as we've all heard today, we all benefit from quality child care. We've got the word out that child care is a collective good. That's why the federal role and the state role and the local role is so important. Child care is a collective good that doesn't just benefit the people who receive the service, the children and the families themselves, but it gives benefits that accrue to the whole society. That's what we've heard the Secretary speak to. We've got to get this message out in our communities, child care is a collective good; we all benefit from child care.

MRS. CLINTON: Thank you very much.

THE PRESIDENT: Well, that is, I think, an extraordinary way to wrap up our morning session. I can't think of anything that could be added to what you said. But if you think about what all of our last speakers said, it amounts a plea to us to do what we can to both increase the coherence and completeness of community-based action within a framework that creates a system that involves all our children.

And again, let me say to all of you involved in this work, I am profoundly grateful to you. I thank you for being here today. This has been an immensely enlightening day to me. I have

been struggling to understand this issue, especially since one day several years ago -- we all have our little epiphanies in life about these matters, but Hillary had been talking to me about child care for years, and one day -- and I was running for governor, more than well over a decade ago -- I used to make a habit in every election season of going to the earliest plant gate in my state, because the workers came to work between 4:30 a.m. and 5:30 a.m. And even the vote-hungriest politicians wouldn't get up that early. (Laughter.) So I always had them all to myself.

And I never will forget, one day I came home and I told Hillary, I said, "you won't believe what happened to me at a quarter to 5:00 a.m. this morning," it was a Campbell soup plant in North Arkansas, and this pickup truck rolled up. And as often happened, the husbands and wives, and one was taking the other to work and they would come up in the dark and kiss each other good-bye. And so this pickup truck came up and this lady leaned over and kissed her husband good-bye and opened the door. And the light came on, and inside were three children under the age of five.

And so I went over and talked to the young man when his wife went in to work -- at a quarter to 5:00 a.m. I said, what are you doing with these kids and how do you do this? He said, well, we've got to get them up every morning at a quarter to 4:00 a.m. And we dress them up. And he said, I keep them as long as I can, but I have to be at work at 7:00 a.m. So I had to find somebody who would take care of them at 6:30 a.m. Three kids under five. But, he said, we've got three kids under five. We both have to work.

Now, there are millions of stories like that. And they are no less gripping for the parents than those who don't have quite such strange circumstances. But it is inconceivable to me that we have had all of you wonderful people working at this and we've put all this money in it, and we still never develop a systematic approach or, in the words of Patty, a quilt that everybody can be a part of. And that, I think, we should all leave as our mission.

Thank you very much. (Applause.)



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View Related Topics

October 24, 1997, Friday, Late Edition - Final

SECTION: Section A; Page 24; Column 1; National Desk

LENGTH: 962 words

HEADLINE: Clinton Pledges \$300 Million Toward Improving Child Care

BYLINE: By JOHN M. BRODER

DATELINE: WASHINGTON, Oct. 23

BODY:

Hillary Rodham **Clinton** invited the President to her conference on child care today, and he obliged by offering a few modest proposals to alleviate parents' concerns about the cost and quality of day care centers.

The President promised to send to Congress a measure providing \$300 million over five years to improve the pay and training of child care workers. He also said he would propose legislation to make it easier for parents to run background checks on potential day care providers. And he said he would instruct his Americorps national service program to divert some of its young volunteers to look after latchkey kids -- children who return to empty homes after school.

Mr. Clinton also ordered Treasury Secretary Robert E. Rubin to jawbone private employers about providing on-site child care for their workers.

Although Mr. Clinton provided the day's policy proposals, the spotlight shone on the First Lady. The **child care conference** was her return to the domestic policy stage after three years of relative obscurity as controversy over her role in the Administration's failed health care initiative and questions about her involvement in the complex of scandals known as Whitewater swirled around her.

But those dark days are past and Mrs. Clinton is riding a wave of popularity to draw notice to issues of concern to women and families that have animated her. Foremost among those issues is the plight of 13 million American children who spend all or some of their day in the care of someone other than a parent. She said today that the quality of many of the facilities ranges from mediocre to poor and that the pay of child care workers is "abysmal."

Today was her day, as she put it, to inaugurate a national "conversation" about the vast disparity between the demand for affordable, high-quality child care and the paucity of supply. The day of discussion in the White House East Room was a testament to the Clintons' continuing belief in the healing power of talk.

"We hope that this conference will spur the conversations around kitchen tables and water coolers and standing in supermarket aisles or at soccer games, or while going to or from work in the car pool," Mrs. Clinton said in calling the daylong conference to order, "whatever it takes to engage more Americans in this discussion, to make it clear that we want American parents to succeed at the most important task they have, caring for the next generation."

But despite hours of testimony about the crying need for more and better day care, the Administration's proposed response was quite restrained, in deference to political and fiscal realities.

Both the President and the First Lady have adopted an incremental approach to social progress, using the

White House pulpit to lay issues before the public and urging others to find solutions -- and, for the most part, to pay for them.

Mrs. Clinton emphasized that while the Federal Government can contribute to improving the quality of the nation's child care network, through tax credits and other incentives, the bulk of the task lies with employers and unions, churches and charitable organizations, schools and local Governments, and, especially, parents.

Thus the Clintons set out to address a problem identified by millions of working parents as their gravest concern: who is looking after their kids while they are out earning wages.

Mr. Clinton called child care "the single, most important question about social policy today" -- although he spoke in similar terms about the issue of race in America, about which he has also launched a national conversation.

The conference, like other such affairs at the White House, was heavily laden with statistics ("between 58 percent and 75 percent of parents feel they have zero choices" of day care arrangements) and scripted questions and answers.

But the President also noted that such conferences pose a danger of substituting talk for real action and real resources from communities. What is needed, he said, are partnerships that "add up to a system that serves everybody instead of just makes nice, touching stories they can all tell each other at seminars till kingdom come."

Mr. Clinton said that he was preparing a package of child care measures that will be announced in his State of the Union address in January. But as a down payment, he offered today's low-cost proposals.

The most ambitious is a scholarship program for caregivers. The \$300 million proposal would provide funds to train 50,000 day care providers who promise to stay in the field at least a year. White House officials said the plan is designed to address the twin problems of low pay and high turnover.

The President is also urging businesses to provide their workers more day care options, perhaps as part of a "cafeteria-style" benefits menu. And he wants to open more after-school programs, staffed by volunteers from Americorps.

But the libertarian Cato Institute today released a study contradicting the premises of the White House parley. The report, by the institute's domestic policy analyst Darcy Olsen, found that the supply of day care workers has kept up with the demand. The report also asserted that employers, unions and communities have responded to the need for day care with creative, low-cost programs. And it said that most families are satisfied with their child care arrangements.

Ms. Olsen's report said that the Clinton Administration would replace the flexibility shown by families and employers "with a set of rigid standards, which would run roughshod over the individual needs of parents and children."

She concluded: "Congress should resist any attempt to increase funding for child care and to impose Federal standards on providers and parents."

GRAPHIC: Photo: President Clinton and the First Lady yesterday at Mrs. Clinton's White House conference concerning the quality of child care. (Stephen Crowley/The New York Times)

LANGUAGE: ENGLISH

LOAD-DATE: October 24, 1997

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View Related Topics

October 23, 1997, Thursday, Late Edition - Final

SECTION: Section A; Page 24; Column 5; National Desk

LENGTH: 1306 words

HEADLINE: Child Care Talks Return First Lady to Spotlight

BYLINE: By ROBERT PEAR

DATELINE: WASHINGTON, Oct. 22

BODY:

Hillary Rodham **Clinton** convenes a White House conference on Thursday to highlight what she and the President see as an urgent need for safe, affordable child care. But conservative Republicans say they fear that the conference will lay the groundwork for plans to increase Government spending or regulation.

Hoping to overcome such skepticism, Administration officials have been trying to enlist moderate Republicans and business executives in their campaign, arguing that improved child care would not only produce healthier, happier children, but would eventually increase the nation's economic output as well.

Mrs. Clinton today described the conference and the Administration's approach to child care in purposefully reassuring terms. The most successful day care programs result from "public-private partnerships," not Government mandates, she said at a briefing for reporters.

The White House conference will probably generate several new policy initiatives, she indicated, but they will not require enormous amounts of public money or a broadly expanded state regulatory role.

And Mrs. Clinton delivered a pre-emptive answer to critics who say that the focus on child care sends an implicit message to women that it is better for them to work outside the home than to stay at home caring for their own children.

"Despite our rhetoric about family values, we don't do very much to help the parents who want to stay home," Mrs. Clinton said. "We don't want one stereotypical, one-size-fits-all approach to child care."

In their handling of this issue, the Clintons are clearly drawing on lessons learned from the health care debacle of the President's first term. Their proposals to overhaul the health care system were rejected in part because critics painted them as an inflexible Government-decreed solution to major social needs.

In announcing the day care conference on July 23, President Clinton said affordable, high-quality care was "critical to the strength of our families and to healthy child development." Moreover, he said, "it is good for the economy and central to a productive American work force."

Mrs. Clinton's work on the **child care conference** is her most visible effort at policy making since the failure of the health care project. The conference follows months of White House planning, aides said. It centers on an issue of long interest to Mrs. Clinton and was scheduled to capitalize on favorable publicity surrounding her 50th birthday on Sunday.

Although Mrs. Clinton is the event's chief organizer, she took pains today to emphasize that any policy proposals would come from her husband, not from her. "The President will make recommendations," she said.

Senator James M. Jeffords, a Vermont Republican who recently introduced a comprehensive bill to increase the supply of day care, said, "Having affordable, convenient child care is tied directly to a family's ability to produce income."

Most child care, Mr. Jeffords said, is mediocre, and some threatens the health and safety of children.

Marian Wright Edelman, president of the Children's Defense Fund, said she hoped that the conference would be "a launching pad for significant new investments" in child care, by Federal and state governments and by employers across the country. "The quality of infant and toddler care is shockingly low," said Mrs. Edelman, a longtime mentor to Mrs. Clinton.

Ten million children under the age of 5 have working mothers and need child care. The Census Bureau says that 30 percent of the children are in day care centers or nursery schools, while the others receive care from relatives or neighbors.

The debate over child care is filled with paradoxes. Parents cite the cost of care as one of their biggest concerns. Families with incomes under \$14,500 a year spend one-fourth of their income on child care, the Census Bureau reports.

But many child care experts are seeking higher pay for child care workers, higher quality care and stricter regulation, which -- in the absence of new investments by government or business -- could lead to increased costs for working parents.

Helen Blank, a policy analyst at the Children's Defense Fund, said that child care workers, on the average, earned less than bus drivers, garbage collectors and bartenders.

Marcy Whitebook, co-director of the National Center for the Early Childhood Work Force, in Berkeley, Calif., said nearly one-third of child care teachers earned the minimum wage, now \$5.15 an hour. The low wages, Ms. Whitebook said, lead to high turnover among child care workers, who come and go so fast that they cannot develop stable relationships with the children for whom they are responsible.

Congress is considering many bills to increase Federal spending and tax breaks for child care. Democratic authors of such measures have worked closely with moderate Republicans like Mr. Jeffords, Senator Olympia J. Snowe of Maine and Representative Nancy L. Johnson of Connecticut. A few conservatives have also endorsed the proposals.

Republican Governors in Illinois, Ohio, Rhode Island and Wisconsin have joined Democratic governors in efforts to increase spending for child care.

But the White House conference has drawn a cool reception from many conservatives, who note that Congress approved a major increase in child care spending as part of the 1996 welfare law.

Gary L. Bauer, a former Reagan Administration official who is president of the Family Research Council, said: "When I see conferences in Washington, the bottom line almost always seems to be something that makes Government grow. There are deep suspicions on the right that the purpose of this conference is to soften up the ground for proposals involving an entitlement program or new subsidies for institutional child care."

For their part, Administration officials said they wanted to raise the prominence of child care as an issue on the national political agenda, without proposing specific new legislation at this time.

The White House conference will focus on three questions: how to increase access to child care, how to make it more affordable and how to guarantee the quality of care, so children will be safe.

In a report on the nation's child care needs, prepared for the conference, the Department of Health and Human Services makes these points:

*Forty-five percent of children under the age of 1 are in child care on a regular basis.

*States with stronger licensing requirements have larger numbers of high-quality child care centers. But the quality of care varies immensely.

*"Nearly five million school-age children spend time as latchkey kids without adult supervision during a typical week." Juvenile crime is most likely to occur after school hours, when children are unsupervised.

David M. Blau, a professor of economics at the University of North Carolina at Chapel Hill, said the availability of "family day care," in which one person typically supervises several children, had a major effect on the entire market for child care.

"Many women are willing to take care of other people's children for relatively low remuneration," said Mr. Blau, who has studied the industry. "They are able to take care of their own kids at the same time, and that provides them with nonmonetary benefits. This tends to hold down wages, so the cost of informal child care is very low. The effects spill over to larger day care centers because the two types of child care providers compete with each other."

In the 1996 welfare law, Congress created a new program of Federal grants to the states, designating \$13.9 billion over six years to help finance child care. The Congressional Budget Office said this sum was an increase of more than \$4 billion, or nearly 50 percent, over what would have been spent under prior law.

LANGUAGE: ENGLISH

LOAD-DATE: October 23, 1997

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LEVEL 1 - 96 OF 111 STORIES

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The Washington Times

October 21, 1997, Tuesday, Final Edition

SECTION: Part A; Pg. A1

LENGTH: 855 words

HEADLINE: White House campaigns for education agenda;
Riley attacks 'partisan rut' stalling tests

BYLINE: Paul Bedard; THE WASHINGTON TIMES

BODY:

The White House opened a weeklong assault yesterday on House Republican efforts to stall its broad education agenda that Education Secretary Richard W. Riley vowed would "shake up something" but not local school curriculums.

"I'm concerned that the House is starting to get stuck in the usual partisan rut and losing sight of what is really important in education," Mr. Riley said in a slap at GOP efforts to kill President Clinton's plans for national math and reading tests and Republican plans to push vouchers to let parents of public-school students shift their children to private schools.

In the White House gun sights:

* A proposal to give 2,000 poor D.C. children publicly funded vouchers to attend private - and presumably better - or religious schools.

* An amendment before the House this week to let parents save money to pay for private kindergarten through 12th grade without paying taxes on interest earned on those savings.

* A House Republican drive to kill funding for Mr. Clinton's national testing plan.

"I call upon Congress to end the delays. Our children are counting on us," Mr. Clinton said.

Republicans said they would not back down, but the White House said it planned to move ahead with its assault.

Mr. Riley led the charge yesterday by releasing a report showing that students who take tough math, algebra, geometry and science courses are more likely to attend college.

The Washington Times, October 21, 1997

The report, "Mathematics Equals Opportunity," offers evidence that the choice of subjects determines access to college.

"These courses demand discipline, they demand hard work and they demand responsibility," Mr. Riley said. "They make a powerful difference in terms of going to college."

Mr. Riley appeared with students from Prince George's County, which has joined the so-called "Equity 2000" initiative to get more students interested in algebra.

Later this week, Mr. Clinton and other members of his administration plan to meet with education leaders to push their agenda, and first lady Hillary Rodham Clinton, who recently has become more outspoken, plans to host a child care conference Thursday that will focus partly on public education.

Mr. Riley used the new education report to bash GOP voucher plans and renew the administration's call for national tests for fourth-grade reading and eighth-grade math students.

For example, he claimed that a student's choice of and grades in tough courses are more important for college acceptance than attending a private or public grade or high school.

He rejected claims by parents and lawmakers that private-school education is better - the basis for the GOP push for public funding of private-school vouchers such as those backed for some 2,000 District students.

"The idea of giving someone a ticket out of the school solves no problems whatsoever. It is a nonsolution to major problems," Mr. Riley said. "Vouchers would in no way solve any of the problems in the Washington schools."

Administration officials said they would veto legislation that includes vouchers or a proposal by Sen. Paul Coverdell, Georgia Republican, to give parents a chance to save money in tax-free accounts for private schooling in kindergarten through 12th grade.

Mr. Riley also said a plan to provide vouchers in the District would be met with a veto.

"We know what to do to improve schools. We could take that same \$7 million that they propose to come in and pay for vouchers for 2,000 children and impact in a very significant way probably as many as 40,000 children," Mr. Riley said.

The new education report also drew attention to Mr. Clinton's testing program, opposed by Republicans who believe the money should be spent improving the nation's schools and who fear the plan will lead to federal interference in state and local school curriculums.

Mr. Clinton has vowed to veto the appropriations bill for the Education and Labor departments if it does not include funding for the tests.

Mr. Riley said national tests will help show how far American students are behind foreign children in math and language subjects.

The Washington Times, October 21, 1997

He said the administration has no hidden agenda for the test results, but the president does want to shock schools with poor test results into taking measures to improve.

"It will shake up something. And we want something shook up. That's what we want to do because if they're not reading then something needs to happen. But we don't get into curriculum. I want to make that clear, and I'll get 7,000 letters. We don't get into curriculum; we simply propose to measure basic skills, what they can do, and not how they learned it," he vowed.

Instead of being controversial, Mr. Riley suggested that the country will embrace national tests as a chance to show their support for education.

"We think it's going to catch on, and we think the people in this country are going to almost look at it as a patriotic thing, to get involved in getting this country to read well, getting this country to do math well, and getting our children ready for college and important jobs," he said.

LANGUAGE: ENGLISH

LOAD-DATE: October 21, 1997

LEVEL 1 - 90 OF 111 STORIES

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Chattanooga Free Press

October 23, 1997, Thursday

SECTION: NEWS; Pg. B6

LENGTH: 436 words

HEADLINE: Clintons Host Child Care Conference

BYLINE: By LAURA MECKLER, Associated Press Writer

BODY:

WASHINGTON -- President Clinton and his wife, Hillary, aren't offering any sweeping federal programs to fix the nation's child-care system. Instead, they want to prod parents to demand more attention from employers and better quality from day-care providers.

"What we're trying to do is to create some grassroots, bottom-up concern about what goes on all day long in these various child-care settings," Mrs. Clinton said of today's White House conference on child care.

The first lady, who previewed the conference for reporters on Wednesday, said the conference is identifying model programs and encouraging their replication.

The administration plans only a few modest proposals, aides said. Ideas under consideration included greater involvement by business, an education campaign to help parents make informed child care decisions and new incentives to help child-care workers get more education.

"The federal government can take certain actions, but most of the efforts in child care happen at the state level and in the private sector," Mrs. Clinton said.

Too many parents are so grateful to find any child care at all that they don't question the quality of the care, she said. "They don't have the time and they don't feel they have the expertise."

The conference was focusing on the twin issues of cost and quality. Experts worry that child care is too expensive for many parents, yet studies show much of it is of questionable quality.

The challenge is to boost quality without increasing the price tag.

Also on the agenda was care for school-age children who often have nowhere to go after classes let out.

Mrs. Clinton added that any program for improving child care should include help for stay-at-home moms.

"We don't do a very good job in this country, despite our rhetoric about

Chattanooga Free Press, October 23, 1997

family values, to create work and family situations that permit more families to make the choice that they think is right for them," she said.

Even the Family and Medical Leave Act, which Republicans fought for nine years before President Clinton signed it, does not go far enough, she said. The legislation guarantees workers unpaid leave to tend to family caregiving duties. But, Mrs. Clinton said, "It's hard to argue it's a realistic choice when it's unpaid."

As for her personal experience with child care, Mrs. Clinton acknowledged her family was exceptional. For all but two years of daughter Chelsea's childhood, the Clintons lived in the fully staffed Arkansas governor's mansion or in the White House where "there were always people around in an emergency to help out," she said.

LANGUAGE: ENGLISH

LOAD-DATE: October 24, 1997

LEVEL 1 - 86 OF 111 STORIES

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The Washington Post

October 24, 1997, Friday, Final Edition

SECTION: A SECTION; Pg. A16

LENGTH: 859 words

HEADLINE: President Announces Child-Care Initiatives; Scholarship, Wage Plan
Proposed at Conference

BYLINE: Barbara Vobejda, Washington Post Staff Writer

BODY:

President Clinton yesterday proposed a \$ 300 million program of scholarships to improve the training and raise the wages of day-care workers and promised to unveil early next year a broader plan to improve child care across the country.

The proposal was among several offered by the president at a day-long White House conference on child care, where numerous experts described a system suffering from poor quality, high costs and a lack of accessible care, particularly for infants and school-age children.

"Too often, child care is unaffordable, inaccessible and sometimes even unsafe," Clinton said. "Even for those who can afford it, sometimes good care is hard to find."

The conference, which brought together state and federal officials, business leaders and child-care advocates, is the first high-profile effort to find solutions to a problem affecting millions of American families.

Several national studies have documented that most of the care provided in centers and in providers' homes is mediocre or even poor quality. Experts attribute that to several factors, including lack of training and low pay among workers, which leads to high turnover rates.

At the same time, the cost of child care presents an enormous financial burden to many families and federal-state subsidies are reaching only about one-tenth of those who are eligible.

Advocates have argued that only a major investment by government or the private sector can address the fundamental problem -- parents simply cannot afford to pay the cost of high-quality care.

But the president and first lady Hillary Rodham Clinton, who has played a leading role in the administration's efforts to focus on child care, suggested that a large-scale federal program was not the answer. Instead, they explored solutions that relied more on public-private partnerships and efforts by businesses to help make child care more available to their workers.

In addition to the scholarship program, the president proposed legislation

that would make it easier to conduct background checks on child-care providers, announced the formation of a group of business leaders to spur private investment in child care and said volunteers in the Corporation for National Service would help improve after-school care programs.

Clinton said he would unveil in his State of the Union speech in January a more comprehensive plan to improve access, affordability and safety of child care.

Aides said the administration would consider increasing federal funding to states to help low-income parents pay for care. Also, the White House will look at expanding the dependent care tax credit, which allows some families to claim a credit on their income tax for child-care expenses up to a certain level.

Bruce Reed, the president's domestic policy adviser, also cited the possibility of creating a tax benefit to encourage businesses to help provide child care.

The scholarship proposal, which will be included in the president's budget package next year, would provide at least \$ 250 million in federal funds over five years.

State, local or private sources would contribute one dollar for every four federal dollars they received, bringing the total to about \$ 300 million. The money would be used by states to design programs to help providers earn credits toward an early-childhood education credential, certificate or college degree. A portion of the scholarship fund would go to increase wages or pay a bonus when workers complete their course work.

The proposal is modeled on a North Carolina program known as TEACH, which was designed not only to improve the training of providers but to reduce turnover, which runs as high as 50 percent among day-care workers nationally each year.

In North Carolina, where the statewide turnover rate is 42 percent, the figure among those who have participated in the program dropped to about 10 percent, child-care experts said, in large part because of wage increases the workers earned after completing training.

Child-care advocates said they welcomed the proposal because it included funds for both training and higher wages.

"What was really good about today was that everybody seemed to understand that if we want quality child care we have to improve child-care jobs and the people have to get adequately compensated," said Marcy Whitebook, co-director of the National Center for the Early Childhood Work Force.

But while they expressed relief that the administration had focused on the issue, advocates also cautioned that the proposals were relatively modest.

"Obviously these are all small things and we need more pieces," said Helen Blank, who specializes in child care for the Children's Defense Fund.

Among the other proposals announced yesterday was legislation creating a compact among states agreeing to release criminal history information for

The Washington Post, October 24, 1997

background checks on day-care workers. Currently, laws in many states prohibit the release of such information except for certain criminal investigations, making it impossible for child-care agencies to conduct nationwide checks on prospective employees.

GRAPHIC: Photo, frank johnston, The president with first lady Hillary Rodham Clinton at child-care conference.

LANGUAGE: ENGLISH

LOAD-DATE: October 24, 1997

LEVEL 1 - 156 OF 233 ITEMS

Copyright 1997 Times Newspapers Limited
The Times

October 25, 1997, Saturday

SECTION: Features

LENGTH: 482 words

HEADLINE: First lady, second look

BODY:

Farewell then Lady Macbeth. Hello, Mother Teresa. Hillary Clinton will celebrate her 50th birthday with a glittering gala in Chicago tomorrow. Last week she took centre stage at a White House conference on childcare issues. Next week she will visit Northern Ireland and then travel to Chequers for a seminar on health and welfare policy hosted by Tony Blair. The First Lady is determined to reposition herself, for the remainder of her time in Washington, as the kinder, gentler Mrs Clinton.

That she should seek an alternative image is entirely understandable. In truth, Mrs Clinton holds one of the most impossible posts in American politics. The notion of the First Lady has no formal status. Despite that, it has considerable standing. In this century, the position was personified by Eleanor Roosevelt. Mrs Clinton's courting of controversy therefore puts her in excellent company. But she was, at one point, the most disliked First Lady on record.

She brought many of those problems on herself. The idea of a "co-presidency" was an affront to American democracy. The President's decision to put his wife in charge of his healthcare proposals was a disaster for both of them. The shadow of Whitewater - and the apparent misuse of the late Vincent Foster's files - still hang over Mrs Clinton. She could yet face charges of obstructing justice. While she is stoutly defended American feminists, Mrs Clinton may well have done their cause more harm than good. She may come to be seen, more sympathetically, as a transitional figure. Most of her predecessors were not political figures. She has strong views on almost every issue, yet it was assumed that, once she married a man almost addicted to election campaigns, she could not seek a political career herself.

One of the features of the last presidential contest was that Elizabeth Dole outshone Mrs Clinton. Mrs Dole, a former Cabinet member under Ronald Reagan and George Bush, would have been an exceptionally powerful adviser had her husband sat in the Oval Office. Mrs Clinton was apparently perplexed that her rival could be so political but strikingly popular. In truth there was no paradox. It was the very fact that Mrs Dole had openly sought power in her own right that made her respectable. Although a decade older than Mrs Clinton, Mrs Dole is, in many senses, the truly modern woman.

Washington is now awash with speculation that Mrs Dole might run for the White House herself in three years' time. Democratic strategists - in solemn mood - are almost as one in the belief that she would be by far the most difficult Republican to beat. It is a little early - with 1,110 days left - to

assess her electoral prospects. It would, though, be the supreme irony if the person who benefited from the highly activist precedent set by Mrs Clinton were Robert Dole, as, er: First Lord of the United States?

LANGUAGE: ENGLISH

LOAD-DATE: October 26, 1997

**PHOTOCOPY
PRESERVATION**

11/24/97

YOUTH LAW CENTER CHILDREN'S LEGAL PROTECTION CENTER

Protecting America's most vulnerable children

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Program

November 24

University of California at Berkeley

Sponsored by
The Youth Law Center and
The University of California

2:30 - 2:55 Meet with California Youth Connection members

The California Youth Connection is an association of current and former foster youth who have or will age out of foster care. The organization is open to youth between the ages of 14 and 24. The youth who attend will probably be between 17 and 22 years of age. The meeting would include 10-12 youth, the two staff members of CYC, one of whom is herself a former foster youth, Carole Shauffer from the Youth Law Center, a representative from University of California, Berkeley, and Peter Digre, Director of the Los Angeles County Department of Children and Family Services.

3:00 - 3:30 Public presentation

Introduction by the Chancellor of University of California, Berkeley
Robert Berdahl

Brief comment by Richard Barth, Ph.D., Hutto Patterson Professor, University of California at Berkeley (Rick will say that research by the Child Welfare Research Group demonstrates the need for legal permanency for children.)

Brief comment by Carole Shauffer, Executive Director of the Youth Law Center (We have worked for permanency through family preservation and adoption, have seen the value of similar legislation in California, and are enthusiastic about benefits to foster children nationally.)

Introduction by former foster youth, CYC member Myeishia Grice

Presentation by First Lady, Hillary Clinton

California Youth Connection Roundtable

Wendy Perlera is an alumni of California State University Northridge with a double major in Mexican American Studies and Sociology. She was in foster care for 4 years in the Los Angeles area and is one of the founding members of the Los Angeles chapter of California Youth Connection. She is currently a social worker for teens at a private Foster Family Agency, has served on the Legal Permanence Task Force for LA County Department of Children and Family Services, and is a peer counselor for Los Angeles area foster youth. Wendy will speak to the need for permanence for all youth in care.

Myeshia Grice is 21 years old and a junior at California State Hayward, majoring in Political Science. She spent 7 years in relative foster care in San Francisco. She has worked for both the Youth Law Center and California Youth Connection. Myeshia is interested in a career in law and public policy. Myeshia has been working on creating transitional housing in San Francisco County. She will speak on the need for more transitional housing for youth who emancipate from foster care without a permanent family.

Tiffany Johnson is 21 years old and has completed her A.A. Degree from De Anza Community College in Multi disciplinary Studies. She was in group and kinship care for 8 years in Santa Clara County. Tiffany plans to pursue a career as an advocate for children's issues, was an intern for Congressman Ron Dellums in 1997 and currently works for Netscape. Tiffany will explain about the mission and purpose of California Youth Connection.

Alfred Perez spent 11 years in both foster and group care. He is currently a senior at San Jose State University, majoring in Social Work, with a minor in Speech Communications. Alfred plans to go on to graduate school next year to get his Masters in Social Work. He is very interested in public policy as it relates to children's issues. He will speak on the difficulty he had emancipating from foster care, because he did not experience any form of permanence. He was in 4 placements in his senior year alone.

Chris Golden is 17 years old and is currently a high school senior at Ukiah Valley High School in northern California. He will graduate in June, 1998 and plans to attend Santa Rose Junior College. He has been in placement for three years and will speak about the need for all youth to exit foster care with the same kind of continued support a family can provide.

Jenifer Stum is 16 years old and a junior at Rancho Cotati High School in Sonoma County. She has been in foster care for several years and is planning on attending college after she graduates in June, 1999. She is very interested in a career in politics or advocacy for children. Jenifer will speak about her fears of emancipating from foster care at age 18 without a permanent family.

Back-ups: (They will fill in if anyone drops out or is sick, and cover the same topic.)

Durrell Demings is 20 years old and currently a sophomore at California State University, Hayward, majoring in Business Administration. He spent over 12 years in relative care in San Francisco. Durrell has been a staff person for the Youth Law Center and currently works for California Youth Connection. He plans on a career in business management.

Tiffanie Gardiner is 18 years old and recently graduated from College Park High School in Walnut Creek. Tiffanie was in foster care for 3 years and is currently training as a massage therapist.



Janet Knipe
Statewide Coordinator

Joy Warren
Outreach Coordinator

114 Sansome Street
San Francisco, CA
94102-3820

CALIFORNIA YOUTH CONNECTION

"Working to Improve the Lives of Children & Youth in Foster Care"

1996-1997 SUMMARY

What Is CYC?

California Youth Connection (CYC) is an advocacy organization dedicated to improving the foster care system. Our members are current and former foster youth ages 14-24.

CYC educates and the public and policy makers about the unique needs of foster youth, as well as assisting decision makers to implement policies that truly serve children and families.

The Facts

There are currently **23 CYC chapters** in California with over 400 members. When the Statewide Office opened in January, 1995, there were only 9. This is an 250% increase in the last 2 ½ years. In 1996-97 alone, CYC added chapters in Santa Cruz, Shasta, Tehama, Glenn, Humboldt, Riverside and San Bernadino counties. Counties interested in starting chapters in 1997-98 include Orange, Kern, Kings, Santa Barbara, Ventura and Fresno. Chapters meet regularly, as well as attend statewide activities. Involvement teaches youth leadership and advocacy skills.

Accomplishments

Training:

Day At The Capitol: Over 120 youth from 20 counties received training on advocacy and the legislative process, and met with 90 legislators to discuss foster care issues.

Statewide Conferences: Santa Clara: 190 youth and adults attended and received training on the rights of foster youth, leadership, and identifying local issues.

Los Angeles: 130 youth from 17 chapters worked on developing policy recommendations and strategies on issues of adoption, kinship care, older/younger youth and changes in group home policies.

Administrative Board Training: 18 youth Board members learned about strategic planning and organizational development, as they were guided through a visioning process to determine where they wanted CYC to be in 1-2 years.

Legislation: This year CYC has collaborated with Assemblyman Tom Woods (R-Redding) on the *Higher Education Grant for Former Foster Youth*. This bill was recently amended into AB 1544 and will soon be heard in the Senate Judiciary Committee.

Policy Committees: CYC youth participate in the following committees: Regulatory, which meets quarterly with Community Care Licensing; Legislative, which reviews all legislation related to foster youth.

Networking with all foster youth: CYC youth produce a quarterly newsletter, send regular legislative updates and minutes from Board meetings to all members, are working on the development of 2 videos to recruit more youth and explain CYC to potential funders, and are in the process of creating a website.

**We Have Made
Presentations To:**

California State Legislature
California Congressional Members and Senators
County Welfare Directors
Judicial Council of California
Child Welfare League of America
California Association of Children's Homes
California Association of Services for Children
National Resource Center for Youth Services
Los Angeles County judges
Foster and adoptive parent training programs
County social work training programs
CASA volunteer training programs
State of Wisconsin Independent Living Program

Why CYC is Important

CYC gives us a voice. Through our involvement in CYC we can facilitate positive policy change to benefit other children and youth in the foster care system.

WHAT IS CYC?

California Youth Connection (CYC) is organized by and for foster youth.

CYC is an advocacy organization of 11- to 24-year-old current and former foster youth throughout California. Local chapters are organized on a county-by-county basis.

HOW WAS CYC FORMED ?

CYC developed as an outgrowth of California Independent Living Programs and is modeled after the Canadian Youth In Care Network, which featured strong localized efforts to organize foster youth to advocate for their rights. The first CYC chapters began meeting in 1988. After several years of increasing youth participation, a statewide office was opened in 1995 to increase communication and coordinate advocacy efforts among the local chapters.

WHAT DO SUPPORTERS DO?

Supporters in this organization empower foster youth to learn organizational, leadership and advocacy skills so they can set the priorities and make the decisions that shape and guide CYC.

TO FIND OUT MORE ABOUT CYC...

Contact:

Janet Knipe, *Statewide Coordinator*

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415-8236 / (415) 398-1063

415-956-9022

WHAT IS THE MISSION OF CYC?

California Youth Connection promotes the participation of foster youth in policy development and legislative change in an effort to improve the foster care system and strives to forge collaborations with decision makers to improve social work practice and child welfare policy.

- ♦ To educate the general public and policy makers about the unique needs of foster youth and to increase awareness of their concerns.
- ♦ To create partnerships in which both youth and adults share responsibility for the success of the organization.
- ♦ To support youth leadership at all levels of the organization, including local chapters and the statewide office.
- ♦ To monitor legislation and act as advocates for foster youth
- ♦ To build a national and international advocacy network of current and former foster youth.
- ♦ To promote a positive image of foster youth.

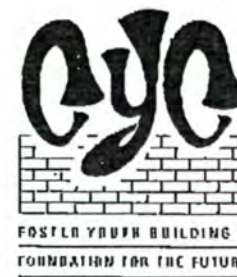
HOW CAN YOU HELP CYC?

- ♦ Contact the statewide office to see if there is a CYC chapter in your area and help foster youth start, if there is not.
- ♦ Become a supporter with an existing CYC chapter.
- ♦ Create an opportunity for CYC to speak to a personal or professional group of your colleagues.
- ♦ Learn about the needs of foster youth and advocate for them within your own professional circles.
- ♦ Assist in the development of fund resources to support CYC.
- ♦ Join the CYC network and help C inform the public and legislators about the needs of foster youth.



WHAT HAS CYC ACCOMPLISHED?

- ♦ CYC has been asked to speak to the National Commission on Children regarding the needs of foster youth.
- ♦ CYC has been invited to present testimony to committee sessions of state and national legislatures.
- ♦ CYC has been instrumental in passing three laws in California:
 - Waiver of the \$1000 limit, allowing foster youth in Independent Living Programs to save an unlimited amount of money toward their emancipation
 - Driver's license bill, allowing foster parents, relatives, guardians, social workers, and probation officers to sign for a youth's driver's license, without liability, as long as the young person has auto insurance
 - Transitional housing bill, allowing the California Department of Social Services to create a licensing category for transitional housing as a placement option for youth in their last year of foster care
- ♦ CYC youth organize and facilitate two statewide conferences for over 150 foster youth every year.
- ♦ CYC's annual "Day at the Capitol" educates youth on the legislative process and lawmakers on the needs of foster youth.



CALIFORNIA
YOUTH
CONNECTION

Working to Improve
the Lives of
Children and Youth

From Dr. Richard Barth
U.C. Berkeley

The Importance of Legal Permanency: Key Points

1. The number of children in foster care continues to grow in California, even though the number of admissions to foster care declined in 1995. Exits from foster care also declined and were more than 5,000 fewer than the entrances.
2. Very young children continue to dominate the entrances into foster care. Nearly 1% of infants enter foster care each year.
3. Neglect is increasingly the reason for entering foster care. Neglected children have the longest stays in foster care.
4. When children do not exit from foster care they have many placement moves. *Permanent long-term* foster care is an oxymoron.
5. Among infants in non kinship foster care, adoption is nearly twice as likely an outcome as remaining in foster care by the end of six years. For infants who enter kinship care adoption is less than one half as likely as remaining in care.
6. For toddlers and pre-schoolers, the likelihood of adoption drops dramatically for children in kinship and nonkinship care. For 6-12 year olds, the likelihood of adoption and remaining in care is equivalent for children in kinship and nonkinship foster care.
7. African American children in nonkinship care are nearly four times less likely to get adopted as Caucasian children and half as likely to get adopted as Hispanic children within four years. These differences are greater for children in kinship care.
8. Overall, about two-thirds of children have achieved the goal of permanence by exiting to a family via reunification, guardianship, or adoption within four years.

DRAFT Remarks of Professor Richard P. Barth, Hutto Patterson Professor, School of Social Welfare, University of California at Berkeley.

Thank you Chancellor Berdahl and a warm welcome to Mrs. Clinton and all of our guests.. It is a great pleasure to represent the community of researchers and scholars who have contributed to the passage of the Adoption and Safe Families Act of 1997 that we are here, today, to celebrate.

The University of California at Berkeley has a long history of research that informs social policy, offering courses on philanthropy, charity, and social diagnosis as early as 1904. Berkeley's School of Social Welfare has been a center for child welfare scholarship for nearly all of its more than 50 year history. Our faculty identified the *limbo and drift* of children who were in foster care in the 1950s (Maas & Engler, 1959), identified the advantages of *legal guardianship* for children in foster care in the 1960s (Taylor, 1966), specified methods for permanency planning in the 1970s (Stein, Gambrill, & Wiltse, 1978), clarified, in the 1980s, that special needs adoption was generally very successful--especially if placements were made when children were at a younger age (Barth & Berry, 1988), and have shown that parents who adopt children prenatally exposed to drugs are as satisfied with their adoptions as parents who adopted children not drug-exposed (Barth & Needell, 1996; Barth & Brooks, in preparation).

I want to highlight three findings that have recently come out of our Child Welfare Research Center and that were cited in testimony leading to the child welfare reforms that we recognize today.

First, we showed that even very young children too often remain in foster care for extraordinarily long times. Even six years after entering foster care, more than 20% of the children who entered foster care as infants remain in foster care (Berrick, Needell, Barth, & Jonson-Reid, forthcoming).

Second, the likelihood of leaving foster care in great part depends on the age of children. The first preference of child welfare policy is to prevent children from going into foster care or, if they do have to enter, to reunify them with their biological families. When children cannot go home, child welfare policy has long recognized that they should not linger in foster care. Yet, they do. When holding race constant, children who were younger than 1 at the time of their placement into foster care and who did not go home were nearly 5 times as likely to be adopted as children who were placed into foster care between the ages of 3 and 5 (Barth, 1997). Our data indicate that adoption is far more age and time-sensitive than we ever knew. The new child welfare legislation recognizes that and strives for earlier adoption decisions and placements.

Third, when children are allowed to remain in foster care, we have learned that they experience extraordinary instability. Among the infants who are placed into nonkinship foster care and remain there for six years about half of them will live with three or more families and about one in five of those children will experience five or more placements (Needell, Webster, Barth, and Armijo, 1996). Stable long-term foster care is an *oxymoron*. Adoption is clearly the preferable alternative and one that will now be better supported throughout the states.

These data have made it into the public policy debate in a way that shows the value of the partnership that we have created in California between the University, the state, the counties (which administer the child welfare service programs), foundations, and advocates. For the most part, we did not carry the data back to Washington. Our colleagues in the public agencies used these longitudinal data to make known *their* need for legislative reform. Because they are so emersed in the immediacy of managing child welfare services, agency administrators often welcome the longer-term view that researchers can provide about the outcomes for children they serve.

Research is finding its way into practice, too, because of renewed federal, state, county, and University efforts to educate the public and the profession about the need for effective family preservation, foster care, and adoption services. Increases in the likelihood that abused and neglected children will grow up in safe and permanent families, depend on our ability to infuse current research and policy principles into the training of new child welfare workers and the professional development of practicing ones.

This is the mission of the California Social Work Education Center (CALSWEC), which is a collaborative effort between the 12 graduate schools of social work in California, the California Department of Social Services, and the California Welfare Directors' Association. CALSWEC is hosted at U.C. Berkeley and funded with University and state contributions and federal Title IVE training funds. CALSWEC is endeavoring to reprofessionalize public child welfare services and ensure that we become ever more responsive to the needs of children.

Although none of us who work in the child welfare field can be satisfied with its current condition, this is a moment when we can, nonetheless, be satisfied with the progress we have made analyzing and responding to the needs of society's most vulnerable children.

In closing, I want to express my deep gratitude to the First Lady and to many of you here who have worked so vigorously on behalf of the safety and permanence of children over these many years.

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YOUTH LAW CENTER

(Children's Legal Protection Center)

The Youth Law Center, a non-profit, public interest law organization, has been working to protect abused and at-risk children since 1978. With offices in San Francisco and Washington, D.C., the Center works nationally to serve children, focusing particularly upon the problems of children living apart from their families in child welfare and juvenile justice systems. The goal of the Youth Law Center's work is to ensure that vulnerable children are provided with the conditions and services they need to grow into healthy, productive adults.

Staff attorneys investigate reports of abuse of children in adult jails, county juvenile detention facilities, state institutions, and child welfare systems, and use training, technical assistance and negotiation to bring about needed change. If abusive conditions or practices continue, the Center uses litigation as a last resort to protect children and ensure humane treatment. Center attorneys also advocate on behalf of poor and disadvantaged children to help them gain access to critical health, mental health, and special education services.

Over the course of its history, the Youth Law Center has brought about extensive changes and improvements in conditions and services for hundreds of thousands of children throughout the country. The Center's staff is widely recognized as a resource of expertise and support in children's law, and staff attorneys provide consultation, technical assistance, and write and widely disseminate educational materials relating to children's rights. In addition to many articles, book chapters, monographs and reports, Youth Law Center staff attorneys have written the leading legal treatise, *Representing the Child Client*, published by Matthew Bender and used by attorneys across the country.

The Center has a staff of 16, including seven staff attorneys, a paralegal, a development director, administrator, and clerical staff. The organization is guided by a 21-member Board of Directors that is composed of representatives of the legal, business, medical, educational, media and philanthropic communities.

TO: Nicole Rabner
FROM: Carole Shauffer, Youth Law Center
RE: California Permanency Efforts

California has been in the forefront of legislative efforts to ensure permanency for children. Beginning with S.B. 14 which was the prototype for P.L. 96-272, the state has attempted to limit the amount of time children spend in out-of-home care while, at the same time providing services to keep families together.

The Youth Law Center, has for many years, been involved in implementation of the requirement that reasonable efforts be made to maintain families prior to the removal of a child from home. During that time, however, we found that the concept of reasonable efforts was widely misunderstood. The public, in general, and many courts and legislators believed that reasonable efforts meant that services must be provided even to families that had no hope for successful, safe reunification. Some courts believed that making efforts to identify an adoptive parent prior to termination of parental rights was a violation of the reasonable efforts. As a result children, spent extended periods in foster care prior to being placed for adoption.

This misinterpretation was harmful for many reasons. First, it turned public opinion against the concept of family preservation and reasonable efforts even when they were appropriate. Second, it resulted in return of children to unsafe homes. Third it meant that many children missed the opportunity to be adopted when they were young and, in some cases, missed this opportunity altogether. Finally, it wasted both social service and court resources on families who could not benefit from them, reducing the resources available to families that were able to resolve their problems.

In response, over the past two years, the Youth Law Center with the support of Los Angeles County, has worked with State legislators including Louis Caldera, Dion Aroner, Cathy Wright, and Hilda Solis to develop legislation that eliminated the delays caused by providing services to families that could not benefit from them. The legislation created a presumption against providing services to families that for example, had killed or maimed a sibling, previously seriously injured the same child, or lost permanent custody of another child. In addition, violent felons or habitual substance abusers who repeatedly failed or refused treatment were presumed unable to benefit from services. In all cases, the family has the opportunity to persuade the court that it will benefit from services. When the provisions apply, parental rights can immediately be terminated and children freed for adoption.

The legislation also made other changes. Most importantly, it allowed for concurrent planning. That is, it stated that the fact that a foster family is willing to adopt cannot be used as evidence that the agency has not made reasonable efforts to reunify. It further established safety as the primary goal of the child protection system and all participants including courts lawyers and social workers. It also eliminated many of the grounds for denying termination of parental rights and so limited the number of

children for whom "long term foster care" was a "permanent plan."

There was opposition to this legislation by several groups. One grounds for objection was a claim that such legislation violated federal law. For this reason, the new legislation clarifying this issue is helpful

So far this legislation has had positive results where it has been fully implemented. The Youth Law Center has worked with Los Angeles County to develop a program under which "no reunification" is requested in every case to which the specific exceptions apply. There have been hundreds of filings in the last ten months. No services have been ordered in about half of these cases. In many of the other cases, parents have become more serious about services and have committed themselves to working on their problems. The existence of serious consequences has thus had a positive effect on family reunification as well as adoption.

research

Academics and Faculty

Berkeley is awarded the greatest amount of research and development funds among universities without a medical school. Each year Berkeley demonstrates an outstanding ability to win support for research and development from all sectors—federal, state, private, and nonprofit.

Berkeley Extramural Awards

by Sponsor, 1995-96

→ Federal	\$184.3 million	58%
Private Sources	\$66.4 million	21%
State	\$44.5 million	14%
University of California	\$18 million	6%
Miscellaneous Others	\$4.3 million	1%
Total	\$317.6 million	100%

Berkeley Extramural Awards

by Discipline, 1995-96

→ Life and Health Sciences	\$100.2 million	32%
Engineering and Computer Science	\$64.1 million	20%
Physical Sciences	\$58.2 million	18%
Social Sciences and Humanities	\$39.4 million	12%
Education	\$9.3 million	3%
Public Service Programs	\$16.1 million	5%
Others	\$30.2 million	10%
Total	\$317.6 million	100%

Source: Office of Sponsored Projects, UC Berkeley; National Science Foundation

rankings

Academics and Faculty

Top Universities, by Number of Graduate Programs in the Top 10 in Their Fields

1. University of California, Berkeley [35]
2. Stanford [31]
3. Harvard [26]
4. Princeton [22]
5. MIT [20]
6. Cornell [19]
6. Yale [19]
8. Chicago [18]
9. Pennsylvania [15]
10. UC San Diego [14]
10. Columbia [14]
10. Michigan [14]
10. Wisconsin [14]

Universities with Highest Number of "Distinguished" Programs

1. University of California, Berkeley [32]
2. Stanford [28]
3. Harvard [25]
4. Princeton [24]
5. MIT [20]
6. Cornell [19]
6. Yale [19]
8. Columbia [18]
9. Michigan [15]
10. Caltech [14]
10. UC San Diego [14]
10. Pennsylvania [14]
10. UCLA [14]

Source: National Research Council [National Academy of Sciences, National Academy of Engineering, Institute of Medicine], 1995

entering class profile, fall 1996

Qualifications of Freshmen Admitted, Fall 1996

[Note: The highest-ranked entering class in Cal's history]

High School Mean
Grade-Point Average

3.84

High School Median
Grade-Point Average

4.00

Mean Combined
SAT Score

1295

Mean Combined
SAT Score in California
[1994]

895

Mean Combined
SAT Score in U.S.
[1994]

902

Number of Freshmen
Applications to Berkeley
for Fall 1996

25,104

Number of Freshmen
Admitted to Berkeley
for Fall 1996

9,020

Freshmen Enrollment
for Fall 1996

3,708

student body by ethnicity

Ethnicity of Undergraduate Students

By Percentage, Fall 1996

African American
Asian American
Caucasian/White
Latino
Native American
Foreign
Other
No Data

5.5%
9.5%
30.1%
15.2%
1.2%
6.6%
5.5%
3.3%

Ethnicity of Graduate Students

By Percentage, Fall 1996

African American
Asian American
Caucasian/White
Latino
Native American
Foreign
Other
No Data

4.1%
15.4%
55.4%
6.3%
7%
14.4%
1.1%
2.6%

enrollment

Total, Fall 1996

Undergraduate Students

Graduate Students

29,797

21,358

8,439

Enrollment by Colleges and Schools, Fall 1996

Walter A. Haas School of Business	1,296
College of Chemistry	1,100
Graduate School of Education	384
College of Engineering	3,690
College of Environmental Design	1,001
School of Information Management and Systems*	N/A
Graduate School of Journalism	78
Boalt Hall School of Law	887
College of Letters and Science	16,276
School of Library and Information Studies*	22
College of Natural Resources	1,024
School of Optometry	280
School of Public Health	345
Graduate School of Public Policy	84
School of Social Welfare	210

* The Board of Regents in May 1995 approved replacing the School of Library and Information Studies with the new School of Information Management and Systems. The new school's first student admissions are anticipated for the fall of 1997.

Source: Office of Student Research, Fall 1996
Registration Files, UC Berkeley

quality of entering student

By Percentage of Freshmen in Top 10% of High School Class

MIT	97%
University of California, Berkeley	95%
Yale	95%
Harvard	92%
Princeton	92%
Duke	87%
Stanford	87%



Source: U.S. News & World Report, September 1996

PRESIDENT CLINTON SIGNS THE ADOPTION AND SAFE FAMILIES ACT OF 1997

November 19, 1997

Today, President Clinton signs into law the Adoption and Safe Families Act of 1997 to help thousands of children waiting in foster care move more quickly into safe and permanent homes. This overwhelmingly bipartisan legislation was based in large part on the recommendations of the Administration's "Adoption 2002" report. The report takes its name from one of the President's central goals -- to at least double, by the year 2002, the number of children adopted or permanently placed each year.

The Act makes sweeping changes in federal law on adoption and foster care enacted in 1980. The new law makes clear that the health and safety of children must be the paramount concerns of state child welfare services. It sets swifter time frames for making permanent placement decisions and terminating parental rights for children. For the first time, states will have financial incentives to increase adoptions. Children with special needs and ongoing medical needs are ensured health care coverage. Federal funds will continue for programs that work to keep families together when it is appropriate and safe to do so.

Ensuring that Children are Safe

Clarifies Reasonable Efforts: As the President proposed, the new law ensures that children's health and safety are the paramount concerns of the public child welfare system. It clarifies that there are instances when states are not required to make "reasonable efforts" to keep children with their parents, such as when a parent has been convicted of murdering another child or a child has been abandoned, tortured, or chronically abused.

Doubling the Number of Children Adopted or Permanently Placed by 2002

Creates Financial Incentives: The new law contains the President's plan to offer a financial bonus to states that increase the number of children who are adopted from the public foster care system. These incentives will help to double the number of children adopted. For every additional child adopted, a state will receive \$4,000, with an additional \$2,000 paid for each child with special needs. The Act authorizes \$20 million for each of 5 years (FY 1999 to FY 2003) for the bonuses, though eventually the bonuses will be offset by savings in foster care expenses.

Establishes Tighter Time Limits: Children who cannot safely return to their own families often wait far too long in foster care -- typically over 3 years, but for many much longer. Under the new law, permanency hearings will now be held no later than 12 months after a child enters foster care, 6 months earlier than under previous law, and states must initiate termination of parental rights proceedings, except in specified circumstances, for any child who has been in foster care for 15 of the previous 22 months.

Breaking Down Barriers, Promoting Safe and Stable Families, and Achieving Accountability

Eliminating Obstacles: The new law prohibits delaying or denying adoptions across state or county lines, thereby breaking geographic barriers to adoption.

Providing Supportive Services: The new law ensures that children with special needs keep health insurance coverage when they are adopted, either through Medicaid or through the new children's health program. In addition, the new law reauthorizes the Family Preservation and Family Support Services Program, renamed Promoting Safe and Stable Families, which provides services to strengthen families before crises occur and to ensure safe, stable homes for children who return to their families.

Emphasizing Results for Children: The new law authorizes HHS, in consultation with states, to develop new measures to track and rate state performance efforts in providing child welfare services to ensure successful results for children.

Recognizing Success: Prior to the bill signing today, HHS recognized 13 awardees for significant achievement in helping both adopted children and those waiting for adoption. Among the awardees are families, foundations, members of the media and states that have improved the management of child welfare programs.

THE CLINTON ADMINISTRATION RECORD ON ADOPTION

November 19, 1997

"I am pleased that the Senate and the House of Representatives have passed historic, bipartisan legislation to promote adoption and improve our nation's child welfare system, giving our nation's most vulnerable children what every child deserves -- a safe and permanent home." -- Statement by President Clinton, November 13, 1997

Today, President Clinton signs into law the Adoption and Safe Families Act of 1997 to help thousands of children waiting in foster care move more quickly into safe and permanent homes. This overwhelmingly bipartisan legislation was based in large part on the recommendations of the Administration's "Adoption 2002" report. The report takes its name from one of the President's central goals -- to at least double, by the year 2002, the number of children adopted or permanently placed each year.

The Act makes sweeping changes in federal law on adoption and foster care enacted in 1980. The new law makes clear that the health and safety of children must be the paramount concerns of state child welfare services. It sets swifter time frames for making permanent placement decisions and terminating parental rights for children. For the first time, states will have financial incentives to increase adoptions. Children with special needs and ongoing medical needs are ensured health care coverage. Federal support will continue for services to keep families together when it is appropriate and safe.

The Clinton Administration has previously taken several important steps to encourage and increase adoptions and to support the families who choose to open their hearts and their homes to these children. Since taking office in 1993, the President has championed programs that find and assist adoptive families, and has committed his Administration to breaking down barriers, including high adoption costs and complex regulations. These steps include:

MAKING ADOPTION AFFORDABLE FOR FAMILIES. Last year, President Clinton signed into law the Small Business Job Protection Act of 1996, which provides a \$5,000 tax credit to families adopting children, and a \$6,000 tax credit for families adopting children with special needs. This provision has alleviated a significant barrier to adoption, helping middle class families for whom adoption may be prohibitively expensive and making it easier for families to adopt children with special needs. Since President Clinton took office, the number of children with special needs who have been adopted with federal adoption assistance has risen by 60 percent. This year, in signing the Balanced Budget Act of 1997, President Clinton ensured more support for families who adopt children with the \$500 Per-Child Tax Credit.

GIVING STATES FLEXIBILITY AND SUPPORT. To test innovative strategies to improve child welfare systems, the Clinton Administration has granted child welfare waivers to California, Delaware, Indiana, Illinois, Maryland, North Carolina, Ohio and Oregon, giving the states more flexibility in tailoring services to meet the needs of children and families. Up to two more states will receive approval for waivers under previous authority. Under the new Adoption and Safe Families Act, HHS will grant up to 10 waivers per year to states. In addition, this Administration has provided states with enhanced technical support and helped improve court operations. In September, HHS awarded 40 demonstration grants to states, local agencies, courts, private organizations, and others committed to promoting adoption, a total of \$7.9 million, for innovative programs to increase adoptions and reduce the number of children in foster care. To prevent children from entering foster care in the first place, in 1993 the Clinton Administration secured federal funding for the Family Preservation and Family Support Program to help states, local governments and service providers develop effective programs to serve children and families at risk.

BREAKING DOWN RACIAL AND ETHNIC BARRIERS TO ADOPTION. The Small Business Job Protection Act of 1996 also ensures that the adoption process is free from discrimination and delays on the basis of race, culture and ethnicity by strengthening the Multi-Ethnic Placement Act which the President signed in 1994.

PROVIDING SUPPORTS FOR CHILD PROTECTION AND ADOPTION. In 1993, President Clinton signed into law the Family and Medical Leave Act which enables parents to take time off to adopt a child without losing their jobs or health insurance. In addition, the welfare reform bill that the President signed into law maintains the guarantee of child protection and adoption, and does not reduce funds for child welfare, child abuse, foster care and adoption services.

RAISING PUBLIC AWARENESS. Through speeches, writings, events and public service announcements, the President and First Lady have promoted the importance and benefits of adoption.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 19, 1997

REMARKS BY THE PRESIDENT
AND FIRST LADY
AT ADOPTION BILL SIGNING

The East Room

1:53 P.M. EST

MRS. CLINTON: Thank you and welcome to the East Room. Please be seated. We are delighted to have all of you join us today for this very important event and one that many of you in this room have worked for and looked for for many years.

There are some people that I would like to acknowledge and introduce before we get started. You will hear from the four members of Congress who are here on the stage, Representative Kennelly, Representative Camp, Senator Chafee and Senator Rockefeller. Also attending are Senator Craig, Senator DeWine, Senator Landrieu, Representative Levin, Representative Oberstar, Representative Maloney, and Representative Morella. And I'd like to ask all the members of Congress to please stand. (Applause.)

This was truly a bipartisan piece of legislation. It could not have been passed without the strong support of the members whom you see, including the sponsors who are here on the stage. It was also a work that was very much in the heart of Secretary Donna Shalala and her team from HHS -- Richard Tarplin, Mary Bourdette, and Carol Williams. And I'd like to ask the Secretary and her team to stand please. (Applause.)

There were also a number of members of the White House staff who worked very hard with members of Congress and with members of the HHS contingent, and I'd like to acknowledge just a few of them

-- John Hilley, Bruce Reed, Elena Kagan, and in particular Jen Klein and Nicole Rabner. I want to thank all of them. (Applause.)

I'm also pleased that we have Governor Romer of Colorado. We have children, families, advocates, and leaders of the child welfare constituency here in our audience.

Nearly a year ago, the President and I met with children waiting in the foster care system for caring families to call their own. There the President pledged to reform the child welfare system to work better for the children it serves, to put their health and safety first, and to move children more quickly into safe and permanent homes. Today we as a nation make good on that pledge.

And for the thousands of American children who wait for a stable, loving home that will always be there, it is not a moment too soon. Right now there are nearly half a million children in foster care. For most, foster care is a safe haven on the road to a permanent home or back home. Too many, however, make countless detours along the way, shuffling from family to family without much hope that they will ever find permanent parents to love and take care of them. These children who will enter this holiday season unsure about whether the family they celebrate this year will be there with them next year deserve better.

We know it makes a difference for children to have permanent loving homes. It's not only research that tells us this; we know it by our intuition, by our own experience and we have all seen it firsthand. It was here in this room two years ago that a young woman named Deanna -- a child waiting to be adopted in foster care stood up and read a poem about what she wanted in life, and it wasn't real complicated. It is what all of us want. I'm happy that because of that event here in the East Room, she was able to meet a family who did adopt her. And I saw her last year at an event in Kansas City and almost didn't recognize her -- from a shy, withdrawn 13-year-old, she had blossomed into a cheerful, outgoing, confident teenager with a brilliant smile.

This landmark legislation that the President is about to sign will see to it there are more stories like Deanna's. This legislation stands as proof of what we can accomplish when we come together. As we see today, the national government does have an important role to play in reforming our foster care system, and giving guidance to courts and states in offering incentives to speed up and increase the numbers of adoptions, and in making sure that the

health and safety of our children is always the first priority.

But we know even more, all Americans have a role and a responsibility. Businesses can make it easier for their employees to adopt a child. And I want to single out Dave Thomas of Wendy's, who has led the way in showing all of us how that can be done. (Applause.)

Religious leaders can help spread the word about the joys of adoptions. Parents thinking about adoption can expand their search to reach out to kids in foster care. And if we reform the system so that it works the way that it should, more Americans will look to American children to adopt and not feel compelled to go overseas to adopt children. (Applause.)

With us today are some extraordinary Americans who have answered this call. This morning, the Department of Health and Human Services observed National Adoption Month by honoring outstanding achievements with the 1997 Adoption 2002 Excellence Awards. Secretary Shalala developed these awards at the request of the President. The winners are dedicated individuals and organizations, both large and small, who have worked to move children out of the foster care system and into permanent, loving homes. Some of them have been at the forefront of this issue for years; some have promoted and supported adoption in their communities; and some are parents who have opened their homes and hearts to our nation's most vulnerable children.

I'd like to ask all the honorees who were honored this morning to please stand. (Applause.) We want to thank you for the work you have done, for the example you have set. And we hope that through these awards, in conjunction with this legislation, there will be many, many more in your ranks in the years to come.

* * * * *

THE PRESIDENT: Thank you, Sue Ann. Thank you, Aaron (phonetic). And I want to thank the Badeau family for showing up. I think it's fair to say it was a greater effort for them than for anyone else here. (Laughter.) I appreciate the rest of your presence. It was easier for me than anybody; I just had to come downstairs. (Laughter.) But I'm grateful that they're here.

Secretary Shalala, I thank you and your staff for your remarkable work on this. And I thank the members of the White House staff, all the members of Congress who are present here. And especially I thank Senators Rockefeller and Chafee and Congressmen Camp and Kennelly for their work and for what they said here.

Congratulations to the Adoption 2002 Excellence Award winners. I thank all the advocates who are here. And I say a special word of thanks, along with all the others who have said it, to the First Lady, who has been passionately committed to this issue for at least 25 years now that I know. Thank you, Governor Romer, for coming. And thank you, Dave Thomas, for what you've done.

Again let me say to all the members of Congress who are here, Republicans and Democrats alike, I am very grateful for what you've done. This, after all, is what we got in public life for, isn't it?

Before I make my brief remarks, if you'll forgive me and understand, I have to make one public statement today about the situation in Iraq.

As I have said before, I prefer to resolve this situation peacefully, with our friends and allies, and I am working hard to do just that. But I want to be clear again about the necessary objective of any diplomacy now underway. Iraq must comply with the unanimous will of the international community and let the weapons inspectors resume their work to prevent Iraq from developing an arsenal of nuclear, chemical and biological weapons. The inspectors must be able to do so without interference. That's our top line; that's our bottom line. I want to achieve it diplomatically. But we're taking every step to make sure we are prepared to pursue whatever options are necessary.

I do not want these children we are trying to put in stable homes to grow up into a world where they are threatened by terrorists with biological and chemical weapons. It is not right. (Applause.)

It's hard to believe now, but it was just a little less than a year ago when I directed our administration to develop a plan to double the number of children we move from foster care to adoptive homes by the year 2002. We know that foster parents provide safe and caring families for children. But the children should not be trapped in them forever, especially when there are open arms waiting to

welcome them into permanent homes.

The Adoption and Safe Families Act, which I am about to sign, is consistent with the work of the 2002 report and our goals. It fundamentally alters our nation's approach to foster care and adoption. And fundamentally, it will improve the well-being of hundreds of thousands of our most vulnerable children. The new legislation makes it clear that children's health and safety are the paramount concerns of our public child welfare system. It makes it clear that good foster care provides important safe havens for our children, but it is by definition a temporary, not a permanent, setting.

The new law will help us to speed children out of foster care into permanent families by setting meaningful time limits for child welfare decisions, by clarifying which family situations call for reasonable reunification efforts and which simply do not. It will provide states with financial incentives to increase the number of children adopted each year. It will ensure that adopted children with special needs never lose their health coverage -- a big issue. Thank you, Congress, for doing that. It will reauthorize federal funding for timely services to alleviate crisis before they become serious, that aid the reunification of families that help to meet post-adoption needs.

With these measures we help families stay together where reunification is possible and help find safe homes for children much more quickly when it is not. We've come together in an extraordinary example of bipartisan cooperation to meet the urgent needs of children at risk. We put our differences aside, and put our children first.

This landmark legislation builds on other action taken in the last few years by Congress: the Adoption Tax Credit I signed into law August to make adopting children more affordable for families, especially those who adopt children with special needs; the Multiethnic Placement Act, enacted two years ago, ensuring that adoption is free from discrimination and delay, based on race, culture, or ethnicity; and the very first law I signed as President, the Family and Medical Leave Act of 1993, which enables parents to take time off to adopt a child without losing their jobs or their health insurance.

We have put in place here the building blocks of giving all of our children what should be their fundamental right -- a

chance at a decent, safe home; an honorable, orderly, positive upbringing; a chance to live out their dreams and fulfill their God-given capacities.

Now, as we approach Thanksgiving, when families all across our country come together to give thanks for their blessings, I would like to encourage more families to consider opening their homes and their hearts to children who need loving homes. You may not want to go as far as the Badeaus have -- (laughter) -- but they are a shining example of how we grow -- (applause) -- they are a shining example of how we grow when we give, how we can be blessed in return many times over. We thank them and all -- all of the adoptive parents in the country.

For those who are now or have been foster or adoptive parents, I'd like to say thank you on behalf of a grateful nation, and again say at Thanksgiving, let us thank God for our blessings and resolve to give more of our children the blessings they deserve.

Thank you very much. (Applause.)

END

2:19 P.M. EST

COMPARISON OF ADOPTION 2002 PROPOSALS AND ADOPTION LAW AS ENACTED

Topic	Adoption 2002 Report	Law as Passed (enrolled version of H.R. 867)
Reasonable Efforts Regarding Adoption	Establish a reasonable efforts requirement to secure an adoptive home when reunification has been ruled out.	Requires reasonable efforts to find an adoptive home or other permanent living arrangement for children whose permanency plan is other than return home (section 101) and requires documentation of such efforts (section 107). Clarifies that efforts toward adoption may be made concurrently with reunification efforts.
Use of FPLS in Child Welfare Cases	Encourage States to use the Federal Parent Locator Service to locate absent parents and relatives who might provide a permanent home for the child and to terminate parental rights when appropriate.	Specific authority to use the FPLS for these purposes is provided (section 105).
Child Welfare Waivers	Increase the number of child welfare demonstration waivers.	The Secretary may authorize 10 demonstration projects per year for each of FYs 1998-2001. The Secretary is particularly required to consider applications regarding the removal of barriers to adoption, regarding substance abuse treatment and placing children in residential facilities with their mothers, and regarding kinship care. The Secretary further is granted the authority to extend the duration of demonstration projects beyond their initial 5 year period (section 301).
Kinship Care	Suggests this is an issue that needs further study. Commits to establishing kinship demonstration projects as provided for in the reauthorized CAPTA legislation, and through child welfare demonstration waivers.	HHS must produce a draft report on kinship care which is to be reviewed by an advisory panel on kinship care (to be convened by June 1, 1998), and then issue a final report by June 1, 1999 (section 303). The advisory panel's primary purpose is to review the Secretary's draft report. See also mention of kinship care under the topic of child welfare waivers.

COMPARISON OF ADOPTION 2002 PROPOSALS AND ADOPTION LAW AS ENACTED

Topic	Adoption 2002 Report	Law as Passed (enrolled version of H.R. 867)
Family Preservation and Support	Not addressed, except to note the need for family services.	Reauthorizes Family Preservation and Support (FP/S) for three years (FY99 through FY2001) at essentially the same levels as in current law with minor increases each year. The program is renamed "Promoting Safe and Stable Families" and two additional categories of services are added, time-limited family reunification services and adoption promotion and support services. In addition, the state plans for the program must include an assurance that the safety of the child shall be of paramount concern in services provided under this program (section 305).
Health Insurance Coverage for Adopted Special Needs Children	Not addressed.	States' IV-E plans must provide for health insurance coverage for special needs children for whom there is a non-IV-E adoption assistance agreement in place (IV-E children already are eligible for Medicaid). Such coverage may be provided either through Medicaid or other means but must be comparable to Medicaid coverage. States may make cost sharing arrangements with adoptive parents for such coverage, taking into account adoptive parents' circumstances and the child's needs (section 306)
IV-E Eligibility for Special Needs Children Whose Adoptions Disrupt	Not addressed.	If a child placed in an adoptive home under a IV-E adoption assistance agreement comes back into the care of the state, the child's IV-E eligibility shall continue (section 307).
Quality Guidelines	Not addressed.	Each state shall, by January 1, 1999, develop and implement standards assuring that children are provided with quality services that protect their health and safety (section 308). This becomes a IV-E plan requirement.
Preservation of Reasonable Parenting	Not addressed.	Clarifies that nothing in this act is intended to intrude upon reasonable methods of parenting (section 401).

COMPARISON OF ADOPTION 2002 PROPOSALS AND ADOPTION LAW AS ENACTED

Topic	Adoption 2002 Report	Law as Passed (enrolled version of H.R. 867)
Standby Guardianships	Not addressed.	Provides a sense of the Congress that states should have standby guardianship laws (section 403).
Welfare Contingency Fund	Not addressed.	In order to pay for the various provisions of the bill, the welfare contingency fund is reduced by \$40 million spread over 5 years. This includes \$2 million in FY98, \$9 million in FY99, \$16 million in FY2000 and \$13 million in FY2001.
Report to Ways and Means and Finance Committees on the Coordination of Substance Abuse and Child Protective Services	Not addressed except to note the importance of substance abuse issues to the child protection field and the need for substance abuse services for families in the child welfare system.	Requires HHS to submit a report to Congress on this topic by one year after the date of enactment (section 405).
Sense of Congress Regarding the Purchase of American-Made Equipment and Products	Not addressed.	To the extent practicable all equipment and products purchased with funds under this act should be American-made (section 406).

TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE

Bill and I get a lot of letters. Some ask me for advice on hairstyles. Others ask him for golf tips. But the best letters are always from kids. I'll never forget the letter he got from a young boy in Iowa. It said, "Dear Mr. President, My name is Rollie. I like to play football and basketball. I've been waiting eight years for an adoptive family. I'm hoping for a family with pets, a brother and a sister, and nice parents."

Thanks to a new law Bill signed this week, the Adoption and Safe Families Act of 1997, more children like Rollie will have their hopes fulfilled. This law holds out the promise that all children in our foster care system will have a chance to find what every child deserves -- loving parents and a safe, permanent home.

Right now, there are half a million children in foster care. For most of them, foster care is a safe haven on the road to a permanent home. Too many, however, make countless detours along the way, shuffling from family to family, without much hope that they'll ever find parents to love and take care of them.

This new law will come to their aid. It is the direct result of the President's commitment to improving the lives of all children. And it will help meet his goal of doubling by the year 2002 the number of kids who are adopted or placed in permanent homes each year.

Here's what this legislation will do:

-- With this law, the health and safety of children will always be the first priority. The best chance children have in this life is with parents who love them -- and we must always do our best to give them that. But we cannot ever leave children in unsafe homes. Under this law, states will no longer be required to try to keep children with parents who tortured, abandoned or chronically abused a child. When this happens, a child will be on a fast track to a safe, permanent home. Furthermore, states will conduct criminal background checks of prospective foster and adoptive parents.

-- With this new law, foster care will become what it was always meant to be -- a temporary refuge en route to a permanent home -- not a place to grow up. For kids in foster care, hearings determining their future will be sped up by at least six months. For children who have been in foster care for 15 of the last 22 months, states must move forward to terminate parental rights except in narrowly specified circumstances. For children who cannot be safely returned to their families, states must do all they can to find a permanent place to call home. And states now will receive financial incentives to

Clinton Signs Law to Speed Adoption Process for Children in Foster Care

By Peter Baker
Washington Post Staff Writer

Joined by dozens of children at the White House, President Clinton signed legislation yesterday revamping the nation's adoption laws to make it easier to move tens of thousands more children out of foster homes and into permanent families each year.

The measure, a personal priority of first lady Hillary Rodham Clinton, redefines national policy toward children separated from their parents so that the government's top priority from now on will be determining the best interests of the child rather than necessarily reuniting families.

"Fundamentally, it will improve the well-being of hundreds of thousands of

our most vulnerable children," the president said during the East Room ceremony. "The new legislation makes it clear that children's health and safety are the paramount concerns of our public child welfare system."

The legislation, which had bipartisan sponsorship and passed Congress last week with near-unanimous support, rewrites the 1980 federal law that required states to pursue "reasonable efforts" to keep families together to obtain federal money for foster care. Instead, officials said, new time limits and federal funding incentives in the measure will result in speedier processing with the aim of meeting Clinton's goal of doubling the number of children adopted from foster homes each year to 54,000 by 2002.

The new law is the latest initiative embraced by the Clinton White House to encourage adoptions, after a previously enacted tax credit and new rules intended to break down legal barriers to cross-racial adoptions.

Separately yesterday, Clinton also signed legislation providing a 2.1 percent cost-of-living increase in benefits for 2.6 million disabled veterans and surviving family members, effective Dec. 1.

The adoption signing ceremony had the look of a school assembly. Joining the many politicians, parents and welfare officials were nearly 50 children from adoption agencies, foster care homes and the Badeau family of Philadelphia. Susan and David Badeau have 21 children, 19 of them adopted.

Hillary Clinton has made adoption a pet cause for many years and argued in her book, "It Takes a Village," that 100,000 children could be removed from the adoption and foster care rolls each year with the right policies. Adoption has long hovered around the Clintons' personal lives as well. Hillary Clinton had trouble conceiving their only daughter Chelsea and as recently as last year the first lady said they were thinking about adopting a second child.

However, after the election, the president privately told people in the White House that they had opted against such a move, at least while he was still in office, because any adopted child would need more time and attention than they would have available.

During yesterday's event, Hillary

Clinton recalled meeting a young girl waiting for adoption two years ago. "I saw her last year at an event in Kansas City and almost didn't recognize her—from a shy, withdrawn 13-year-old, she had blossomed into a cheerful, outgoing, confident teenager with a brilliant smile," the first lady said.

About 500,000 children now live in foster care, according to officials, and some wait two or three years for placement in permanent homes. Under the new rules, states must hold hearings on a child's future within 12 months of being removed from the family, instead of 18 months as previously stipulated. Officials no longer must make "reasonable efforts" to return children to parents if they have been abandoned, tortured or chronically abused.

States that increase the number of children adopted will receive a \$4,000 bonus for every extra child placed in a permanent home and \$6,000 for children who are older or have physical or emotional disabilities. The new law also ensures that children with special health needs keep their medical coverage when they are adopted.

"For too long, the cries and pleas of children in this system went unheard," said Sen. John H. Chafee (R-R.I.), who sponsored the legislation along with Sen. John D. "Jay" Rockefeller IV (D-W.Va.) and others. "Today we sent them a message of hope and an indication that they and their needs will no longer be cast aside, ignored or made a second priority."

The Washington Post

THURSDAY, NOVEMBER 20, 1997

FINAL

Five Deaths Shock a D.C. Neighborhood

By Gabriel Escobar
Washington Post Staff Writer

The police tape went up again along Princeton Place NW this week, sealing off one of the two row houses for the second time since May. Again this neighborhood went through a familiar, and frightening, routine. Uniformed officers and detectives poked around, the medical examiner came, the corpse of another black woman was removed.

Tuesday's discovery of the body of Jacqueline Teresa Birch, 39, means that four women have died in the immediate vicinity since November 1996, three of them on Princeton Place and two of those in the same empty row house. Adding to the mystery is the Oct. 10 disappearance of a woman last seen on Princeton Place—near Georgia and New Hampshire avenues—



D.C. police officer Maureen Walsh leaves 766 Princeton Place NW, where two dead women were found.

and the discovery, three days later and less than 10 blocks away, of a female torso that is still not identified.

In the case of Birch, a question that has hung over the neighborhood after each grisly discovery—how did she die?—was answered for the first time. The District's acting medical examiner determined that the latest victim died of

manual strangulation, and yesterday afternoon he ruled the case a homicide. That was a departure from the other cases, including the torso found behind a building on Meridian Place, all of which are officially labeled deaths due to "undetermined" causes.

Although yesterday's homicide finding appeared yesterday's homicide finding ap-

See WOMEN, A20, Col. 1

Iraq to Back Down, Albright, U.N. Told

Conferees Stand Firm in Geneva

By Thomas W. Lippman
Washington Post Staff Writer

GENEVA, Nov. 20 (Thursday)—Russian Foreign Minister Yevgeny Primakov told representatives of the U.N. Security Council early today that Iraq is prepared to back down from its confrontation with the United Nations over weapons inspections, and an announcement to that effect is expected later today, Secretary of State Madeleine K. Albright announced.

"We are looking now for proof that this has happened; we will obviously be pleased if it does," Albright said at a 5 a.m. news conference after an extraordinary wee-hours gathering here to review Russian efforts to end Iraq's defiance of Security Council resolutions ordering the arms inspections.

If Primakov's assessment is cor-

rect, an announcement from Baghdad may come after a special meeting of the Iraqi parliament this morning, diplomats said. Such an outcome would seem to represent a total victory for the United Nations—and in particular the United States—in the latest of the seemingly annual showdowns with Iraqi President Saddam Hussein.

The immediate and unconditional resumption of the search for Iraqi chemical, biological and nuclear weapons by U.N. monitoring teams that include Americans has been the Clinton administration's objective since Saddam Hussein provoked a showdown last month by barring American participants. Over the past few days, the urgency of resuming the inspections has increased as evi-

See POLICY, A36, Col. 1

4 Boys, 3 Girls And 6 Minutes: Septuplets Born

By Sue Anne Pressley
Washington Post Staff Writer

An Iowa woman gave birth yesterday to what may be the world's first surviving set of septuplets, making medical history with the successful delivery of four boys and three girls.

All of the infants, born to Kenny and Bobbi McCaughey, were listed in serious condition after being delivered by Caesarean section at Iowa Methodist Medical Center in Des Moines; one, Joel Steven, was briefly listed as critical but later upgraded to serious. But doctors and family members seemed elated by the babies' apparently robust health and their birth weights, which ranged from 2 pounds, 5 ounces to 3 pounds, 4 ounces.

"I am probably one of the proudest grandfathers in the country at this moment," said Bob Hepworth, Bobbi's father, beaming as he announced the births. "I would ask that all believers across the world join us in praying for Bobbi and the babies."

Bobbi McCaughey, 29, had just entered her 31st week of pregnancy, short of the typical 40-week gestation period but well past the point where doctors believed the fetuses could survive. Generally, women expecting multiple births do not go the full term, and premature infants are most vulnerable to respiratory problems and feeding complications. But doctors said the McCaughey infants apparently were well developed and had benefited from pre-birth medication to

See IOWA, A19, Col. 1



Shown with her parents, toddler Mikayla McCaughey now has seven baby siblings.



PRESIDENT AND FRIEND

President Clinton signed a law to speed adoptions, with him at White House was Aaron Badaou, 7, of Philadelphia, youngest of David and Susan Badaou's 21 children, 19 of whom they adopted. Story, A17.



PHOTOS BY SUSAN BECKLE—THE WASHINGTON POST

Clinton Backs 'Bill of Rights' For Patients

President to Seek Law To Enforce Standards

By Amy Goldstein
Washington Post Staff Writer

President Clinton will propose federal legislation today to create a broad new set of government standards aimed at guaranteeing Americans better care and more clout in the nation's changing health care system, according to White House officials.

The officials said that Clinton plans to give his full endorsement to a health care "bill of rights" that would assure insured patients easier access to treatment, more information to help them select health plans and doctors, and new ways to appeal if they are dissatisfied with their care.

The president plans to call on every U.S. health insurer to adopt these patient protections, which were proposed by an advisory commission that completed work on the plan yesterday. Clinton also will instruct the federal agencies that oversee health insurance to spend three months studying which of the safeguards can be enforced under existing law. But White House officials said the president has concluded that many facets of the commission's proposal will require Congress to act.

By swiftly embracing the work of the commission he appointed earlier this year—and by advocating new federal standards to enforce it—Clinton is making his largest and most controversial foray into the health care issue since his attempt at fundamental health reforms was rejected by Congress three years ago.

His decision comes amid growing evidence that the American public is wary of the changes wrought by the proliferation of health maintenance organizations and other kinds of "managed care," which try to curb medical costs by limiting how much and what kind of care patients may receive. Though the idea of improving the quality of medical care has wide political support, there are in-

See CARE, A4, Col. 1

Columbia River Shores: Wild, Scenic, Radioactive

By William Booth
Washington Post Staff Writer

RICHLAND, Wash.—On the last free-flowing stretch of the Columbia River, the big water moves fast and cold, so clear that anglers trolling their lures can see the dark shadows of the chinook salmon lurking below their boats, awaiting the coming spawn.

But the fishermen do not wander ashore here. It is forbidden. For along the bluff, spaced like ancient watchtowers on the high dry desert, are the nine reactors of the Hanford Nuclear Reservation, the now si-

lent factory that for four decades produced the palm-sized pucks of plutonium that filled the atomic bombs, and left behind an awful legacy. This is one of the most poisonous waste dumps on Earth.

And so it is one of the weird ironies of the post-Cold War era that a 51-mile stretch of the Columbia River that runs through the Department of Energy's nuclear repository is being proposed for federal designation as a Wild and Scenic River.

The section of river is known as the Hanford Reach, a pretty arc of undeveloped water, dotted with islands rich in the remains of prehistoric fishing camps, and

faced, on the north bank, by a towering wall of white bluffs.

"It has everything you want a river to have: clean water, good flow, surrounded by wonderful habitat. There's just this one little problem," said David Goeke, the project manager for the U.S. Fish and Wildlife Service's refuge here.

The problem, of course, is the thousands of tons of radioactive scrap and the millions of gallons of screaming hot irradiated ooze buried on the surrounding reservation—where, as recently as May, a storage tank at a shuttered plutonium processing plant

See HANFORD, A16, Col. 1

Emotional Debate Preceded



'The Cow': Who and How

INSIDE

Plans for Race Panel

The New York Times
THURSDAY, NOVEMBER 20, 1997



Paul Hosefros/The New York Times

Cheers for New Law on Adoptions

With a crowd of spectators, including Government officials and adopted children, President Clinton yesterday signed legislation to speed the movement of children from foster homes to adopted homes. The law is intended to double the number of such adoptions each year, to about 54,000.

Measure to speed up adoptions becomes law

By Mimi Hall
USA TODAY

WASHINGTON — Surrounded by dozens of adopted children and their families Tuesday, President Clinton signed legislation to speed up adoptions of children who now spend years in a foster-care limbo.

"This bill will improve the lives of hundreds of thousands of our most vulnerable children," Clinton said during an emotional ceremony in the East Room of the White House. "We have put in place here the building blocks of giving all of our children what should be their fundamental right: a chance at a decent, safe home; an honorable, orderly, positive upbringing; a chance to live out their dreams and fulfill their God-given capacities."

Under a 1980 child-welfare law, the government gave the highest priority to counseling and other efforts to reunite children with their biological parents, even if the parents had been abusive or neglectful. But 500,000 children who cannot return to their families languish in foster care, waiting an average of more than three years before they are adopted.

Now, the highest priority is the child. The White House says adoptions from foster care should double to 54,000 a year.

House Speaker Newt Gingrich, R-Ga., who was adopted by his mother's second husband, called the bill a "triumph for common sense ... over political meddling at the expense of helpless children."

Government services to help troubled families regain their children continue under the new law, which passed in Congress with broad support from both parties. But under the new provisions:

- States no longer have to make "reasonable efforts" to keep children with their biological families if a parent has been convicted of murdering another child or the child has been abandoned, tortured or chronically abused.

- States get financial incentives to increase adoptions of kids in foster care. For every adoption over current levels, a state will get \$4,000 — \$6,000 if the child is disabled or has special medical needs.

- A hearing to determine whether a child should move to an adoptive home must be held within 12 months of the child entering foster care. Under the old law, a hearing was required within 18 months.

- States must begin proceedings on whether to terminate parental rights for

any child who has been in foster care for 15 of the previous 22 months.

- A child with special medical needs may not be denied insurance by Medicaid or the new federal children's health program after being adopted — a provision to reassure middle- and upper-income families that they won't lose their health insurance or go bankrupt paying medical bills for an adopted child.

- Adoptions may not be delayed or denied across state or county lines. Until now, some states and counties wouldn't place a child in another area because they would lose federal reimbursement.

"Foster care is a safe haven on the road to a permanent home or back home," first lady Hillary Rodham Clinton said. "Too many, however, make countless detours along the way, shuffling from family to family without much hope that they will ever find permanent parents to love and take care of them. These children, who

will enter this holiday season unsure about whether the family they celebrate with this year will be there with them next year, deserve better."

Sueann Badeau, 20, one of 19 children adopted by Sue and Hector Badeau of Philadelphia, attended the ceremony with her family, which also includes the Badeaus' two biological children. She and her four biological siblings were adopted when she was 7 years old. She said she had spent several years in seven or eight foster homes.

"I know what it's like to be in foster care," she told the audience, her voice cracking. "Being adopted is the best thing that's ever happened to me."

The first lady also choked up.

The president urged other families to consider adoption. "You may not want to go as far as the Badeaus have," he joked, "but they are a shining example of how we grow when we give, how we can be blessed in return many times over."



By Mark Wilson, Reuters

Seeing is believing: Aaron Badeau, 7, attends the ceremony Wednesday for President Clinton's signing of adoption legislation. Aaron's family includes 19 adopted children.

President signs foster care reforms

By Cheryl Wetzstein
THE WASHINGTON TIMES

President Clinton signed into law yesterday a foster care reform bill that he said will make it easier for thousands of abandoned and abused children to find permanent homes more easily.

The law will "help families stay together where reunification is possible and help find safe homes for children much more quickly when it is not," President Clinton said at a ceremony in the East Room, jammed with adoptive families, members of Congress and other supporters of the bill.

"For the thousands of American children who wait for a stable, loving home that will always be there, it is not a moment too soon," said first lady Hillary Rodham Clinton.

Mr. Clinton was introduced by Sue Ann Badeau, 20, who spent several years in foster care with

Law will make adoption easier

her three siblings. They were all adopted by Hector and Susan Badeau, a Philadelphia couple who have now adopted 21 children from foster care.

"I know how hard it is to be in foster care ... not knowing where you're going to live," Miss Badeau tearfully told the gathering, which included her parents and many of her adopted siblings.

"Being adopted is the best thing that has ever happened to me, and I love you very much, Mom and Dad," she said.

The Adoption and Safe Families Act affects some 700,000 abused, neglected or abandoned children who spend time each year in the national network of foster homes, group homes and institutions.

Most children eventually return

to their biological families, but tens of thousands of children spend years in the system, waiting for their families to stabilize or for another family to adopt them.

Each year as many as 13,000 children leave foster care as adults, never having found a permanent home. Studies show that many of these children struggle as adults — many girls become unwed mothers, and many boys enter the criminal justice system.

In 1995, 50,000 children in foster care were freed for adoption. Around 20,000 of those children were adopted; another 7,000 children found permanent homes with guardians.

Last December, Mr. Clinton called for reform of the system and set a goal of doubling adoptive and

permanent placements to 54,000 a year by 2002.

The new reform "is consistent ... with our goals," he said yesterday, pointing to new, swifter timetables for making decisions about children's futures and the law's guidelines telling authorities when to stop trying to reunify broken families.

The law further promotes adoption by ensuring medical coverage for children with special needs, rewarding states for increased adoptions of foster care children and instructing states not to block adoptions because of geographic barriers.

Lowering the geographic barriers is a key reform, Mrs. Badeau said later. Several of her children, she explained, had to wait as long as two extra years in the system because their adoptions were across state lines.

Although the reform's primary



President Clinton talks to Aaron Badeau at yesterday's ceremony on the new adoption act. Aaron and his sister Sue Ann (right) were adopted.

focus is adoption, it also reauthorizes for three years a massive federal program aimed at preventing abuse in troubled families.

Dave Thomas, founder of Wendy's International and an adopted child himself, said the na-

tion needs to keep talking about adoption.

Adopting a child is "not for everyone," he said. "But in many cases, it's the right thing. And it's especially the right thing for kids without a home."

The Washington Times

THURSDAY, NOVEMBER 20, 1997

President Signs Legislation to Speed Adoptions

Associated Press

With dozens of adopted children and their families looking on, President Clinton signed legislation yesterday to speed the movement of children from foster care to "permanent and loving homes."

Foster homes have an important place, the president said, "but children should not be trapped in them forever, especially when there are open arms to welcome them."

"Fundamentally, this bill will improve the lives of hundreds of thousands of our most vulnerable children," Clinton said.

The law aims at doubling the number of adoptions each year to about 54,000. The White House said about 500,000 American children are await-

ing adoption. Clinton called on many more American families "to open their homes and their hearts to children who need a loving home."

Rep. Barbara B. Kennelly (D-Conn.), a member of the bipartisan team responsible for passage of the legislation, said, "It not only gives a child back their childhood but it gives a child hope."

Clinton signed the bill with a flourish during a ceremony in the East Room of the White House, which echoed with the cries and exclamations of dozens of adopted children.

In a step designed to encourage a speedier adoption process, the new law offers states \$20 million in bonuses for each of the next five years. For every additional child adopted over current levels the state will receive \$4,000. An

additional \$2,000 bonus will be paid for each adoption of a child with special medical needs.

At present, children who have been removed from their natural families and cannot safely return to them typically wait three years or more to be placed in permanent homes. The new law requires that permanency hearings be held no later than 12 months after a child enters foster care, six months earlier than the old law.

It also spells out situations in which states are not required to make a "reasonable effort" to return a child to the child's birth parents. These include cases in which a parent has been convicted of murdering another child or when a child has been abandoned, tortured or abused.

And in a bid to break down geo-

graphic barriers to adoption, the new law forbids delaying or denying adoptions across state or county lines.

Other provisions include:

- Ensuring that children with special medical needs retain their health insurance after adoption, through Medicaid or the new children's health program.

- Maintaining a previous law providing services to strengthen troubled families and ensuring safe and stable homes for children who return to their families.

- Authorizing the Department of Health and Human Services to consult with states on new measures to track the performance of states in providing child welfare services "to ensure successful results for children."

The Washington Post

THURSDAY, NOVEMBER 20, 1997



New law fosters change to speed up adoptions

Bill and I get a lot of letters. Some ask me for advice on hairstyles. Others ask him for golf tips. But the best letters are always from kids.

I'll never forget the letter he got from a young boy in Iowa. It said, "Dear Mr. President, My name is Rollie. I like to play football and basketball. I've been waiting eight years for an adoptive family. I'm hoping for a family with pets, a brother and a sister, and nice parents."

Thanks to a new law Bill signed this week, the Adoption and Safe Families Act of 1997, more children like Rollie will have their hopes fulfilled. This law holds out the promise that all children in our foster care system will have a chance to find what every child deserves — loving parents and a safe, permanent home.

Right now, there are half a million children in foster care. For most of them, foster care is a haven on the road to a permanent home. Too many, however, make countless detours along the way, shuffling from family to family, without much hope that they'll ever find parents to love and take care of them.

This new law will come to their aid. It is the direct result of the president's commitment to improving the lives of all children. And it will help meet his goal of doubling by the year 2002 the number of kids who are adopted or placed in permanent homes each year.

With this law, the health and safety of children will always be the first priority. The best chance children have in this life is with parents who love them — and we must always do our best to give them that.

But we cannot ever leave children in unsafe homes. Under this law, states will no longer be required to try to keep children with parents who tortured, abandoned or chronically abused a child. When this happens, a child will be on a fast track to a safe, permanent home. Furthermore, states will conduct criminal background checks of prospective foster and adoptive parents.

With this new law, foster care will become what it was always meant to be — a temporary refuge en route to a permanent home — not a place to grow up.

For kids in foster care, hearings determining their future will be sped up by at least six months. For children who have been in foster care for 15 or more of the last 22 months, states must move forward to terminate parental rights except in narrowly specified circumstances. For children who cannot be safely returned to their families, states must do all they can to find a permanent place to call home. And states now will receive financial

incentives to increase the number of foster care children who are adopted each year — especially those with special needs.

This new law removes another barrier: It gets rid of the obstacles that keep families from adopting children across state and county lines. It also tells children with special needs: You will continue to have health insurance under Medicaid or the new State Child Health Insurance Program. And it tells parents that our government will work harder to strengthen families and prevent child abuse and neglect.

With this new law, we are going to demand accountability by basing state performance on the only yardstick that matters: results. The Department of Health and Human Services will develop an annual report card to show how states are measuring up — including the number of adoptions they've completed and the amount of time children are staying in foster care.

Regardless of age, religion or race, all the children I've met over the years have had one important thing in common: All of them needed parents in their lives. Someone to pick them up when they've fallen. Someone to teach them right from wrong. Someone to tuck them into bed at night. Someone simply to love them.

It is for this reason that, for more than 25 years, I've done my best to call attention to children in foster care and to see to it these children are not lost in the system and that those who cannot ever go home are freed for adoption.

The landmark bill my husband signed will go a long way toward making sure this happens. It's a historic opportunity, one that couldn't have happened without extraordinary bipartisan work from members of Congress in both houses.

But this new law will not solve all that ails our child-welfare system. Businesses can make it easier for their employees to adopt a child. Religious leaders can help spread the word about the joys of adoption. Parents thinking about adoption can expand their search to reach out to kids in foster care.

That's what Bernell and Della Neal did — again and again and again. This week, the government honored them with a 1997 Adoption 2002 Excellence Award. These parents have adopted 11 children, many with severe physical and emotional needs. Though the Neals have faced tough challenges, they have shown that nothing is impossible. Their family motto: "There's always room for one more."

Because of this new law, that will be the motto for other families as well.

Clinton to Approve Sweeping Shift in Adoption

by KATHARINE Q. SEELYE

WASHINGTON, Nov. 16 — President Clinton is preparing to sign into law the most sweeping changes to the nation's adoption and foster-care system in nearly two decades.

The changes, approved by Congress last week as it wrapped up its work for the year, are intended to make it easier to remove children from abusive families and speed up their adoption.

The new legislation marks a fundamental shift in child-welfare philosophy, away from a presumption that everything should be done to reunite children with their birth parents, even if the parents have been abusive. The legislation would instead give more weight to the child's health and safety.

Senator John H. Chafee, the Rhode Island Republican who was a leading sponsor of the legislation, said on the Senate floor before the measure passed by a voice vote: "We will not continue the current system of always putting the needs and rights of biological parents first." Although that is a worthy goal, he said, "it's time we recognize that some families simply cannot and should not be kept together."

The new legislation would require states to set up a permanent-placement plan for a child after one year of foster care, as opposed to after 18 months under current rules. The courts would have to terminate parental rights after a child has been in a foster home for 15 of the previous 22 months — and almost immediately if there is evidence of severe abuse, including abandonment, torture or physical or sexual abuse, or if a parent has caused the death of a sibling.

The legislation also would provide cash bonuses to states that increase their adoptions, giving them \$4,000 for each child adopted above the previous year's number and \$6,000 for each adoption of a child who is older or has some physical or emotional disability.

Even if the legislation eliminates certain hurdles to adoption, some child-welfare experts said that it was only a first step toward improving

the sprawling, fragmented foster-care system, which encompasses a half-million children.

The Federal Government, which provides some cash assistance for foster care and sets standards for the use of that money, has little actual control over the system, which is administered state by state. "There is very little at the Federal level that we can do," a top Congressional aide conceded. "But we want to send a signal that we don't like what we see."

The numbers of children in foster care climb every year and are now up 89 percent from 1982 levels. Experts attribute the increase to a combination of social problems, including drug abuse, AIDS and teen-age parenthood, which are responsible in some cases for a new and severe level of child abuse.

But the average number of children in foster care who are adopted has held steady, at about 20,000 per year, according to the W. K. Kellogg Foundation in Battle Creek, Mich., a nonprofit organization trying to improve health and education. The children who are adopted spend an average of three and a half years to five and a half years in foster homes before finding permanent homes.

Children in foster care are generally perceived as hard to adopt. Many are older, some have major disabilities and some come from severely abusive homes. Some are part of sibling groups that do not want to be broken up.

In addition, many middle-class families who are looking for children want healthy white infants and can more readily find them through private adoption agencies, private lawyers or overseas.

About 63 percent of children in the American foster-care system are nonwhite, according to the Kellogg Foundation. About 47 percent are black, almost three times the percent of black children in the population at large. President Clinton signed legislation last year to remove barriers to cross-racial adoptions. Some agencies believed it was inappropriate for families of one race to adopt a child of another race,

which had the effect of slowing the adoption of black children by white families. Experts said it was not clear yet what effect the removal of those barriers has had.

Another reason so many children languish in foster care is a 1980 law that requires courts to make "reasonable efforts" to reunite them with their biological families before parental rights can be severed and the children can be legally available for adoption. Of the 500,000 children in foster care now, only about 100,000 have had their parental rights terminated and are free for adoption.

It is the interpretations of the 1980 law that the current legislation seeks to change. MaryLee Allen, director of the child welfare and mental-health division of the Children's Defense Fund, said that state courts had widely interpreted the 1980 law as a directive to keep biological families together at all costs.

In a statement saying he was eager to sign the legislation, President Clinton said the bill "makes clear that children's health and safety are the paramount concerns." He said the bill would help meet his goal of doubling the number of adoptions by 2002.

The New York Times

MONDAY, NOVEMBER 17, 1997

ON CAPITOL HILL

Vote by March Finance Changes

Gingrich (R-Ga.) promised a House vote on campaign finance reform sometime in March but did not say whether votes will be

in this year, Gingrich used a session to stage a news conference determination of House "thorough, exhaustive" and reforms next year.

Withering criticism from voters, which has been campaign finance bill. "The sider campaign finance regime as to be meaningless," Becky Cain. "This was a mumbo jumbo—a commitment-alistic activity intended to

ensus has yet developed on a list of nine questions to be bill, including whether "soft" political parties can be curbed, without violating constitutional speech.

That any bill would include use of members' dues for out the members' approval, and so do over 80 percent of that people should have the or not money comes out of ical causes, Gingrich said. Finance issues, Rep. Deborah are "really is no consensus be going," a point that was ne Republicans called for

more stringent rules and others, such as Rep. John T. Doolittle (R-Calif.), urged deregulation of the process.

Rep. Christopher Shays (R-Conn.), who tried to bring a bipartisan reform bill to the House floor this year, also said any bill would have to have bipartisan support and reserved the right to use a discharge petition to bring alternatives to the floor if the Republican bill fails that test. A petition circulated by conservative Democrats already has nearly 190 of the 218 signatures needed to force votes on campaign finance plans.

Gingrich's pledge of a March vote means that both houses could be voting on campaign finance at the same time next year. Under pressure from Democrats and Sen. John McCain (R-Ariz.), Senate Majority Leader Trent Lott (R-Miss.) recently agreed to votes on the issue by March 6.

—Helen Dewar

Coin Legislation Sent to Clinton

In a bill sent to President Clinton yesterday, Congress authorized the Treasury Department to create a gold-colored dollar to replace the Susan B. Anthony dollar as well as new quarters honoring the 50 states.

Beginning in 1999, Treasury will issue five new quarters a year, each commemorating a state. The head of George Washington will remain on one side of the quarters, with the other side, now carrying the American eagle, to carry designs distinctive to the states.

It does not say who or what should replace suffragist Susan B. Anthony on the face of the dollar coin. That design is left up to the Treasury secretary. The Anthony coins, minted from 1979 to 1981, have been largely unpopular, partly because they look and feel like a quarter.

—Associated Press

Congress Acts to Speed Adoptions

Foster Care Overhaul Shifts Focus From Biological Ties to Child Welfare

By Judith Havemann
Washington Post Staff Writer

The House and Senate yesterday passed the most significant overhaul of the nation's foster care system in 17 years, approving legislation designed to speed up the adoption of abused and neglected children who now spend an average of two years in foster homes.

Under the bill, states will be required to begin proceedings to terminate the birth parents' rights after a child has spent 15 months in foster care, and almost instantly if a child has been abandoned, tortured, chronically physically or sexually abused or if the parents have murdered or assaulted a sibling.

The legislation represents a fundamental shift in the philosophy of child welfare, from a presumption that the chief consideration ought to be returning a child to his biological parents, to one in which the health and safety of the child is paramount.

State officials and courts will still make the day-to-day decisions about when a child should be removed from the home and whether the child should be put up for adoption. But the new law will give states a powerful financial incentive to move children out of the foster care system, which has grown by 85 percent since 1980.

The House approved the bill 406 to 7 and the Senate gave its unanimous consent last night. It has the support of President Clinton and incorporates many of his initiatives aimed at doubling the number of adoptions by 2002.

State child welfare officials applauded the legislation as a limited but important improvement in the law, and social welfare groups called it the most significant step in the right direction since the federal government assumed a role in the troubled child welfare system nearly two decades ago.

"Too many children languish in foster care while stable adoptive families wait in the wings," said Rep. Dave Camp (R-Mich.). And Sen. John H. Chafee (R-R.I.) called the child welfare system "a lonely and tragic wait with no end."

Although the central components of the bipartisan legislation were broadly supported, the measure was stalled for eight months in a fight over money. The House wanted to set new standards for the states with bonuses for good performance and penalties for failure. The Senate initially proposed spending \$3 billion on improved services for children who are in foster care.

The final bill calls for spending \$76 million over five years, with the money to come from funds set aside to

help states pay the costs of welfare reform.

Lauding the passage of the bill at a House news conference yesterday, Sister Josephine Murphy, administrator of St. Ann's Infant and Maternity Home in Hyattsville, said she has recently taken in an 8-year-old child who has been in 10 foster homes. A 3-year-old was admitted covered with cuts and bruises, and an eye almost swollen shut from a beating. She described a baby whose mother had been in 19 drug treatment programs.

"This child deserves a life," she said.

In 1980, the federal government agreed to pay about 55 percent of the cost of the foster care program if the states followed federal rules, including one that required that children have court hearings on their future within at least 18 months of their removal from their families. But many states have missed the deadlines or so bungled their programs that they came under federal court injunction.

The new law will give states a bonus of \$4,000 per child for each adoption that exceeds the previous year's level, and \$6,000 for adoption of older children or those with special needs such as physical or emotional disabilities.

First Lady Hillary Rodham Clinton
Talking Points for University of California, Berkeley
Remarks on the Adoption and Safe Families Act of 1997
November 25, 1997

ADOPTION 2002 REPORT

- A little less than a year ago, the President pledged to reform the public child welfare system, and he called on his Administration to report to him with specific recommendations of strategies to move children more quickly from foster care to permanent homes and to meet the goal of doubling, by the year 2002, the number of children adopted or permanently placed each year.
- The report came to the President on Valentines Day of this year, and it outlined an ambitious administrative and legislative agenda with three key principles:
 - first, that every child deserves a safe, permanent family;
 - second, that children's health and safety should be the paramount concern of the public child welfare system; and
 - third, that foster care is by definition a temporary situation, not a place for children to grow up.
- The Adoption and Safe Families Act that the President signed last week reflects those principles and includes many of the specific recommendations in the President's report.

MAJOR PROVISIONS OF THE ADOPTION AND SAFE FAMILIES ACT OF 1997

Safety

Focuses on Safety: The new legislation makes clear that the health and safety of children must be the paramount concerns of the public child welfare system.

Clarifies "Reasonable Efforts" Standard: The legislation reaffirms the importance of making reasonable efforts to preserve and reunify families, but emphasizes the need the put children's health and safety first in all such decisions. The new law clarifies that there are instances when states are not required to make efforts to keep children with their parents, such as cases in which a parent has been convicted of murdering another child or has had rights to another child terminated involuntarily, or when a court has found that the child has been subjected to aggravated circumstances as defined in State law (such as abandonment, torture or chronic abuse).

Permanency

Establishes Tighter Time Lines: Children who cannot safely return to their own families often wait far too long in foster care – typically over 3 years, but often much longer. Under the new law, permanency hearings will now be held no later than 12 months after a child enters foster care -- 6 months earlier than under previous law -- and states must initiate termination of parental rights proceedings, except in specified circumstances, for any child who has been in foster care for 15 of the previous 22 months.

Creates Financial Incentives: The new law contains a specific proposal of the President to offer a financial bonus to states that increase the number of children who are adopted from the public foster care system. These incentives will help to meet his goal of doubling, by the year 2002, the number of children-adopted or permanently placed each year. Here's how it will work: for each child adopted above the previous year's baseline, a state will receive \$4,000, with an additional \$2,000 paid for each child with special needs who is adopted.

Providing Technical Assistance to Promote Adoption: The new law authorizes \$10 million in yearly technical assistance to States, with at least half of the funds targeted for providing assistance to the courts.

Breaks down Geographic Barriers to Adoption: The new law prohibits States from delaying or denying adoptive placements across State or County lines, and requires States to develop plans for the effective use of cross-jurisdictional resources to promote adoption.

Services for Children and Families

Promoting Safe and Stable Families: The legislation recognizes the importance of timely, quality services to families. It reauthorizes and expands the Family Preservation Program:

- for services that strengthen families and alleviate crises before they become serious;
- for services that prevent the need to remove children from home;
- for time-limited family reunification services for families with children in foster care;
- and
- for pre- and post-adoption services for adoptive families.

Ensures Access to Health Care for Children With Special Needs: The new legislation ensures that adopted children with special needs will not lose health insurance, by requiring States to provide health coverage for these children through Medicaid or the new State Children's Health Program.

Accountability

Emphasizing Results for Children by Tracking State Performance: The new law instructs the Department of Health and Human Services, in consultation with States and other child welfare advocates, to develop child welfare outcome measures and establish a rating system on State performance efforts. This new requirement represents the first performance-based standards in the child welfare system.

Calls for Further Study on Performance-Based Incentives: The new law requires the Department of Health and Human Services to study the feasibility of developing a performance-based incentive system for child welfare and make recommendations to Congress on the development of such a system.

BUILDING ON PAST ACHIEVEMENTS

Since taking office in 1993, the President has championed programs that find and assist adoptive families, and has committed his Administration to breaking down barriers, including high adoption costs and complex regulations. These steps include:

Making Adoption Affordable for Families: Last year, President Clinton signed into law the Small Business Job Protection Act of 1996, which provides a \$5,000 tax credit to families adopting children, and a \$6,000 tax credit for families adopting children with special needs. Since President Clinton took office, the number of children with special needs who have been adopted with federal adoption assistance has risen by 60 percent. This year, in signing the Balanced Budget Act of 1997, President Clinton ensured more support for families who adopt children with the \$500 Per-Child Tax Credit.

Breaking Down Racial Barriers to Adoption: The Small Business Job Protection Act of 1996 ensures that the adoption process is free from discrimination and delays on the basis of race, culture and ethnicity by strengthening the Multi-Ethnic Placement Act which the President signed in 1994.

Giving Parents Time Off to Adopt: In 1993, President Clinton signed into law the Family and Medical Leave Act which enables parents to take time off to adopt a child without losing their jobs or health insurance.

Protecting Child Welfare Services: The President ensured that the welfare reform bill maintains the guarantee of child protection and adoption, and does not reduce funds for child welfare, child abuse, foster care and adoption services.

Giving States Flexibility and Support. To test innovative strategies to improve child welfare systems, the Clinton Administration has granted child welfare waivers to **California** and 8 other States, giving them more flexibility in tailoring services to meet the needs of children and families. Under the new Adoption and Safe Families Act, HHS may grant up to 10 waivers per year to states. In addition, this Administration has provided states with enhanced technical support and helped improve court operations. In September, the Department of Health and Human Services awarded 40 demonstration grants totaling \$7.9 million, to states, local agencies, courts, private organizations, and others committed to promoting adoption for innovative programs to increase adoptions and reduce the number of children in foster care.

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

November 19, 1997

**REMARKS BY THE PRESIDENT
AND FIRST LADY
AT ADOPTION BILL SIGNING**

The East Room

1:53 P.M. EST

MRS. CLINTON: Thank you and welcome to the East Room. Please be seated. We are delighted to have all of you join us today for this very important event and one that many of you in this room have worked for and looked for for many years.

There are some people that I would like to acknowledge and introduce before we get started. You will hear from the four members of Congress who are here on the stage, Representative Kennelly, Representative Camp, Senator Chafee and Senator Rockefeller. Also attending are Senator Craig, Senator DeWine, Senator Landrieu, Representative Levin, Representative Oberstar, Representative Maloney, and Representative Morella. And I'd like to ask all the members of Congress to please stand. (Applause.)

This was truly a bipartisan piece of legislation. It could not have been passed without the strong support of the members whom you see, including the sponsors who are here on the stage. It was also a work that was very much in the heart of Secretary Donna Shalala and her team from HHS -- Richard Tarplin, Mary Bourdette, and Carol Williams. And I'd like to ask the Secretary and her team to stand please. (Applause.)

There were also a number of members of the White House staff who worked very hard with members of Congress and with members of the HHS contingent, and I'd like to acknowledge just a few of them -- John Hilley, Bruce Reed, Elena Kagan, and in particular Jen Klein and Nicole Rabner. I want to thank all of them. (Applause.)

I'm also pleased that we have Governor Romer of Colorado. We have children, families, advocates, and leaders of the child welfare constituency here in our audience.

Nearly a year ago, the President and I met with children waiting in the foster care system for caring families to call their own. There the President pledged to reform the child welfare system to work better for the children it serves, to put their health and safety first, and to move children more quickly into safe and permanent homes. Today we as a nation make good on that pledge.

And for the thousands of American children who wait for a stable, loving home that will always be there, it is not a moment too soon. Right now there are nearly half a million children in foster care. For most, foster care is a safe haven on the road to a permanent home or back home. Too many, however, make countless detours along the way, shuffling from

family to family without much hope that they will ever find permanent parents to love and take care of them. These children who will enter this holiday season unsure about whether the family they celebrate this year will be there with them next year deserve better.

We know it makes a difference for children to have permanent loving homes. It's not only research that tells us this; we know it by our intuition, by our own experience and we have all seen it firsthand. It was here in this room two years ago that a young woman named Deanna -- a child waiting to be adopted in foster care stood up and read a poem about what she wanted in life, and it wasn't real complicated. It is what all of us want. I'm happy that because of that event here in the East Room, she was able to meet a family who did adopt her. And I saw her last year at an event in Kansas City and almost didn't recognize her -- from a shy, withdrawn 13-year-old, she had blossomed into a cheerful, outgoing, confident teenager with a brilliant smile.

This landmark legislation that the President is about to sign will see to it there are more stories like Deanna's. This legislation stands as proof of what we can accomplish when we come together. As we see today, the national government does have an important role to play in reforming our foster care system, and giving guidance to courts and states in offering incentives to speed up and increase the numbers of adoptions, and in making sure that the health and safety of our children is always the first priority.

But we know even more, all Americans have a role and a responsibility. Businesses can make it easier for their employees to adopt a child. And I want to single out Dave Thomas of Wendy's, who has led the way in showing all of us how that can be done. (Applause.)

Religious leaders can help spread the word about the joys of adoptions. Parents thinking about adoption can expand their search to reach out to kids in foster care. And if we reform the system so that it works the way that it should, more Americans will look to American children to adopt and not feel compelled to go overseas to adopt children. (Applause.)

With us today are some extraordinary Americans who have answered this call. This morning, the Department of Health and Human Services observed National Adoption Month by honoring outstanding achievements with the 1997 Adoption 2002 Excellence Awards. Secretary Shalala developed these awards at the request of the President. The winners are dedicated individuals and organizations, both large and small, who have worked to move children out of the foster care system and into permanent, loving homes. Some of them have been at the forefront of this issue for years; some have promoted and supported adoption in their communities; and some are parents who have opened their homes and hearts to our nation's most vulnerable children.

I'd like to ask all the honorees who were honored this morning to please stand. (Applause.) We want to thank you for the work you have done, for the example you have set. And we hope that through these awards, in conjunction with this legislation, there will be many, many more in your ranks in the years to come.

THE PRESIDENT: Thank you, Sue Ann. Thank you, Aaron (phonetic). And I want to thank the Badeau family for showing up. I think it's fair to say it was a greater effort for them than for anyone else here. (Laughter.) I appreciate the rest of your presence. It was easier for me than anybody; I just had to come downstairs. (Laughter.) But I'm grateful that they're here.

Secretary Shalala, I thank you and your staff for your remarkable work on this. And I thank the members of the White House staff, all the members of Congress who are present here. And especially I thank Senators Rockefeller and Chafee and Congressmen Camp and Kennelly for their work and for what they said here.

Congratulations to the Adoption 2002 Excellence Award winners. I thank all the advocates

who are here. And I say a special word of thanks, along with all the others who have said it, to the First Lady, who has been passionately committed to this issue for at least 25 years now that I know. Thank you, Governor Romer, for coming. And thank you, Dave Thomas, for what you've done.

Again let me say to all the members of Congress who are here, Republicans and Democrats alike, I am very grateful for what you've done. This, after all, is what we got in public life for, isn't it?

Before I make my brief remarks, if you'll forgive me and understand, I have to make one public statement today about the situation in Iraq.

As I have said before, I prefer to resolve this situation peacefully, with our friends and allies, and I am working hard to do just that. But I want to be clear again about the necessary objective of any diplomacy now underway. Iraq must comply with the unanimous will of the international community and let the weapons inspectors resume their work to prevent Iraq from developing an arsenal of nuclear, chemical and biological weapons. The inspectors must be able to do so without interference. That's our top line; that's our bottom line. I want to achieve it diplomatically. But we're taking every step to make sure we are prepared to pursue whatever options are necessary.

I do not want these children we are trying to put in stable homes to grow up into a world where they are threatened by terrorists with biological and chemical weapons. It is not right. (Applause.)

It's hard to believe now, but it was just a little less than a year ago when I directed our administration to develop a plan to double the number of children we move from foster care to adoptive homes by the year 2002. We know that foster parents provide safe and caring families for children. But the children should not be trapped in them forever, especially when there are open arms waiting to welcome them into permanent homes.

The Adoption and Safe Families Act, which I am about to sign, is consistent with the work of the 2002 report and our goals. It fundamentally alters our nation's approach to foster care and adoption. And fundamentally, it will improve the well-being of hundreds of thousands of our most vulnerable children. The new legislation makes it clear that children's health and safety are the paramount concerns of our public child welfare system. It makes it clear that good foster care provides important safe havens for our children, but it is by definition a temporary, not a permanent, setting.

The new law will help us to speed children out of foster care into permanent families by setting meaningful time limits for child welfare decisions, by clarifying which family situations call for reasonable reunification efforts and which simply do not. It will provide states with financial incentives to increase the number of children adopted each year. It will ensure that adopted children with special needs never lose their health coverage -- a big issue. Thank you, Congress, for doing that. It will reauthorize federal funding for timely services to alleviate crisis before they become serious, that aid the reunification of families that help to meet post-adoption needs.

With these measures we help families stay together where reunification is possible and help find safe homes for children much more quickly when it is not. We've come together in an extraordinary example of bipartisan cooperation to meet the urgent needs of children at risk. We put our differences aside, and put our children first.

This landmark legislation builds on other action taken in the last few years by Congress: the Adoption Tax Credit I signed into law August to make adopting children more affordable for families, especially those who adopt children with special needs; the Multiethnic Placement Act, enacted two years ago, ensuring that adoption is free from discrimination

and delay, based on race, culture, or ethnicity; and the very first law I signed as President, the Family and Medical Leave Act of 1993, which enables parents to take time off to adopt a child without losing their jobs or their health insurance.

We have put in place here the building blocks of giving all of our children what should be their fundamental right -- a chance at a decent, safe home; an honorable, orderly, positive upbringing; a chance to live out their dreams and fulfill their God-given capacities.

Now, as we approach Thanksgiving, when families all across our country come together to give thanks for their blessings, I would like to encourage more families to consider opening their homes and their hearts to children who need loving homes. You may not want to go as far as the Badeaus have -- (laughter) -- but they are a shining example of how we grow -- (applause) -- they are a shining example of how we grow when we give, how we can be blessed in return many times over. We thank them and all -- all of the adoptive parents in the country.

For those who are now or have been foster or adoptive parents, I'd like to say thank you on behalf of a grateful nation, and again say at Thanksgiving, let us thank God for our blessings and resolve to give more of our children the blessings they deserve.

Thank you very much. (Applause.)



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COMPARISON OF ADOPTION 2002 PROPOSALS AND ADOPTION LAW AS ENACTED

Topic	Adoption 2002 Report	Law as Passed (enrolled version of H.R. 867)
Interjurisdictional Issues	Proposes technical assistance to support the development of collaboratives that encourage placements across geographical boundaries.	The law explicitly prohibits states from delaying or denying adoptive placements outside State or county jurisdictional lines. In addition, title IV-E state plan requirements are amended to include an assurance that the state shall develop plans for the effective use of cross-jurisdictional resources. The GAO is also required to study the issue and to submit a report to Congress within one year of the date of enactment (section 202).
Notice of Hearings and Right to Be Heard for Foster Parents, Preadoptive Parents, or other Caretakers	Not addressed.	Foster parents, preadoptive parents, and relative caretakers of children must receive notice of and an opportunity to be heard at reviews and hearings regarding the child's status. They do not, however, become a party to the case (section 104).
Criminal Background Checks	Not addressed.	Each state's IV-E plan must include procedures for conducting criminal background checks for foster parents and adoptive parents. For some crimes, approval would be denied if the crime were committed during the last five years, while for other crimes, approval would be denied regardless of the date of the criminal act. States may opt out of this provision (section 106).
Clarification of Independent Living Services Eligibility	Not addressed.	Clarifies that children shall continue to be eligible for independent living services even if they have accumulated assets up to \$5,000 which would otherwise be counted for eligibility purposes (section 304).

PHOTOCOPY
PRESERVATION

1/7/98

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

January 7, 1998

**REMARKS BY THE FIRST LADY
AT CHILD CARE ANNOUNCEMENT**

The East Room

MRS. CLINTON: Thank you very much. I am delighted to welcome all of you to the White House. I want to thank Tipper Gore for that introduction, but more than that, for her lifelong commitment to children.

I want to thank the children who walked in with us. You represent millions and millions of other children. And you did a wonderful job, and I think we should applaud for you. (Applause.)

I am pleased that as I look around this East Room, which has seen so many important events in our nation's history, to see so many friends and advocates of our nation's children and families who have helped push child care to the forefront of America's agenda.

Today, we join together with the President in taking this historic step forward for America's children, for our working families, and for our country. We have much to be thankful for in this new year when it comes to the well-being of our children. Immunization rates are the highest in our history. Infant mortality is at an all-time low. And teen pregnancy is down. The President signed the largest expansion of health care coverage in over 30 years to provide health insurance for millions more of our nation's children. And thanks to the adoption bill recently signed by the President, more kids will have a shot at growing up in safe and loving homes.

This administration is also helping parents make the choices that are right for their families, whether that means working or staying home to care for their own children. From the \$500 per child tax credit for families with children, to the Earned Income Tax Credit that lifts millions of working families out of poverty, we are now providing as a nation greater resources and real choices for America's parents.

Today, however, more of America's parents are working, by choice or by necessity. More than ever, parents rely on child care and after-school programs to care for their children for part of the day. We all have a stake in making sure that every child in care is safe and nurtured. This is part of America's unfinished business, because while we've made important progress in strengthening child care in this country, it still fails too many of our children and working parents.

I've worked on children's issues, as many of you have, for more years than I care to remember. I've been privileged to travel around our country, and indeed the world, visiting day care centers, talking to experts, talking to moms and dads. And I've seen firsthand what it means to a family when a child is well cared for while a mother or father has to work. And I've also seen the results of our failures to invest in our children at the most critical stages of their young lives.

I think we all understand how important child care is. But I believe that the daily struggle that many parents undergo to balance the demands of work and family is only now getting the attention it deserves. A few months ago with the help of many of you here, the President and I hosted a first-ever White House Conference on Child Care where we sought to turn the literally millions of private conversations that occur in homes and workplaces and supermarket aisles and after church and in every setting you can imagine -- turn those private conversations into a national dialogue on how to improve the availability, affordability, safety and quality of child care in America.

We were spurred by the recent scientific studies that were discussed at last year's White House Conference on Early Childhood Development and Learning -- studies that confirm what every parent and grandparent has intuitively known, that the love and attention a child receives in that child's earliest years have a direct impact on the development of that child's brain and dramatically affect how children learn and develop over an entire lifetime.

As more of our nation's parents join the work force, and as we reform the welfare system which requires more of our nation's parents to join the work force, more children are spending their early years in child care. Today, over half the infants in this country are in day care and millions more school-age children have both parents or their only parent in the work force. And for many of those parents it is a struggle to find the child care they need. They hobble together relative care, family day care, center day care, anything they can imagine. And then, as their children get older, they have to worry about after-school care. For too long America's parents have struggled with too little information, too few choices, and too many worries.

Today, the President announced an historic child care proposal that seeks not only to give working parents the peace of mind they need and deserve, but also to give more of our children the kind of care they have to have. By helping working families pay for child care and improving the safety and quality of that care, this proposal truly will help parents better balance the demands of both home and family.

We are so privileged to live in a time when America is at peace and our economy is doing so well. It's also a time of enormous change and transition as more parents join the work force of the 21st century. Times like this present unique opportunities for action as well as challenges for leadership. And I believe that we should ensure, as we are attempting to do today, that no family in this time of rapid change falls through the cracks and no child is left behind. I believe the President's proposal will help us all move together in fulfilling our most important responsibility as individuals or as a nation -- the care and nurturing of our children.

And now it is my great pleasure to introduce our Vice President who has not only cared and nurtured, along with Tipper, his own children, but who has provided visionary leadership in improving the lives of America's families and children. Please welcome Vice President Al Gore. (Applause.)



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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 7, 1998

CHILD CARE: A CHALLENGE FOR AMERICA'S WORKING FAMILIES

January 7, 1998

Millions of Americans, struggling to be both good parents and good workers, rely on child care and after-school programs for part of each day. As the White House Conference on Child Care showed, America's working families, more than ever, are pressed to find safe, affordable care for their children.

Millions of America's children are in child care. In 1995, of the approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million children were in child care. Forty-five percent of children under age one were in child care on a regular basis. [National Center for Education Statistics, U.S. Department of Education]

Children are in care for many hours each working day. In 1990, more than half of children under five with mothers in the workforce were in child care 35 hours or more each week. [National Child Care Survey, 1990]

Families struggle to afford child care. Working parents who rely on child care often have a hard time paying for it. In 1993, the average family with an employed mother and a child under five spent about \$74 per week for child care for all preschoolers in the family. [U.S. Department of Commerce, Bureau of the Census, 1997] Infant care is generally more expensive: in 1995, center-based care for infants averaged \$112 per week. [Cost, Quality and Child Outcomes in Child Care Centers, University of Colorado at Denver, 1995] For families with children between three and five, at all income levels, child care is the second or third greatest household expense. [U.S. Department of Commerce, Bureau of the Census, 1997]

In 1993, families with annual incomes under \$14,400 paying for child care for children under five years old spent 25 percent of their income on child care, compared with six percent for families with incomes of \$54,000 or more. [What Does it Cost to Mind Our Preschoolers?, U.S. Bureau of the Census, Current Pop. Reports, 1995]

Many children are in settings that are not healthy or safe and do not promote early learning and development. Recent studies have raised concerns about the quality of care:

A four-state study of quality in child care centers found that only one in seven centers (14 percent) were rated good quality. [Cost, Quality and Child Outcomes in Child Care Centers, University of Colorado at Denver, 1995] According to another study, 13 percent of regulated and 50 percent of unregulated 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]

In the words of one well-respected report, Many children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety. [New Findings on Children, Families, and Economic Self-

Sufficiency, National Research Council, 1995]

The quality of child care matters. Research shows that when children are in better quality child care programs, they have stronger language, pre-mathematics, and social skills; better relationships with their teachers; and stronger self-esteem. In some instances, quality has even greater impact on children who are typically at-risk. [Cost, Quality, and Child Outcomes in Child Care Centers, University of Colorado, 1995]

After-school programs are in short supply. The Bureau of the Census estimates that in 1997 38.8 million children between the ages of five and 14 lived in the U.S., of whom 24 million had parents in the workforce or school. [1994 SIPP data from the Bureau of the Census] Experts estimate that nearly five million school-age children spend time as latchkey kids without adult supervision during a typical week. [National Institute for Out-of-School Time at Wellesley College]

Good after-school programs matter. Constructive activities for children and youth are critical to enhancing their development and keeping them out of trouble. Studies show that school-age children who are left alone after school are at greater risk of truancy, risk-taking behavior, substance abuse, poor grades, and stress. [Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School, Pediatrics, 1990] Youth between the ages of 12 and 17 are most likely to commit violent acts or be victims themselves between 2:00 pm and 6:00 pm. [OJJDP 1997]

Studies also indicate that children under adult supervision in a formal program during after-school hours show 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]

THE WHITE HOUSE
WASHINGTON

TO: THE PRESIDENT
THE FIRST LADY
THE VICE PRESIDENT
MRS. GORE

WHAT: CHILDCARE ANNOUNCEMENT

WHEN: WEDNESDAY, JANUARY 7, 1998

WHERE: BRIEFING, RED ROOM
MEET AND GREET, BLUE ROOM
EVENT, EAST ROOM

OF GUESTS: APPROX. 180

FROM: CAPRICIA MARSHALL, LAURA SCHWARTZ

1:45 p.m. East Visitors Gate opens for guest arrival.

2:05 p.m. **THE PRESIDENT, THE FIRST LADY, THE VICE PRESIDENT
and MRS. GORE** arrive in the Red Room for briefing.

Briefing

Secretary Shalala	Secretary Riley
Secretary Rubin	Jen Klein
Bruce Reed	Melanne Verveer
Gene Sperling	Elena Kagan
Ron Klain	Susan Liss
June Shih	

2:20 p.m.

THE FOUR PRINCIPALS proceed to Blue Room for two meet and greets.

Blue Room Greet #1

Contact: Emily Bromberg and Jessica Gibson

Participants:

Governor Lincoln Almond, R-RI
State Representative Jane Maroney, R-DE
State Senator Pat Piper, D-MN
Commissioner Jane Campbell, D-OH
Commissioner Jane Hague, R-WA
Councilwoman Marilyn Praisner, D-MD
Sen. Landrieu, D-LA
Rep. DeLauro, D- 3rd CT
Rep. Tauscher, D-10th CA
Rep. Holmes Norton, D-DC
Rep. Roukema, R-5th NJ
Rep. Morella, R-8th MD
Rep. Moran, D-8th VA
Rep. Kennelly, D-1st CT
Rep. P. Kennedy, D-1st RI
Rep. Weygand, D-2nd RI

Blue Room Greet #2

Contact: Robin Leeds

Participants:

YWCA Center (Lancaster, PA)

mother: Birdie Eckenrode

daughter: Sandy Eckenrode - 8 yrs

father: Mark Dalton

daughter: Hilary Dalton - 6 yrs

School for Friends Day Care Center (DC)

father: Gary Dikeos

son: Darien Dikeos - 5 yrs

mother: Beverly Lancaster-Hyde

daughter: Camille Hyde- 4 yrs

Arnold and Porter Children's Center (DC)

mother: Sally D'Italia

daughter: Sarah D'Italia - 15 yrs

mother: Tanya Sanders

daughter: Tia Sanders -15 yrs

mother: Mary Anne Carter

son: Matthew Lundy - 5 yrs

Fingerprints -GSA/OPM/Interior (DC)

grandmother: Binnie Harris

son: Juan Gary Jr. Harris - 4 yrs

mother: Leslie Bermudez

daughter: Vivianna Bermudez - 7 yr

**Yorktown Before and After School
(PG County, MD)**

father: Marcus Wilkins

daughter: Rebecca Wilkins - 8 yrs

Foundry Pre-school/ Methodist Ch. (DC)

mother: Yvonne T. Reyes

son: Mulawin Diwa Reyes-Lozada - 4 yrs

2:35 p.m.

THE FOUR PRINCIPALS are announced and proceed into the East Room via the Cross Hall accompanied by children.

MRS. GORE makes remarks and introduces **THE FIRST LADY**.

THE FIRST LADY makes remarks and introduces **THE VICE PRESIDENT**.

THE VICE PRESIDENT makes remarks and introduces **THE PRESIDENT**.

THE PRESIDENT makes remarks.

3:30 p.m.

Upon conclusion of remarks, **THE FOUR PRINCIPALS** depart.

PRESIDENT CLINTON ANNOUNCES CHILD CARE INITIATIVE

January 7, 1998

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

- **Doubles the number of children receiving child care subsidies** to more than two million by the year 2003 by increasing funding for the Child Care and Development Block Grant by \$7.5 billion over 5 years.
- **Increases tax credits for three million working families to help them pay for child care** by investing \$5.2 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also provides a new tax credit for businesses that offer child care services for their employees.
- **Provides after-school care for up to half a million children per year** by expanding the 21st Century Community Learning Center program by \$800 million over 5 years to provide funds to school-community partnerships to establish or expand programs for school-age children.
- **Improves child care safety and quality and enhances early childhood development** by establishing a new Early Learning Fund as well as supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers per year, and investing in research and consumer education.

Child Care Block Grant Increase	\$7.5 billion over five years
Child and Dependent Tax Credit Reform	\$5.2 billion over five years
Tax Credit for Businesses	\$500 million over five years
After-School Program	\$800 million over five years
Early Learning Fund	\$3 billion over five years
Head Start Increase	\$3.8 billion over five years
Standards Enforcement Fund	\$500 million over five years
Child Care Provider Scholarship Fund	\$250 million over five years
Research and Evaluation Fund	\$150 million over five years
TOTAL:	\$21.7 billion over five years

MAKES CHILD CARE MORE AFFORDABLE FOR WORKING FAMILIES

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

Increases Tax Credits for Child Care for Three Million Working Families. The Child and Dependent Care Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of the credit depending on the taxpayer's income. The President's proposal increases the credit for families earning under \$60,000, providing an additional average tax cut of \$358 for these families and eliminating income tax liability for almost all families with incomes below 200% of poverty (\$35,000 for a family of four) that take the maximum allowable child care expenses under the law. The President's budget will include \$5.2 billion over five years to expand the Child and Dependent Care Tax Credit for three million working families.

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

PROMOTES EARLY LEARNING AND HEALTHY CHILD DEVELOPMENT

Promotes Early Learning. Research shows that children's experiences in the earliest years are critical to their development and future success. The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to support programs to improve early learning and the quality and safety of child care for children ages zero to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education about child care. The President's Early Learning Fund builds on state initiatives such as North

Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, health linkages that have raised immunization rates, and parent education and mentoring programs to give new parents support. The President's budget will include \$3 billion over five years for this fund.

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

IMPROVES THE QUALITY OF CHILD CARE

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

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

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

Invests in Research. Because too little is known about our child care system, the President's budget will increase support for data, research, and evaluation. This research fund will also support a National Center on Child Care Statistics and a child care hotline that parents can call to get information about how to find child care in their communities and how to identify appropriate, quality care for their children. In addition, the research fund will support

demonstration projects to test approaches to help new parents who choose to stay home to care for their newborns or newly adopted children. The President's budget will include \$150 million over five years for this fund.

EXPANDS AND STREAMLINES AFTER-SCHOOL CARE

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

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

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

The President's Child Care Initiative

Internal Questions & Answers

January 12, 1997

1. What is your child care initiative?

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

- **Doubles the number of children receiving child care subsidies** to more than two million by the year 2003 by increasing funding for the Child Care and Development Block Grant by \$7.5 billion over 5 years.
- **Increases tax credits for three million working families to help them pay for child care** by investing \$5.2 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also provides a new tax credit for businesses that offer child care services for their employees.
- **Provides after-school care for 500,000 children per year** by expanding the 21st Century Community Learning Center program by \$800 million over 5 years to provide funds to school-community partnerships to establish or expand programs for school-age children.
- **Improves child care safety and quality and enhances early childhood development** by establishing a new Early Learning Fund as well as supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers per year, and investing in research and consumer education.

Child Care Block Grant Increase	\$7.5 billion over five years
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TOTAL:	\$21.7 billion over five years

2. You have been in office for five years. Why are you proposing a child care initiative now? Is this a new problem?

The child care initiative underscores my commitment to strengthening America's families. I believe child care represents the next great frontier to make sure all Americans can succeed at home and at work. The initiative that I announced last week builds on the Earned Income Tax Credit, the Family Medical Leave Act, the Child Tax Credit, the new children's health insurance program, and a host of other legislation I have fought for to help American families.

The initiative also builds on my continuing efforts to improve and increase funding for child care. During my administration, federal funding for child care has increased by 70%, helping parents pay for the care of about one million children. The 1996 welfare reform law increased child care funding by \$4 billion over six years to provide child care assistance to low-income working families moving from welfare to work.

3. Some conservatives claim you are promoting institutionalized day care. Is this true?

I am committed to helping parents make the choices that are right for their families, whatever care they choose for their children. Today, 62% of mothers with children under six work. We must ensure that child care is safe, affordable and accessible for those families that need it.

As part of the child care initiative, I proposed substantial increases in funding for the child care block grant. Through the block grant, *states* choose how best to provide child care for low-income families. Currently, care funded by the block grant is provided in centers and family child care homes. The entire package is tailored to provide maximum flexibility to parents so that all their child care choices are supported.

4. How are you going to pay for this big package?

My budget carefully pays for each and every element of the child care initiative. The package is funded in a variety of ways -- some on the mandatory and others on the discretionary side of the budget. The offsets for the mandatory items include -- but are not limited to -- expected revenues from a national tobacco settlement, which I hope and believe Congress will pass this year.

5. Since much of the funding of this proposal is based on the tobacco settlement, aren't you counting your chickens before they've hatched? What will you do if the tobacco settlement does not go through?

First, the initiative is paid for in a number of ways -- only one part comes from tobacco revenues. Second, and more important, we believe that a national tobacco settlement will pass. I support strong tobacco legislation, and many Republicans and Democrats alike are working vigorously to craft comprehensive legislation. Of course, no offset proposed in a budget is guaranteed; the Congress can reject any proposed way of financing a program. If

Congress does not pass comprehensive tobacco legislation, we will work with Congress to find other offsets. This is a high Administration priority, and we will find an effective funding mechanism.

6. Aren't you just creating a new federal bureaucracy? Isn't this a big government proposal?

The child care initiative creates no new federal bureaucracy. Rather, it relies on states and communities to decide for themselves how best to address the child care challenges they face. Indeed, the funds for each major initiative flow either to states or communities, or in the case of tax credits, to individuals themselves.

7. The White House Conference on Early Learning and Development highlighted the crucial development that takes place in the first years of a child's life. Given that the best caregiver is a parent, what are you doing to help parents stay at home with their children during this important time?

The program I announced is primarily oriented toward families where both caregivers go to work, usually for reasons of financial necessity. It is designed to ensure that children in these families receive quality care even though their parents are in the workforce.

I believe strongly, however, that we should support parents who can and choose to stay home. Two of my proposals will help parents stay at home. First, I will support demonstration projects in states and communities to test policies to help new parents who choose to stay home to care for their newborns or newly adopted children. Second, the Early Learning Fund supports parents who stay at home by supporting home visits and parent education.

These initiatives build on a record of providing real choices and opportunities for parents. I have fought for: a \$500 per-child tax credit for families with children; the Earned Income Tax Credit that gives 15 million working families tax relief; health insurance for children; increases in the minimum wage; and the Family and Medical Leave Act. I am committed to helping parents make the choices that are right for their families, whether that means working or staying home to care for their children.

8. Republicans -- Senator Craig in particular -- have proposed alternatives to your child care proposal. They propose to enable more parents to stay at home with their children by lowering the tax burden on families in which one parent does not work through "income splitting" -- allowing a spouse to claim half of his or her spouse's income as their own. Do you support this?

I believe that we should respect and support parents in whatever choices they make, whether to work or to stay at home. And I have tried to support that choice through a variety of actions to increase family income: such as expanding the Earned Income Tax Credit, increasing the minimum wage, and passing the \$500 per-child tax credit. My Administration

has looked at ways through the tax code to promote choice and enable more parents to stay at home with their children, and have found those options to be prohibitively expensive in the context of a balanced budget. In fact, the "income splitting" option that Senator Craig suggested has been estimated by the Congressional Budget Office to cost about \$25 billion each year, nearly six times the cost of my entire child care package. I do, however, believe that these are important issues to consider, and am looking forward to working with the Congress to explore ways to support parents and to improve child care in the coming year.

9. What role did the First Lady have in developing this initiative?

Hillary has been a strong voice for children and families for over twenty-five years and continues to work on these issues. She played an important role in developing the White House Conference on Early Learning and Development and the White House Conference on Child Care. During the policy development process for the child care initiative, I looked to her for advice and expertise on the problems with the child care system and on possible solutions.

10. How do you expect to get Republican support for this initiative?

Child care traditionally has been a bipartisan issue. In fact, two of the central elements of my child care initiative were strongly supported by previous Republican Presidents and Members of Congress. Both Presidents Reagan and Bush supported the expansion of the Child and Dependent Care Tax Credit, and President Bush supported the creation of the Child Care and Development Block Grant.

Many Members of the House and Senate from both sides of the aisle have shown a commitment to taking action by introducing legislation that would improve the quality of child care, make it more affordable, and promote early learning. We look forward to working with them to pass significant child care legislation this year.

TAX CREDITS

11. Today, the Child and Dependent Care Tax Credit (CDCTC) favors middle-income taxpayers and offers less relief to lower-income taxpayers. Wouldn't it be more fair to make the CDCTC refundable?

Our proposed expansion of the CDCTC would wipe out tax liability for most families with incomes under 200% of poverty (e.g., \$35,000 for a family of four) who have the maximum allowable child care expenses. In addition, the proposal significantly expands the Child Care and Development Block Grant, which is an effective mechanism to help low-income working families with child care costs. The two proposals together offer significant relief to both low- and middle-income parents.

12. Wouldn't eliminating the marriage penalty help millions of working families with children? Why aren't you supporting eliminating the penalty as part of your child care initiative?

I believe that proposals currently on the table to eliminate the marriage penalty are prohibitively expensive in the context of a balanced budget. I chose instead to provide targeted tax cuts to assist American families struggling to meet child care costs. These tax cuts will help more than three million families to pay for high-quality child care.

Helping working families, especially those with children, has been the centerpiece of my agenda on tax cuts. In 1993, we expanded the Earned Income Tax Credit to give the average recipient with two children more than \$1,000 in tax relief. In 1997, I signed into law a \$500 per-child tax credit that will help 27 million families meet the costs of raising their children. In addition, our \$1,500 HOPE Scholarship Tax Credit and Lifelong Learning Tuition Tax Credit will help nearly 13 million students meet the costs of college and higher education. I will continue to focus tax and overall economic policy on helping working families.

13. Won't the employer credit for child care expenses that you are proposing create a windfall for companies already operating child care centers or otherwise subsidizing employee child care?

Very few for-profit employers are currently making child care services available to their employees. The credit will provide a real incentive to employers to create new employee child care programs. Also, for those employers who already have a child care program, the credit will help support expansion of services.

SUBSIDIES

14. Why are you expanding the Child Care and Development Block Grant (CCDBG) when states aren't using all of their child care subsidy money now?

In fact, we are very encouraged by state reports which show they have obligated over 99% of the child care fund available under the new welfare law for FY 1997. This demonstrates the tremendous need states have for child care, and I have continued to urge states to invest their dollars into helping these working families. But let's be clear—this current initiative is not aimed at mothers on welfare. It's aimed at working parents who desperately need this assistance. For example, working families with annual incomes under \$14,400 that pay for care for children under five spend 25% of their income on child care -- and even then it's difficult finding accessible, quality care.

15. According to some news stories, states have big surpluses which they could spend on child care. Rep. Clay Shaw recently issued a report saying that states have significant and growing surplus federal welfare dollars. The report also said that given the surpluses and the increase in child care funding under the new welfare law, there

isn't a need now for more child care money. Why are you proposing to add to CCDBG?

I am very pleased that a strong economy and state welfare reform efforts have helped families move from welfare to work. But let's be clear—this initiative is not aimed at mothers on welfare. It's aimed at working parents. For example, working families with annual incomes under \$14,400 that pay for care for children under five spend 25% of their income on child care. Currently, we're serving only a small percentage of eligible children from working families: there are approximately 10 million children who are eligible for federal child care assistance, but we are able to serve only over a million of these children.

For America's working families to succeed in the workplace, they need quality choices in affordable and accessible child care. My initiative, with its combination of increased subsidies for low-income families and tax credits for moderate- and middle-income families, will provide working parents the opportunity to remain self-sufficient and succeed both at home and at work.

16. When you signed the welfare bill, you claimed that the big increase in CCDBG would make welfare reform work. Now that you are proposing adding to it, are you admitting that your previous child care efforts were not sufficient?

No. I fought to spend \$4 billion more on child care in welfare reform legislation to help mothers on welfare go to work, and I continue to believe that child care is a critical component of welfare reform. However, low-income parents who have never been on welfare are also struggling to afford child care, and *all* working families want their children to be in safe, healthy settings where they can learn and grow. These initiatives address the concerns and needs of *all* working families in this country. In particular, expansion of the block grant will enable many states to provide subsidies for the first time to the non-welfare working poor.

17. In order to keep up with the additional need for child care under welfare reform, aren't states creating new slots at the expense of quality? What protection do you have against states just increasing slots without regard to quality if you simply increase the block grant?

I believe that we must make child care more affordable as well as improve quality because both are important. That is why my child care initiative includes investments in both, and that is why I fought hard during the welfare debate to preserve 4% of funding through the child care block grant for state investments in quality.

QUALITY

18. What does the Early Learning Fund actually do? How will you measure results?

Recent scientific research has demonstrated that experiences during the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. Nurturing and stimulating children in the first years of life help their brains develop and prepare them for the challenges of school and later life. We also know that too much child care for infants and toddlers is inadequate: one respected study found that 13% of regulated and 50% of unregulated family child care providers offer care that is inadequate for children ages zero to three. The proposed Early Learning Fund is designed to improve early learning and development for our youngest children; to ensure health and safety in child care; and to support parents as they raise their children.

The Early Learning Fund builds on state initiatives such as North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, health linkages that have raised immunization rates, and parent education and mentoring programs to give new parents support.

19. Why haven't you proposed national standards?

As we learned at the White House Conference on Child Care, safe facilities, ongoing guidance from health professionals, and child care providers who are well trained and adequately compensated result in quality care. However, we also learned at the conference that many states have good quality standards, but do not have the resources to fund enforcement of those standards. The Standards Enforcement Fund will help states improve licensing, enforce standards, and increase unannounced inspections of child care settings. In addition, particularly when it comes to the youngest children, different states face different challenges in their child care systems. That is why the Early Learning Fund gives states a menu of allowable activities to promote early learning and development so that states can concentrate on those areas where they are falling behind. In this way, the quality of care will improve across the country.

AFTER- SCHOOL PROGRAMS

20. Your after-school proposal requires programs to be run in the schools. What do you do for those children in communities where the school will not or cannot provide an after-school program?

While a major purpose of the 21st Century Learning Centers Program is to make use of underutilized school facilities, the program includes a set aside to fund programs run by community groups. In addition, my FY 1999 budget includes \$95 million for after school and

other prevention programs administered by the Department of Justice. Innovative programs that are run by community groups in museums, recreation centers or other places outside schools may receive funding from this after-school initiative.

GENERAL

21. Much attention has been given to the au pair system since nineteen year old Louise Woodward was tried for killing a baby in her care. What are you doing to reform the au pair system?

The U.S. Information Agency (the agency that runs the au pair program) announced in September updated regulations on the screening and placement of au pairs. Under the new regulations: au pairs who care for children under two years old must have 200 or more documented hours of infant-care experience; au pair training will include 24 hours of child-development instruction; au pairs will be limited to working 10 hours a day and 45 hours a week; their pay will be increased from \$115 to \$139 a week; and the screening and selection process will be improved.

22. What is the child care system for federal employees?

There are more than 230 child care centers for civilian government employees in federal buildings in as many as 36 states, including 108 centers overseen by the General Services Administration (GSA). Seventy-three percent of GSA sponsored centers are accredited by the independent National Association for Education of Young Children, and GSA is working to reach 100% accreditation within two years. Striving to meet the needs of parent workers, 89% of GSA centers have infant care, 74% have drop-in/emergency care, and 42% provide summer programs for school-aged children. In addition, more than 80% of centers are open 11 or more hours per day. Notably, nearly 70% of the child care center directors have ten or more years of experience in early childhood education.

23. You have touted the military's child care system as a model for the nation. Isn't it good because they spend so much?

While the military does invest significant resources into their child care system, they also set and enforce high quality standards (including through unannounced inspections), support family day care networks, offer a strong resource and referral system, and provide a wide variety of care options, all of which increase quality without large investments.

The Department of Defense's Child Care System serves over 200,000 children daily (age zero to 12), making it the largest employer-sponsored child care program in the nation. Through this system, the military 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. Because of the Department of Defense's commitment to excellence in child care, since 1992, the number of military child care facilities that are accredited by the independent National

Association for the Education of Young Children has risen from 55 to 353. Currently, over 75% of military child care programs are accredited, as compared to only 7% of other child care facilities nationwide.

24. How do you respond to the recent Wall Street Journal article that charges your own NIH studies indicate that children who spend more time in day care suffer from proportionally greater ill effects -- regardless of the quality of care?

In fact, according to data published in 1997, quality child care in the early years, meaning care with a high degree of positive interaction between caregivers and children, can also lead to better mother-child interaction, the study finds.

According to the NICHD Director Duane Alexander, the most striking aspect of these results from the early child care study is that children are not being placed at a disadvantage in terms of cognitive development if they have high quality day care in their first three years. The proposed Early Learning Fund directly addresses these concerns about quality. It is designed to improve early learning and development for our youngest children, ensure health and safety in child care, and support parents as they raise their children.

25. Republicans are saying that this is not the biggest increase in child care and that last year they provided more funding, \$30 billion, in fact. Are you taking credit where you shouldn't?

No. The Republicans may be referring to the 1996 welfare law where child care funding was increased \$4 billion over six years to help families move from welfare to work and low-income families move from welfare to work. The \$21.7 billion child care proposal which President Clinton announced is significantly different. It is directed at helping working families make choices in affordable and accessible child care through a combination of tax credits for moderate- and middle-income families and increased subsidies for low-income families.

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SECTION: SOCIETY; Between the Lines; Pg. 70

LENGTH: 924 words

HEADLINE: MAKING CHILD CARE MACHO

BYLINE: BY JONATHAN ALTER

HIGHLIGHT:

As she turns 50, Hillary Clinton seizes the chance to take her pet issue to the big time

BODY:

FORGET THE PRESIDENT'S GENITALS. I'M more interested in the genitals of an issue. I'm wondering if child care can develop some cojones and move out of the ladies' department into the macho world of big-time, bone-crunching legislation, where the real nuts get cracked. Offended? I hope so, because I'm offended, too. I'm offended by men so out of touch with the needs of children (including their own) that they think of "child care" as just another feminist whine imported from Denmark or someplace. I'm offended by women who claim to recognize that the poor quality of much of the care is a national scandal, but are so badly organized that for a decade many states have actually had to return federal child-care money to Washington because no one persuaded their lame legislatures to touch it. And I'm doubly offended by communities all over the country where kids get out of school at 3 p.m. and spend the rest of the day totally unsupervised. Then we wonder why they get into drugs and knock each other up.

Hillary Clinton is offended, too, though she is working hard to control the thermostat of her outrage. With her popularity soaring, she found the perfect way to spend the week before her 50th birthday. After five years in Washington, she is finally immersed in the issue that has been closest to her heart for the last 20. But to what end? The question that hung in the East Room chandeliers last week was whether the White House Conference on Child Care, chaired by the First Lady, was the beginning of a big 1998 idea -- a bid to finally catch up to every other industrialized country in the world on this front -- or just another gabfest for the faithful.

The statistics are horrifying. Average pay for child-care workers: \$ 12,000, with turnover greater than every occupation except gas-station attendants. Average training: none. Average portion of a low-income worker's wage that goes for this often inadequate care: 25 percent. According to one study, only one in seven child-care facilities meets minimal standards for quality. Hillary says she wants to "start a national conversation" on all of this, with an eye toward what her husband promises will be a major child-care plan in his State of the Union speech next January. The president asked for public advice on what the specifics should be. Expansion of Head Start to reflect new research on the critical importance of the ages zero to 3? Expanded tax credits for child care? Help for after-school programs (many of which have been canceled in recent years) for older kids? All of the above? Because the much-touted "conversation" between Clinton and Clinton isn't likely to lead to new lawmaking, child care might be

'98 JAN 6 PM8:22

THE WHITE HOUSE

WASHINGTON

January 6, 1998

ANNOUNCEMENT OF CHILD CARE INITIATIVE

DATE: January 7, 1998
LOCATION: East Room
TIME: 2:30 p.m.
FROM: Bruce Reed
Melanne Verveer
Elena Kagan

I. PURPOSE

To announce the child care initiative in your FY 1999 budget and highlight your commitment to helping American families succeed at home and at work.

II. BACKGROUND

Your child care initiative of about \$20 billion over five years is the largest single child care investment in our nation's history. The initiative will help working families afford child care, improve the safety and quality of child care, promote early learning, and build the supply of good after-school programs.

At the White House Conferences on Early Childhood Development and on Child Care, you and the First Lady called together parents, experts, and advocates to discuss the importance of the earliest years of life and the challenge of ensuring that children get the care they need in those critical years and beyond. This initiative responds to what you heard at those conferences -- that America's working families, more than ever, are pressed to find safe, affordable care for their children. The child care initiative also builds on your record of providing opportunity to American families that includes: significant expansions of the Earned Income Tax Credit; an increase in the minimum wage; welfare reform; the Family and Medical Leave Act; children's health insurance; and the \$500 per child tax credit.

The child care initiative will:

- Double the number of children receiving child care subsidies to more than two million by the year 2003 by increasing the Child Care and Development Block Grant by \$7.5 billion over five years.
- Help three million working families pay for child care by increasing their tax credits under the Child and Dependent Tax Credit (estimated at \$5.2 billion over five years).

- Provide a new tax credit for businesses that provide child care services for their employees (estimated at \$500 million over five years).
- Establish an Early Learning Fund to provide grants to communities to promote early childhood development and improve child care quality for young children, with an investment of \$3 billion over five years.
- Provide after-school care for 500,000 children per year by expanding the 21st Century Community Learning Center program, which provides start-up funds to school-community partnerships to establish or expand before- and after-school programs for school-age children, through an investment of \$1 billion over five years.
- Step up enforcement of state child care health and safety standards by establishing a Standards Enforcement Fund for state efforts to improve licensing systems and enforce standards, including by increasing unannounced inspections of child care settings, with an investment of \$500 million over five years.
- Promote training of child care providers by establishing a Child Care Scholarship Fund to support 50,000 scholarships per year, with an investment of \$250 million over five years.
- Invest in research by establishing a Research and Evaluation Fund to increase support for data, research, and evaluation in child care, as well as finance a child care hotline for parents and a National Center on Child Care Statistics, with an investment of \$150 million over five years.
- Increase Head Start to serve one million children by 2002 and double the number of children served by Early Head Start with an increased investment of \$3.4 billion over five years.

Child and Dependent Tax Credit Reform	\$5.2 billion over five years
Tax Credit for Businesses	\$500 million over five years
Child Care Block Grant Increase	\$7.5 billion over five years
Standards Enforcement Fund	\$500 million over five years
Early Learning Fund	\$3 billion over five years
Head Start Increase	\$3.4 billion over five years
Child Care Provider Scholarship Fund	\$250 million over five years
Research and Evaluation Fund	\$150 million over five years
21st Century Learning Center Program	\$1 billion over five years
TOTAL:	\$21.5 billion over five years

III. PARTICIPANTS

Briefing Participants:

Secretaries Shalala, Riley and Rubin, Bruce Reed, Gene Sperling, Melanne Verveer, Ron Klain, Elena Kagan, Susan Liss, Jennifer Klein, June Shih

Meet and Greet Participants:

Members of Congress (subject to change):

- Senator Mary Landrieu
- Representative Rosa L. DeLauro (D-CT)
- Representative Ellen O. Tauscher (D-CA)
- Representative Eleanor Holmes Norton (D-DC)
- Representative Marge Roukema (R-NJ)
- Representative Constance A. Morella (R-MD)
- Representative James P. Moran (D-VA)
- Representative Barbara B. Kennelly (C-CT)
- Representative Patrick Kennedy (D-RI)
- Representative Robert A. Weygand (D-RI)

Other Elected Officials:

- Governor Lincoln Almond (R-RI)
- State Senator Pat Piper (D-MN)
- State Representative Jane Maroney (R-DE)
- County Commissioner Jane Campbell (D-OH)
- County Commissioner Jane Hague (R-WA)
- County Councilmember Marilyn Praisner (D-MD)

Children and Families:

- Bridie Eckenrode and daughter Sandy Eckenrode (8 years old)
- Mark Dalton and daughter Hilary Dalton (6 years old)
- Gary Dikeos and son Darien Dikeos (5 years old)
- Beverly Lancaster-Hyde and daughter Camille Hyde (4 years old)
- Sally D'Italia and daughter Sarah (15 years old)
- Tanya Sanders and daughter Tia (15 years old)
- Mary Anne Carter and son Matthew Lundy (5 years old)
- Binnie Harris and son Juan Gary Jr. (4 years old)
- Leslie Bermudez and daughter Vivianna (7 years old)
- Marcus Wilkins and daughter Rebecca (8 years old)
- Yvonne Reyes and son Mulawin Diwa Reyes-Lozada (4 years old)

Event Participants:

The President
The Vice President
The First Lady
Mrs. Gore

Cabinet Members Attending:

Secretaries Shalala, Rubin, Riley, Slater, and Administrator Barram

Audience:

Approximately 160 leaders in the child care community, including experts and advocates (see attached list). Most were also present for the White House Conference on Child Care.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU will proceed to the Red Room for a briefing.
- YOU will proceed to the Blue Room to meet with elected officials and Members of Congress.
- YOU will meet with children and their parents in the Blue Room.
- YOU, the First Lady, the Vice President, and Mrs. Gore will proceed to the East Room, accompanied by children.
- YOU, the First Lady, the Vice President, and Mrs. Gore will proceed to stage.
- YOU, the First Lady, and the Vice President will be seated on stage.
- Mrs. Gore will make opening remarks and introduce the First Lady.
- The First Lady will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce YOU.
- YOU will make remarks.
- YOU, the First Lady, the Vice President, and Mrs. Gore will depart.

Newsweek, November 3, 1997

the last signature legislation of the Clinton era.

But first "Billary" (remember that?) must prove they learned something from the health-care fiasco. There are two big lessons that seem to have been drawn from that sorry episode -- one right, one wrong. The right lesson is that a Washington-designed Rube Goldberg contraption -- even if it's good enough for the U.S. military -- will fail; 1970s-style federalized child care is DOA. The wrong lesson is that any kind of big new spending program on a so-called liberal issue is doomed. Quite the contrary. Flexible, hardheaded, locally run liberal ideas that relate to women are booming, and almost untouchable by Republicans staring into the abyss of a 17-point gender gap.

The politics of what were once known as woman's issues are rapidly changing. Remember the "Violence Against Women" bill? A few years ago, it was laughed off Capitol Hill; this year it sailed through virtually unopposed, thanks to the gender gap. Meanwhile, welfare reform (a macho issue) has now melded with child care. Any politician who's for forcing welfare mothers to work without providing help with child care now looks like an idiot.

The Christian Coalition notwithstanding, child care can be redefined as apple pie -- under two conditions. The first is that the Democrats aim high. If they propose Dick Morris -- style incremental change, without serious money, they'll end up with virtually nothing. The second condition is that the issue be framed so as not to offend stay-at-home mothers. Hillary already seems sensitive to that, stressing that she rejects "one size fits all" ideas about child care. She even points to a North Carolina program that offers new mothers stipends for diapers and baby food if they stay home with their newborns instead of rushing back to work.

Even so, child care is a perfect example of a common conundrum in the Clinton era. How do you replicate what's working in places like North Carolina (the Smart Start early-childhood program). It's not as easy as it sounds. According to market principles, the good ideas should naturally spread, but they don't. "Why is the market dysfunctional in cases like this?" the president asked Treasury Secretary Bob Rubin at the conference last week. Rubin paused, then said, "Are you asking me?" The crowd laughed, but the president was earnest: "I think it's the single most important question about social policy today." Rubin, whose success with the economy allows him some cheekiness, replied, "You're the president of the United States. You're supposed to know the answer to these things."

But of course he doesn't. Even with their bully pulpits and gender gaps, the president and First Lady seem small when arrayed against our longstanding neglect of children. Now we'll see if they're serious about growing larger.

GRAPHIC: Picture, Children's hour: At the conference, the First Lady focused on an issue that has long been close to her heart, WALLY MCNAMEE FOR NEWSWEEK

LANGUAGE: ENGLISH

LOAD-DATE: November 03, 1997

**PHOTOCOPY
PRESERVATION**

1/26/78

January 25, 1998

VIDEOS

DATE:	January 26, 1998
TIME:	11:15 am
LOCATION:	Video Studio 459 OEOB
FROM:	Michael O'Mary

I. PURPOSE

To record several video messages.

II. BACKGROUND

HACIA (Hispanic American Construction Industry Association)

You have been asked to tape brief remarks to the Hispanic American Construction Industry Association's (HACIA) 19th Annual Awards Banquet in Chicago. HACIA has helped develop Hispanic construction firms and worked with the public and private sectors to diversify the construction industry in the Chicago area. At the banquet, they give out scholarships to young people who want to get involved in an area of construction. They also pay tribute to minority/women-owned businesses and public and private sector leaders who have helped open doors of opportunity for women and minorities. While most HACIA members are Latino, many are women and members of other minority groups. Their focus reflects this diversity. HACIA has expressed great support for the President's efforts to promote opportunity --especially his position on Affirmative Action and his national dialogue on race. FYI: One of the elected officials who has worked closely with them is Alderman Danny Solis (Patty's brother), who will be at the event.

Wellesley College Women and Political Activism Conference

You have been asked to tape remarks to be shown at the opening session of the Wellesley Women in Political Activism Conference on February 17. This conference has been organized by the Wellesley College Republicans and the Wellesley College Democrats and will include women from the entire Boston area. Other speakers will include women leaders from politics, academia, and the media.

Lifetime PSAs

You have been asked to tape a public service announcement about the Child Care Initiative for Lifetime Television. These PSAs (one long and one short) will be shown in the days and weeks after the State of the Union. Lifetime has indicated that they are supportive of the administration's initiative on child care. They will add a trailer to your PSA which calls upon women to contact an 1-800 number, send in cards and letters, and email in support of the child care initiative. They hope to collect 10,000 messages to deliver to Congress before the recess in February.

Ralph Lauren Humanitarian Award

You have been asked to provide video remarks for a reception at which Ralph Lauren will receive the Dom Perignon Humanitarian Award. (Further information to be forwarded.)

Boston Community Centers

You have been asked to tape video remarks for the 25th Anniversary Gala of Boston Community Centers. The gala will be held Saturday, March 7 at the Boston Park Plaza and approximately 600 people are expected to attend. Boston Community Centers is a private-public partnership aimed at stopping youth crime by giving young people positive experiences that contribute to their development. On a recent trip to Boston, you met with Angela Menino to discuss the Community Center Model and she asked you to attend the gala on March 7th.

III. PARTICIPANTS

-The First Lady

IV. SEQUENCE OF EVENTS

- The First Lady arrives video studio
- The First Lady records video messages.
- The First Lady departs

V. PRESS

Closed press.

VI. REMARKS

Provided by Michael O'Mary

As you well know, Democrats and Republicans don't exactly agree on everything. But today, regardless of where you stand on the political spectrum, you are standing together to send a powerful message: For our democracy to thrive and for us to make a difference on the issues that affect our lives and our nation, women must participate in the political process at every level.

Yet, while we have clearly made great progress, we also know that our work is far from done. More than 75 years after we won the right to vote, too many women don't exercise that fundamental right. Too many women don't know how to make their voices heard. And too many young girls are taught to value the size of their clothes more than the size of their dreams.

This conference is an important step forward. So ask questions. Find out how to get involved. Because what you learn today and what you do tomorrow can open doors for the next generation of women --not only at Wellesley, not only in our nation, but all over the world. Thank you.

**FIRST LADY HILLARY RODHAM CLINTON
PSA FOR LIFETIME TELEVISION (30 SECONDS)
JANUARY 26, 1998**

Hello. I want to spend a moment talking to you about child care. As you may know, the President has proposed the largest single investment in child care in our nation's history. He's seeking to make child care and after-school care better, safer, and more affordable for millions of America's working families.

We know every child deserves to feel safe and to get the love and attention they need to grow and learn. So I urge you to get involved. Help make quality child care and after school care not only a national goal, but a reality for children across America.

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The President recognizes, as I do, that there's no more important job than raising a child. And we must give parents the tools and resources to succeed in that job, whether they decide to stay at home or go to work.

We know that every child deserves to feel safe, and to get the love and attention they need to grow and learn. The President's Child Care Initiative goes a long way towards making sure that child care everywhere meets those needs.

So I urge you to get involved. Help make quality child care and after school care not only a national goal, but a reality for children across America.

**FIRST LADY HILLARY RODHAM CLINTON
VIDEOTAPED REMARKS
HISPANIC AMERICAN CONSTRUCTION INDUSTRY ASSOCIATION
19TH ANNUAL AWARDS BANQUET
CHICAGO, ILLINOIS
FEBRUARY 26, 1998**

Good Evening. I am honored to join you tonight in paying tribute to the scholarship winners and the businesses and individuals who are opening doors of opportunity in my home town of Chicago and throughout our nation.

I'd like to acknowledge just a few of the people who made this 19th Annual Awards Banquet --and the success it celebrates --possible. The co-chairs: Governor Edgar, Mayor Daley, and Cook County President Stroger. Alderman Danny Solis. And the leaders and members of HACIA --especially President Dominic Delgado and Founder Rodrigo D'Escoto [DES-KOH-TO].

None of us got to where we are today without standing on the shoulders of another. And none of us will ever get to where we need to go tomorrow without reaching back to lift up someone who comes after us. The President has made it clear that we must all do our parts to create those "Bridges to Success" that you commemorate tonight. And he has challenged each of us to engage in a national dialogue about race that brings us together, instead of driving us apart.

I want to commend HACIA and each of you for working together to create real opportunities for young people, for Latinos, for all minorities --indeed for all Americans. I hope you have a wonderful evening.

**FIRST LADY HILLARY RODHAM CLINTON
VIDEOTAPED REMARKS
HISPANIC AMERICAN CONSTRUCTION INDUSTRY ASSOCIATION**

January 23, 1998

VIRTUAL Y CHILD CARE EVENT

DATE: Monday, January 26
TIME: 3:30 pm - 4:30 pm
LOCATION: P.S. 154 Harriet Tubman School
New York, New York
FROM: Brenda Costello

I. PURPOSE

To visit The Virtual Y after-school program, highlighting the after-school component to the President's recent Child Care Initiative, as well as a successful public-private partnership.

II. BACKGROUND

On Monday afternoon you will visit *The Virtual Y* after-school program at P.S. 154 Harriet Tubman School in central Harlem. This event will complement your morning event with the Vice President announcing the Mott Foundation funding for after-school programs, underscoring the after-school component to the President's Child Care Initiative.

The Virtual Y

The Virtual Y after-school program is a partnership of the YMCA of Greater New York, the NYC Board of Education and the United Way of NYC, funded by corporate and foundation donations. The Virtual Y provides a safe, educational environment for students after school every day. Secretary Riley visited P.S. 92 in Harlem last October to highlight The Virtual Y program and announce its expansion.

Currently, The Virtual Y serves approximately 3,000 grade school students in 66 public schools throughout the city, with the goal of reaching 10,000 students in 200 schools by September, 1998. Of those schools, 12 are located in the Upper Manhattan Empowerment Zone, and eventually 24 schools in both the Upper Manhattan Empowerment Zone (Harlem) and in the Bronx Empowerment Zone (south Bronx) will have Virtual Y programs.

Purpose

The Virtual Y program is intended to support NYC Schools Chancellor Rudy Crew's mandate to improve the reading scores of all students up to grade level. Chancellor Crew joined forces with the United Federation of Teachers to improve schools ("SURR" schools or School Under Registration Review) that were threatened to be taken over by

the state due to low-performance. The Virtual Y emphasizes early literacy and improving reading scores and also attempts to bring more after-school programs to the schools and students.

The Virtual Y incorporates the YMCA's triangle philosophy of spirit/mind/body -- designed to build strong values, enhance education and promote health lifestyles -- into the curriculum, and combines this with a second triangle of community/family/school. Parental/family involvement is a crucial component of the Virtual Y program, including involvement in the pilot program and continued service as volunteers in the program.

Structure

The Virtual Y focuses on second, third and fourth graders and targets low-performing schools. The Virtual Y provides tutoring and homework help as well as learning enrichment and recreational activities from 3pm - 6pm each school day. The Virtual Y comprises many of the Administration's initiatives, including community service, reading, and corporate responsibility. A total of 72 AmeriCorps volunteers work in Virtual Y programs within the Empowerment Zone. In addition, through the *America Reads* challenge, college work-study students work in the program which is part of the *America Reads* working group. The Virtual Y was a member of the 1997 *America Goes Back to School* steering Committee, the annual initiative of the U.S. Department of Education focusing on the back-to-school months.

Each Virtual Y program is funded for 50 students in grades 2-4, and up to 80 students in programs in the empowerment zones. Enrollment fluctuates and occasionally there is a waiting list at a school. Half of the students are selected by the school based on need, while the other half are first come/first served. Students are separated by grade level into small groups in different classrooms. Once there, students rotate between the various activities, either reading and discussion, artwork, or recreation.

Generally there are one or two counselors per class for every 10-13 students. A Virtual Y Site Coordinator oversees the program and rotates through the school. At some sites, the Site Coordinator is an AmeriCorps volunteer.

A different theme and value is highlighted each month, with all activities structured around that particular theme. The values component addresses Respect, Responsibility, Caring, Fairness, Trustworthiness and Citizenship, focusing on themes ranging from racism to the environment. Students may, for example, help clean up the schoolyard when learning about the environment.

Funding

The Virtual Y is funded primarily through corporate sponsors who donate \$25,000 per school to cover all program costs at each school. Programs within the empowerment

zone are funded an additional \$15,000 for 30 more students beyond the 50 already covered. In addition, individual and foundations help fund the additional administrative costs for training and program evaluation. There is no cost to students in the program.

Nearly 80 private entities had raised \$5.35 million by the end of last year. Time Warner Inc. has been one of the largest supporters, with a commitment to fund 19 schools over 2 years in the Upper Manhattan Empowerment Zone, including P.S. 154 Harriet Tubman School. In kind contributions from Scholastic has provided all the books and for the Virtual Y program.

P.S. 154 Harriet Tubman School

P.S. 154 Harriet Tubman School is an elementary school serving approximately 650 students in grades pre-K through grade 5. Located in central Harlem, approximately 90 percent of the students at PS 154 are African American and 5 percent are Hispanic, and most fall below the poverty level. Ninety-two percent of students are eligible for free lunch. P.S. 154 is located in the Upper Manhattan Empowerment Zone, which increases available funding for the Virtual Y program.

Identified by the New York State Department of Education as a "non-performing" or SURR school two years ago due to low reading scores, P.S. 154 has made a remarkable comeback and has been removed from SURR list after literacy programs were implemented and test scores rose nearly 20 percent.

The school's current Principal, Elizabeth Jarrett, was appointed in July 1996. While not mandatory, uniforms are strongly recommended at PS 154. Approximately 50 percent of the students participate.

The Virtual Y at P.S. 154

Between 60 and 70 students are enrolled in The Virtual Y program at P.S. 154, with a total of five staff - two paid Virtual Y counselors and three volunteer positions. The theme this month is racism, and the value of the month is honesty.

Format

Guided by Jennifer Ford, The Virtual Y Coordinator at P.S. 154, you and Principal Jarrett will visit in two classrooms in the after-school program, where students will be working on various reading or art projects.

Following the tour, you will proceed to another classroom for a short speaking program on the Virtual Y program. Other speakers include Principal Jarrett, Paula Gavin, President, YMCA of Greater New York, and Rosetta Moore, the parent of a student in the after-school program. Approximately 30 guests from the school, YMCA and sponsors will be in the audience.

III. PARTICIPANTS

Program Tour

- The First Lady
- Elizabeth Jarrett, Principal, PS 154
- Jennifer Ford, Virtual Y Program Coordinator

Remarks

- The First Lady
- Elizabeth Jarrett, Principal, PS 154
- Rosetta Moore, Virtual Y parent
- Paula Gavin, President, YMCA of Greater New York

IV. SEQUENCE OF EVENTS

- The First Lady proceeds to Third Floor of P.S. 154 with Principal Jarrett.
- The First Lady enters Classroom 303.
- Jennifer Ford, Virtual Y Coordinator, gives the First Lady a tour of Classroom 303: counselors and children describe the activities available at the Virtual Y after school program.
- At the end of the tour of Classroom 303, the children ask the First Lady a question.
- The First Lady and Jennifer Ford proceed to Classroom 304.
- Jennifer Ford gives the First Lady a tour of Classroom 304 with counselors and children available to describe their activities.
- At the end of the tour of Classroom 304, the children present the First Lady with a card.
- The First Lady, Jennifer Ford, and Principal Jarrett proceed to Classroom 306 where the other after school program children are gathered.
- The First Lady briefly says hello to children in Classroom 306.
- The First Lady proceeds to Classroom 309.
- Principal Elizabeth Jarrett makes welcoming remarks and introduces Rosetta Moore, Virtual Y parent.
- Rosetta Moore makes remarks and introduces Paula Gavin, President, YMCA of Greater New York.
- Paula Gavin makes remarks and introduces The First Lady.
- The First Lady makes remarks.
- Upon conclusion of remarks, the First Lady departs.

V. PRESS

Tour: Pool Press.

Remarks: Pool press/WH Photo.

VI. REMARKS

Talking points provided by Christy Macy.

AFTER-SCHOOL



21ST CENTURY COMMUNITY LEARNING CENTERS
AFTER-SCHOOL, WEEKEND AND SUMMER PROGRAMS FOR YOUTH

PARTNERSHIP
for Family
Involvement
in Education

WHAT IS THE 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM?

The 21st Century Community Learning Center program is authorized under Title X, Part I (21st Century Community Learning Centers) of the Elementary and Secondary Education Act. The funds can be used to expand the school's capacity to address the educational needs of its community after-school, weekends and summers. The focus of this program will be to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment. A priority of the program will be to focus on middle school students. Empowerment Zones and Enterprise Communities will also be a target of the program.

**Deadline for transmittal of application is
March 9, 1998.**
**The announcement of grant awards is
expected in early May 1998.**

WHY DO WE NEED THIS PROGRAM?

While some communities are already developing after-school programs, they are not widespread, particularly in the public schools. In 1995, there were 23.5 million school-aged children with parents in the workforce. But as recently as the 1993-94 school year, 70 percent of all public elementary and combined schools did not have a before- or after-school program. In rural areas, 82 percent of public schools did not have such programs. In addition, the majority of extended-day programs are

aimed at kindergarten and early elementary school students, and focus on supervised care rather than academic instruction. This program will bring much-needed attention to the provision of supplementary learning activities and on activities addressing the needs of adolescents and the problems of drug use, gang involvement and violence.

A 1994 survey of parents found that 56 percent think that children are left alone too much after school, and a 1989 survey showed that 84 percent of school principals expressed a need for before- and after-school programs. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m.--a time when they are not in school. Many children and youth can benefit from extra learning time after school, summer and weekends. A priority would be given to programs serving early adolescents and middle school-age children. The 21st Century Learning Center program meets this need by providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, help for middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects, as well as opportunities

to participate in chorus, band and the arts, technology education programs and services for children and youth with disabilities. Before- and after-school and summer programs can help children stay on the right track.

HOW MUCH FUNDING IS AVAILABLE FOR 21ST CENTURY COMMUNITY LEARNING CENTERS?

The President received \$40 million in his FY 1998 budget to expand this program. It is estimated that this amount will fund 200 to 300 new after-school grants that can include more than one local project, as in the case of a local education agency applying to serve several local schools.

WHO IS ELIGIBLE TO RECEIVE FUNDING?

A school or consortia of schools, but they must be in collaboration with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions. By and large, according to a 1992 Gallup poll, the public favors keeping school buildings open for use by school children (with adult supervision): 87 percent after school; 67 percent on weekends; and 72 percent during vacation. Grants will be funded for a period not to exceed three years.

REGIONAL WORKSHOPS

The U.S. Department of Education, with the National Community Education Association (NCEA) and the National Center for Community Education (NCCE), is offering a series of one-day regional workshops to assist people who may apply for grants

under the 21st Century Community Learning Centers program. The workshops will assist potential applicants to plan and implement high-quality after-school programs, and will feature:

- Technical assistance – tips on how to prepare the grant application
- Research results
- Examples of high-quality after-school programs and activities in the region

The C. S. Mott Foundation is sponsoring the workshops, which are free of charge to applicants. The schedule and location for the workshops are listed below:

- February 2 – Boston, Atlanta
- February 4 – New York, Dallas
- February 6 – Washington DC, St. Louis
- February 9 – Los Angeles, Chicago
- February 11 – Seattle; Flint, Michigan
- February 13 – Denver

The deadline to register is January 26, 1998. For additional information or to obtain a registration form, go to the Web site at www.ed.gov/offices/OERI/21stCCLC or contact the National Community Education Association at 703-359-8973.

HOW DO I APPLY FOR FUNDING?

To request an application packet, please contact: Amanda Clyburn
U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington DC 20208-5644
E-mail: amanda_clyburn@ed.gov
FAX: 202-219-2198

You can also download the application packet from the U.S. Department of Education's Web site at www.ed.gov/offices/OERI.



Y.M.C.A. and School Board Unite on a Reading Program

By SOMINI SENGUPTA

Using private donations to make up for city budget cuts, the Board of Education and the Y.M.C.A. of Greater New York announced a plan yesterday for new after-school programs with a special focus on improving reading skills for 10,000 elementary school students.

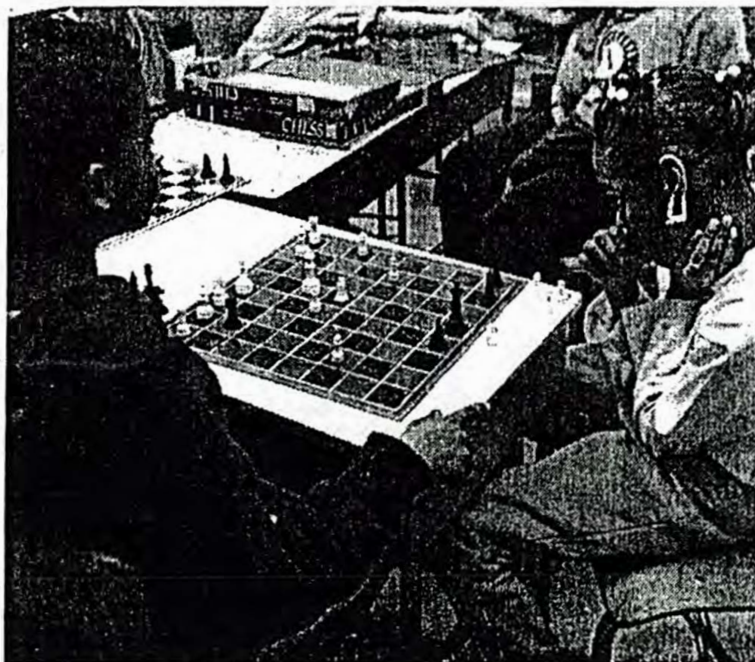
The proposal, for second, third and fourth graders in 200 elementary schools, is the first major effort to extend the school day since budget cuts to the Board of Education and the Department of Youth Services eliminated much of what used to be an array of after-school programs, from basketball to math tutorials.

Drawing on corporate and individual donors as well as grants from the United Way, the Y.M.C.A. will spend about \$25,000 on staff and materials at each school, to be matched by about \$7,500 a year from the Board of Education to keep the schools open from 3 to 6 P.M. The corporate donors will be able to display their company banners at the schools in exchange for their donations.

The Y.M.C.A. has raised \$1 million so far and will require \$5 million each year to sustain the program.

Fifty children will take part at each school, half of them selected by the principal on the basis of academic or social needs. Y.M.C.A. employees and volunteers will offer homework help and athletic and arts activities like chess, dance, and basketball, as well as a curriculum intended to increase reading skills. One of Chancellor Rudy Crew's priorities is to have all third graders reading at grade level.

The Y.M.C.A. currently offers programs in 40 schools, concentrated in the city's poorest neighborhoods. Its new venture, which grew out of conversations between the organization's president and Dr. Crew, an honorary board member, will serve children in a third of all elementary schools. By next fall, the program, called the Virtual Y, will be in about



Michelle V. Agins/The New York Times

Chess is among the activities in a new program offered by the Y.M.C.A. Alejandro Garcia, 10, left, and Shantel Jackson, 8, playing at P.S. 145.

60 schools. The rest will have it by the end of the next school year.

"We will go into the schools of greatest need, with low reading and math performance," said the Y.M.C.A. president, Paula Gavin.

Speaking at a news conference yesterday at Public School 40, at 319 East 19th Street in Manhattan, Richard A. Grasso, chairman and chief executive of the New York Stock Exchange, issued an appeal.

"I'm a product of the public education system in this town, and I believe very deeply that the Virtual Y will make a very important contribution that reminds the private sector and certainly those of us in financial services that there is no greater investment in our future than in our kids," said Mr. Grasso, who is also on the board of the Y.M.C.A. "The returns are incalculable."

Children's advocates said yesterday that while philanthropic efforts could not compensate for severe city budget cuts, programs like the Virtual Y are crucial for students and working parents, and are becoming even more important as new welfare rules require single parents to work.

"It's not going to fill the gap," said Rose Anello, the associate director of the Citizens' Committee for Children. "It's going to help us meet the needs of school-age children and working parents, as well as parents who are required to go to work to keep their welfare benefits."

Board of Education officials said they do not know how many after-school programs exist now. But several school district superintendents, who are in charge of the city's 848 elementary and middle schools, said they have had to slash almost all of

the after-school programs once supported by city money.

Five years ago, every elementary school in District 15 in Brooklyn offered after-school programs at least three days a week, focusing on academic enrichment, arts and athletics. They were financed by discretionary money from the Board of Education, said the district superintendent, William F. Casey.

The board also paid for after-school sports programs five days a week in each of the middle schools in the district, which stretches from Sunset Park to Park Slope. Money from the city's Department of Youth Services supplemented the school's programs.

Since then, with steep city budget cuts for education and youth services, district superintendents have been forced to channel discretionary spending toward classroom instruction, Mr. Casey said. "Any kind of discretionary money you could find in the budget, you kind of used it to ease the pain of the cuts," he said.

Now Mr. Casey uses Federal and state money for after-school reading classes in three or four schools. Parents in four schools also pay, on a sliding scale, for their own after-school programs.

Some school officials have tried to fill the gap with outside grants. District 3, on the Upper West Side, raises \$400,000 to \$500,000 in state and Federal grants, for after-school programs alone. The district is unusual in that all of its 38 schools have programs after school.

On a recent afternoon at P.S. 185 on West 112th Street, a dozen first and second graders huddled around a teacher as she read aloud "The Snowy Day," by Ezra Jack Keats. The children, many of them immigrants from Latin America and Africa, described winter, wrote stories and drew pictures about the season.

"This is a continuation of school, but more relaxed," the assistant principal, Norina Genao, said.

DAILY
NEWS

Metro

10/2/97

\$1.1M to aid literacy

By LAURA WILLIAMS

Daily News Staff Writer

An after-school literacy program got a \$1.1 million shot in the arm yesterday from Time Warner Cable and the Upper Manhattan Empowerment Zone Development Corp.

The money will help a YMCA program that gives extra instruction to students to expand to 19 schools in Harlem and upper Manhattan.

In announcing the donation, Deborah Wright, the head of the development corporation, said all New Yorkers should pitch in however they can to help students learn to read.

"We must put our arms collectively around these kids so they have the support we did," Wright said during a panel discussion on literacy with U.S. Education Secretary Richard Riley, Deputy Chancellor Judith Rizzo and other officials.

Riley said he intends to take the YMCA program, or similar efforts, to school systems across the country.

"This is a national movement," he said. "It's very, very important for this country."

The program, called Virtual Y, gives free literacy in-



BILL TURNBULL DAILY NEWS

EDUCATION SECRETARY Richard Riley visits classroom at upper Manhattan's Public School 92 yesterday.

struction to students three hours a day, five days a week. In order to give each child a lot of attention, there is one counselor for each 10 students. Virtual Y is funded largely by private companies as well as some nonprofit

community organizations.

There are now 65 Virtual Y centers — with a total of 3,500 children — in all five boroughs. By the year 2000, the YMCA hopes to have 200 New York sites serving up to 12,000 students.

P h i l a n t h r o p y

Time Warner Inc. and the Upper Manhattan Empowerment Zone recently announced a \$1.1 million commitment designed to give more New York City elementary students a safe place to go when the school day ends.

The pledge will enable 19 Harlem-area schools to participate in the "Virtual Y" after-school program, in which trained volunteers, college work-study students, and YMCA staff members work with children in grades 2, 3, and 4 to improve literacy skills.

The Virtual Y program is not related to high-tech computing or Internet surfing, but rather it delivers academic and recreational resources from the YMCA to each of the 66 schools currently being served by the three-hour, extended-day program, said Paula Gavin, the president of the YMCA of Greater New York.

The joint contribution of Time Warner and the Upper Manhattan Empowerment Zone, which is part of a federal initiative that gives tax breaks and financial resources to struggling communities, is the program's largest gift to date.

Virtual Y sponsors, including the New York City board of education and the local United Way affiliate, hope to install the program in 200 underserved public schools in the city by 2000, Ms. Gavin said. When it started as a pilot program last spring, Virtual Y served only 10 sites.



Where We Stand

by Sandy Feldman
President, American Federation of Teachers

*Two years ago,
children in PS 154
were among
the lowest-achieving
students in the city.*

A School is Reborn

A critical question in American education is how to provide poor children in failing and mostly urban schools with a good education. Voucher advocates have given up and argue that we should just rescue a few children by subsidizing their tuition at private schools. But how can we have a *public* policy of saving a few kids and ignoring the rest? If a school is that bad, no one should be stuck there.

Instead, we must--and can--educate all the children by turning around schools that are disorderly and unsafe and where kids are not learning. Close them if necessary; rethink everything about them--and do it fast.

This is not just talk. It's what Chancellor Rudy Crew, with the support and collaboration of the United Federation of Teachers, is doing in New York City. Schools that were performing so poorly the state threatened to take them over are being redesigned. Most are starting to improve, and some have made remarkable progress.

I recently visited PS 154 in central Harlem, where scores in a state-wide reading exam have risen 19.5 percent since the redesigned school opened in September 1996. (This figure is solidly documented, unlike the claims made for some private school voucher programs.)

PS 154 looks the way a good school should. The hallways are bright and clean and filled with the terrific work of children. There are no graffiti, no torn-up bulletin boards. Classroom doors stand open, and you can hear the sounds of children and teachers working together. They look busy and intent on what they're doing.

Most of the students are poor. They come from a public housing project across the street, and nearly 95 percent are eligible for Title I funds. Some have very serious problems, but the majority are average, normal-to-bright, big-city kids--and they are thriving.

A Dirty, Disorderly Place

Two years ago, the children in PS 154 were among the lowest-achieving students in the city. The school they attended, this same school, was dirty and disorderly. It was always short of books and supplies, and the adults--teachers and administrators--were frequently at odds with one another. There was no vision

of what the school should be like--or any hope of making it different and better.

How did all this change? First, PS 154, which had been neglected and starved for support and resources by its local sub-district, was taken over by the chancellor. The chancellor's office, together with the United Federation of Teachers, assisted PS 154's administrators, parents, teachers, and other staff in redesigning the school. The idea was to draw up a plan whose every part would contribute to improving student learning. Ultimately PS 154 chose, as a centerpiece, "Success for All," a reading program that has proven very effective in inner-city schools, and they organized the rest of the education plan around that program.

Teachers who wanted to be part of the new PS 154 were invited to apply; others transferred to schools elsewhere in the district. In all, 50 percent of the teachers stayed on. The rest were mostly new, young teachers who were eager to work in the redesigned school. All of the teachers--both new and experienced--got extra training to prepare them for putting the education plan into action.

Working Together

As for the leadership, the final and all-important piece, the school got an excellent new principal. She and the school's talented union building rep were able to work together and help teachers and parents follow through on every detail of the redesign.

This is a story about one school--and it's only the first chapter. But there are many stories like it, and more to come. In fact, as I was writing this column, the state education department and the Chancellor announced that PS 154, along with 14 other schools, was being removed from the state's list of low-performing schools--a major accomplishment in a relatively short period of time.

But there's another angle--an important one: Vouchers divide a community; they pit the few families who "win" the voucher lottery against the many who do not. They encourage people to give up on neighborhood schools and take scarce resources out of these schools. The rebuilding of PS 154 demonstrates something very different. Many groups made a commitment to fix this school so all the kids in the neighborhood could get a good education. Together, they achieved what none of them could have done alone. And in helping a community get back its neighborhood school, they made the community stronger.

 [Previous "Where We Stand" Columns](#)

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American Federation of Teachers 555 New Jersey Ave, NW Washington, DC 20001

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TALKING POINTS FOR HILLARY RODHAM CLINTON
VIRTUAL Y SCHOOL SITE VISIT
HARLEM, NEW YORK
MONDAY, JANUARY 26, 1998

Acknowledgments to come from advance.

- I've been so impressed with what I've seen here today. This is a great place for kids, not only because it's fun, and safe, and warm, but because it helps children at Harriet Tubman to do better in school. Today, we see what's possible when we create partnerships and invest in our children.
- This "Virtual Y" is a model program:
 - ** It's a public/private partnership (the YMCA of Greater New York; the New York City Board of Education; United Way of NYC; Time Warner; AmeriCorps);
 - ** helps kids learn (children work in small groups to improve reading and overall academic skills);
 - ** emphasizes the Y's core values -- respect, responsibility, caring and honesty;
 - ** brings child care directly to the people it serves;
 - ** offers an organized program for volunteers to participate in a major literacy effort;
 - ** provides a safe and stimulating environment for kids during the hours of the day when they're most at risk.
- This program is a model for after school care not only here in Harlem and New York City, but around the nation. It's an example of how we're expanding the opportunities and programs that help kids to say no to drugs and alcohol and crime, and yes to reading, and computers, and learning.
- The "Virtual Y" program exemplifies what's possible when everyone -- the government, the schools, the community, non profits, and the private sector -- joins hands around our children, and provides them safe and stimulating places to learn and grow.
- Tomorrow night, in his State of the Union, the President will unveil the single largest investment in child care and after school care in our nation's history. This \$20 billion investment over five years will make child care more affordable for millions of working parents; promote early learning and healthy child development; and ensure child care is safe and of high quality.
- We're making child care more affordable for working families, by investing \$7.5 billion over five years to double the number of children receiving child care subsidies; by investing \$5.2 billion in increased tax credits for child care; by proposing a new tax credit for businesses that provide child care for their employees;

- We're promoting early learning and healthy child development by providing \$3 billion over five years to establish an Early Learning Fund that helps local communities improve the quality and safety of child care.
- We're making sure these child care programs are safe and high quality, by stepping up enforcement of state health and safety standards, facilitating background checks on child care providers;
- But as we all know, and as Rosetta Moore has just reminded us, the need for child care doesn't disappear once our children begin school. That's why the President is making a significant investment in after school programs -- \$1 billion over the next five years. And because of that investment, more parents, and more school aged kids, will have the opportunity to participate in a quality program like this one we've seen today.
- This morning, we saw another example of how the private/non profit sector is supporting this national commitment to improve and expand before and after school care. Along with the Vice President and Secretary Riley, we announced that the C.S. Mott Foundation will invest \$55 million over the next five years in after school programs -- specifically in program quality that includes training and technical assistance.
- There is no more important job than raising a child. And no greater responsibility than to create the conditions and give families and communities the tools to succeed in that critical task. The President's child care and after school initiative will bring us closer to fulfilling this fundamental promise to America's parents and children.
- I want to thank everyone in this coalition for setting such an impressive and inspiring example of what, together, we can accomplish on behalf of our nation's children.

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January 27, 1998, Tuesday, Late Edition - Final

SECTION: Section A; Page 16; Column 1; National Desk

LENGTH: 774 words

HEADLINE: THE PRESIDENT UNDER FIRE: THE FIRST LADY;
Mrs. Clinton in Harlem: A Portrait of Resilience

BYLINE: By FRANCIS X. CLINES

BODY:

Hillary Rodham **Clinton** kept to her smiling round of tours in behalf of needy children today, offering the nation no revealing words but a steadfast bearing as her First Lady's defense of her scandal-embattled President.

Beaming as she entered a third-floor classroom here at the Harriet Tubman Learning Center on West 127th Street in Harlem, Mrs. Clinton asked a dozen youngsters what they were studying.

"The Four Values," the third and fourth graders responded in unison.

And what are they? The First Lady encouraged, fairly glowing in a yellow pants suit as she worked the class.

"Honesty," they began slowly, "Caring. Respect. And responsibility."

"Those are really important values," Mrs. Clinton said, adding, "Boy, that's a big word -- responsibility -- isn't it?"

This was a day more for generating self-confident tableaux than explicit discussion of the President's predicament, as the First Lady made clear in declining to field reporters' questions at the school.

Instead, she immersed herself, with camera crews in attendance, in picturesque visits with children, with the fleeting dialogue on the Four Values as close as anyone came to the sensitive subject of morality at the heart of the criminal investigation now under way into the President's personal behavior.

The First Lady's visit here was a respite from the legal and political cauldron that the White House has become. Mrs. Clinton once more presented a classic study in resilience under pressure -- her virtuoso role in past campaigns of defending her husband when his career was on the line.

Her agenda was well tailored to the Clintons' current need to display themselves in positive, business-as-usual situations, with an evening Unicef dinner address following her afternoon visit to the Y.M.C.A. literacy program in Harlem. There, the official gathering of 50 people immediately stood, cheered and applauded the sight of her. .

"She's holding up well," one woman in the room said discreetly to a colleague, eying the First Lady as if for signs of physical illness or personal grief.

Mrs. Clinton seemed resolved to offer the watching world not the faintest hint of personal discouragement. She projected a redoubtable presence in control of the moment as she asked individual students about their work and leaned to touch and talk with them encouragingly.

"Learning how to spell is a lot easier than stopping people from hating you," she sympathized with 9-year-old Danquan Love as she helped with his "I have a dream" essay assignment, correcting his

spelling, but underlining his understanding of what makes for a better world.

She began the day at her husband's side, smiling confidently and listening as he offered, in a stronger delivery than previously, another brief denial of the accusations that he had a sexual affair with a 21-year-old White House intern and sought to have her lie under oath to keep it concealed.

"I pray to the Lord it's not true," said Edna O'Bryant, a gray-haired retiree who said she journeyed down from the Bronx just to stand in the passing crowd and try to buck up the Clintons. "He's doing everything in his power to help this nation. We'll all be destroyed if this is true."

Nearby in the school corridor, Louis Jones, a retired postal worker agreed. "I don't think he'd have time for that sort of thing, you know," Mr. Jones said. "But it's been going on in the White House ever since there was a White House. And if he has to go and we get Al Gore, well I could get with the program."

Mrs. Clinton traveled in the city in a virtual bell jar of politeness. She praised the success of the "Virtual Y" program of special after-school tutoring in literacy, financed in 66 neighborhoods by the public and private sectors. For this day, the worthy program attracted an outsized throng of news workers and equipment, most of it kept away in the streets, waiting for any word or bit of body language on whether the First Lady would take cognizance of the investigation and the uproar she left behind.

She did not. But Mrs. Clinton, who has been reported to be helping engineer the White House's defense in the current struggle, kept a keen eye for detail through the day, touching her audience by telling of a student's "I have a dream" essay in which the girl dreamed that "I visited my Grandma in the grave and she told me to keep my eye on wanting to be a teacher and not live in the streets."

The First Lady departed from the Harlem school to another standing ovation that drowned out news questions from the rear about her husband and the furor and criminal investigation back at the White House.

GRAPHIC: Photo: **Hillary** Rodham **Clinton** leaving the Harriet Tubman School in Harlem yesterday after speaking with children about "The Four Values." (Michelle V. Agins/The New York Times)

LANGUAGE: ENGLISH

LOAD-DATE: January 27, 1998

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Search: General News;virtual Y and hillary w/2 clinton

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THE ORLANDO SENTINEL

January 27, 1998 Tuesday, METRO

SECTION: A SECTION; Pg. A4

LENGTH: 420 words

HEADLINE: HILLARY CLINTON VISITS HARLEM;
WHILE TOURING A SCHOOL, SHE AVOIDED ANY DISCUSSION OF THE SCANDAL
ROCKING HER HUSBAND'S PRESIDENCY.

BYLINE: Compiled From Wire Reports

DATELINE: NEW YORK

BODY:

First lady **Hillary** Rodham **Clinton** toured a Harlem elementary school Monday in her first trip out of town since the scandal that has shaken her husband's administration broke but she avoided any discussion of the crisis.

The first lady arrived in New York hours after appearing by the side of the president, who vehemently denied, at a White House event on child care, allegations that he had sexual relations with a White House intern and urged her to lie about it.

Hillary Clinton visited the Harriet Tubman Learning Center, formerly known as Public School 154, and learned about the school's "virtual Y," a program run by the YMCA aimed at developing after-school programs for children in need.

Speaking of the administration's plan to devote \$21 billion over five years to child care and after-school programs, the first lady said, "We will make child care more affordable for millions of working parents."

Dressed in sunny yellow and smiling, Clinton strode before the cameras with something to prove. While her official topic was the importance of child care, the unstated one was the strength of her marriage.

As President Clinton fends off new allegations of infidelity, Americans' eyes are also on his wife. And she is not flinching.

She was visibly affected by the time she spent with one student, who was working on a theme based on slain civil rights leader Martin Luther King Jr.'s "I have a dream" speech.

She said the girl told her "I had a dream I visited my grandmother in her grave and she told me to keep my eye on wanting to be a teacher and not live in the streets."

"I had to think about that," Clinton said. "And then about how we want to give these messages to our children."

"We can't just tell them, we have to show them. We can't just preach at them, we have to work with them," she added.

The Clintons' marriage has baffled many ever since the couple first emerged on the national stage early in 1992. Clinton's presidential campaign was in turmoil after Gennifer Flowers' accusations of a 12-year affair and other rumors of womanizing.

Whispers about marital shouting matches and lamps thrown in anger have alternated with images of the

couple cuddling in a hammock or dancing on the beach.

At a child-care event in Washington Monday morning, cameras whirled as the first lady leaned over to whisper in the president's ear.

Her demeanor also will be closely watched tonight as she watches her husband's State of the Union address from the congressional gallery.

GRAPHIC: PHOTO: A helping hand. **Hillary Rodham Clinton** gives a spelling assist to Dan Quan, 9, on his 'I Have a Dream' project.

ASSOCIATED PRESS

PHOTO: A public whisper. The Clintons at a scrutinized White House event on child care, where observers sought signs of her feelings.

ASSOCIATED PRESS

LANGUAGE: ENGLISH

COLUMN: White House crisis

LOAD-DATE: January 27, 1998

FOCUSTM

Search: General News;virtual Y and hillary w/2 clinton

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January 27, 1998

SECTION: News; Pg. A6

LENGTH: 599 words

HEADLINE: In firestorm, first lady acts cool, calm, collected

BYLINE: FRANCIS X. CLINES

BODY:

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GRAPHIC: First lady **Hillary** Rodham **Clinton** leans over to help Danquan Love, 9, spell in his 'I Have a Dream' assignment during her visit to the **Virtual Y** after-school program at New York's P.S. 154 in Harlem on Monday afternoon. Danquan's classmate Kyaseem Andrews, also 9, watches the first lady closely.

LOAD-DATE: January 28, 1998

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January 24, 1998

ANNOUNCEMENT OF MOTT FOUNDATION COMMITMENT TO EXPAND AFTER-SCHOOL CARE FOR CHILDREN

Date: Monday, January 26, 1998
Time: 10:00 - 10:45 am
Location: Roosevelt Room
From: Nicole Rabner

I. PURPOSE

The purpose of this event is (1) to announce that the C.S. Mott Foundation will commit up to \$55 million over five years to enhance the quality of before- and after-school programs; and (2) to highlight the after-school component of the President's child care initiative in advance of the State of the Union Address and discuss details of the proposal.

II. BACKGROUND

Mott Foundation Announcement

The Charles Stewart Mott Foundation has pledged up to \$55 million over five years to support the President's proposal to dramatically expand after-school opportunities for children through the 21st Century Learning Center program. The Mott Foundation intends to use the new funds for training and technical assistance to help achieve four goals: (1) integrate learning into after-school programs; (2) expand access to quality, extended learning programs; (3) ensure program availability among low-income and hard-to-reach populations; and (4) develop innovative models to be shared with the field. In addition to this new investment, the Mott Foundation has made a \$2 million grant to fund 11 regional meetings to assist schools applying for the \$40 million available in the 21st Century Learning Center program in the current fiscal year.

21st Century Learning Center Program

As a part of his child care initiative, the President has proposed to dramatically expand the 21st Century Learning Center program, which is currently funded at \$40 million for FY 1998. The 21st Century Learning Center program will help school-community partnerships create or expand before- and after-school programs, primarily by allowing public schools to stay open as safe havens. The President proposes to expand the funding level to \$1 billion over the next five years to enable up to 500,000 children to participate in after-school programs. The Vice President will discuss details of the program, including (1) a new provision of local match to leverage \$2 billion nationally for after-school programs; (2) better targeting of the funds to high-need communities; (3) a requirement that schools work closely with community organizations in establishing these programs; and (4) a set-aside of up to 10 percent of funds for community organizations to establish or expand their own after-school programs.

Senator Kennedy Proposal

Senator Kennedy plans to highlight the need for after-school programs at an event in Boston, MA on Monday afternoon. He will likely announce his plans to introduce legislation to build the supply of good after-school programs, through investments in the 21st Century Learning Center program, a new title to the Child Care and Development Block Grant, and new funding in the Juvenile Justice bill.

Roosevelt Room Event

The Roosevelt Room event will consist of a small speaking program before an assembled group of leading education and child care advocates. Secretary Riley will open the program and highlight the need for good after-school programs, and introduce parents from Arlington, Virginia, who rely on after-school programs for their children. The parents, Rand and Debra Bass, will make brief remarks and introduce you. You will make remarks about the significance of the President's overall child care initiative and emphasize the importance of the after-school component. You will also have a opportunity to mention your plans to go to Harlem, New York later in the day to visit a model after-school program. You will then introduce the Vice President, who will make the specific announcement about the Mott Foundation's new investment in this area and discuss the President's proposal further. He will introduce Mott Foundation President Bill White, who will emphasize that it was the President's bold proposal to expand after-school opportunities for children that led the Foundation to make this commitment. The Vice President will close the program.

III. PARTICIPANTS

The First Lady
The Vice President
Secretary Riley

Senator Chris Dodd

Approximately 40 leading education and child care advocates (see attached list of participants)

IV. SEQUENCE OF EVENTS

- You and the Vice President will proceed to a briefing in the Vice President's West Wing Office;
- You, the Vice President, and Secretary Riley will proceed to the Roosevelt Room;
- Secretary Riley will make opening remarks and introduce Rand and Debra Bass, parents from Arlington, VA;
- Rand and Debra Bass will make very brief remarks and introduce you;
- You will make remarks and introduce the Vice President;

- The Vice President will make remarks and introduce Mott Foundation President Bill White;
- Bill White will make brief remarks; and
- The Vice President will close the program.

V. PRESS PLAN

Pool press.

THE VICE PRESIDENT AND FIRST LADY ANNOUNCE NEW COMMITMENT TO EXPAND AFTER-SCHOOL CARE FOR AMERICA'S CHILDREN

January 26, 1998

Today, the Vice President and First Lady will announce one of the largest private donations ever made to public education, and provide further details on the President's initiative to leverage a \$2 billion investment in quality after-school programs. The C.S. Mott Foundation will donate up to \$55 million over 5 years to enhance the quality of before- and after-school programs and will provide needed technical assistance and training to communities starting or expanding these programs for children.

ANNOUNCING NEW DETAILS OF THE PRESIDENT'S PROPOSAL TO PROVIDE AFTER-SCHOOL CARE FOR UP TO HALF A MILLION CHILDREN: As part of his historic child care initiative, the President has made quality after-school programs a national priority. That is why he proposed a dramatic expansion of the 21st Century Community Learning Center Program, which will help school-community partnerships create or expand before- and after-school programs. Today, the Vice President and the First Lady are announcing the details of this initiative, including: a provision for a local match to leverage \$2 billion nationally for after-school programs; better targeting of funds to high-need communities; a requirement that schools work closely with community organizations in establishing these programs; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their own after-school programs.

These efforts will allow schools to stay open as safe havens in a cost-effective manner by primarily using public schools and their existing resources. The expansion of the 21st Century Learning Centers Program will promote learning and enrichment programs in such areas as computer skills, the arts, drama, music, community service, and the basic skills. The President's budget will request \$200 million per year, for a total of \$1 billion over five years, reaching up to 500,000 children a year. For FY 1998, the program is funded at \$40 million a year.

ANNOUNCING AN HISTORIC PUBLIC-PRIVATE PARTNERSHIP: The C.S. Mott Foundation's donation of up to \$55 million over 5 years demonstrates their commitment to the expansion of the successful 21st Century Community Learning Centers program. Through Mott's generosity, the U.S. Department of Education will offer regional conferences, beginning next week, to help communities nationwide learn about quality after-school care and take advantage of new federal funds for before- and after-school programs.

ADDRESSING THE HUGE DEMANDS FOR AFTER-SCHOOL PROGRAMS: An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. In fact, according to FBI statistics, most juvenile crime (youth 12 and 17) takes place between the hours of 3 pm and 8 pm. [*Fight Crime: Invest in Kids, 1997*] Young people need a safe place after school that provides enriching experiences for their physical well-being. However, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before- and after-school programs of any type. [Seppanen, 1993] Programs in schools are even more scarce: 70 percent of all public elementary and combined schools do not offer such programs. [NCES, September 1996]

HIGHLIGHTING A PROGRAM THAT MAKES A DIFFERENCE: The First Lady will travel to the Harriett Tubman School in New York City to take a tour of their Virtual Y Program. The Virtual Y after-school program is a partnership of the YMCA of the Greater New York, the New York City Board of Education and the United Way of New York City. In addition to its strong focus on building academic skills, it also provides a safe and stimulating environment during the hours of the day when children are most at risk. During her visit to this Virtual Y program, the First Lady will highlight how the Administration's after-school initiative will help ensure that children across the country will have access to programs as enriching as the after-school program at the Harriett Tubman School.

21ST CENTURY COMMUNITY LEARNING CENTERS

Vice President Al Gore, First Lady Hillary Rodham Clinton, U.S. Secretary of Education Richard W. Riley and Charles Stewart Mott Foundation President William S. White today announced that the Mott Foundation has pledged up to \$55 million in support of a five-year, \$1-billion federal proposal to expand before- and after-school programs for children through the 21st Century Community Learning Centers program. This money is in addition to a \$2-million Mott grant to fund 11 regional workshops to assist schools applying for the \$40-million federal program in the current fiscal year.

The new Mott money will go for training and technical assistance to help achieve four goals: integrate learning into after-school programs; expand access to quality, extended learning programs; ensure program availability among low-income and hard-to-reach populations; and develop innovative models to be shared with the field.

On the occasion of this announcement, here are some comments and background material from the Mott Foundation.

COMMENTS BY WILLIAM S. WHITE,

Chairman, President, CEO, Charles Stewart Mott Foundation

This day has been long in coming. Sixty years ago, another First Lady, Eleanor Roosevelt, came to Flint, Michigan. Mrs. Roosevelt, one of the first people to tour some of the after-school programs the Foundation was funding, wanted to see and feel for herself what was taking place.

As she made her way through each school building, she saw children at productive play, parents discovering how to be involved in their child's daily learning, adults working on long overdue remedial education, seniors mentoring children. Outside the building she was shown a park that had been made from a dump; nearby residents who had opened their property as a safe play place for neighborhood children and much more.

What Mrs. Roosevelt saw was a community and school system working together in common purpose — to meet the needs of its citizens and especially its children, and to create opportunity for people of all ages, and all backgrounds, to learn to help themselves.

Today, another First Lady, who has made the needs of children — particularly low-income youth — one of her top priorities, stands before you in support of a historic commitment to America's children. The Mott Foundation is honored to be part of this initiative, which is also supported by Vice President Gore and Secretary Riley.

The 21st Century Community Learning Centers program goes to the core legacy of the Mott Foundation, building off our earliest work — work done before I was born — to encourage and train communities and schools to work together to address community needs and student achievement.

Indeed, the Mott Foundation's heritage is steeped in the community school tradition. Beyond

Mrs. Roosevelt, our work in this field captured the interest of Presidents Eisenhower, Johnson, Nixon, Ford and Carter. In fact, at one point, federal legislation was signed to encourage community school development and to create a federal office of Community Education.

The \$6,000 the Mott Foundation committed in early 1935 for a five-school experiment in the Flint community schools, has grown into six decades of continuous funding support totaling \$177.5 million to community school partnerships locally, nationally and internationally, and today makes us a natural partner in this important collaborative effort.

Thus, we are pleased to announce that the Mott Foundation is prepared to commit up to \$55 million for training, technical assistance and evaluation as part of this five-year initiative.

Although our contribution may seem small in the context of a billion dollar initiative, we believe it is quite large in the context of our years of experience, commitment to academic achievement and dedication to ensuring that all schools have the opportunity to participate.

We recognize that there are other funders interested in this field. Pooling our experiences and resources can only contribute to the success of this initiative. To that end, we would encourage this becoming a wide-ranging collaboration.

Just as the Mott Foundation helped open the school house doors literally and figuratively to the Flint community many, many years ago, today we hope to help open doors to a new era of partnership in education. As I said when I began, this day has been long in coming!

Rand and Debra Bass
Arlington, VA

-- Parents of two children attending Barcroft Elementary Extended Day program --

Rand is a retired military security specialist with the Department of Army at Fort Belvoir. Debra works at the Community Association Institute as a VP of Communications and Marketing. Rand and Debra have two adopted kids from Bogota, Columbia who are 1st and 2nd graders at Barcroft Elementary School's Extended Day Program in Arlington, VA. Their names are Susie, 6 years old, and Mitchell, 8 years old.

A daily routine for the Rands' involves Debra dropping the kids off before going to work and Rand picking the kids up after their extended day program. Both parents are heavily involved in the PTA and feel so at ease that their kids are a part of this great program which provides them with the learning enrichment, homework time, and a safe environment which is extremely important to them as parents. The PTA also offers several enrichment courses like Spanish or pottery several weeks out of the year that both of their kids have enjoyed.

A few years ago, they did a lot of research in order to choose the right school for Susie and Mitchell. One of the key factors in enrolling them at Barcroft was the Extended Day Program. With all of the benefits that an after-school program provides their family and kids, they still mentioned that with more support it would be great to add a computer lab or more computers to the few that they have now. In a few years, they would also really like to have the opportunity to put Mitchell and Susie into a middle school program, but unfortunately there are not any available to them.

2-3 minute remarks:

- Describe the Barcroft program
 - mention PTA involvement
- Explain why the after-school program is important to them
- Introduce FLOTUS

**PRESIDENT CLINTON'S PROPOSAL:
CHILD CARE THAT STRENGTHENS AMERICAN FAMILIES**

"I am proud to propose the single largest child care investment in the history of our nation. It is a comprehensive and fiscally-responsible plan to make child care more affordable and accessible, to raise the quality and assure the safety of care for millions of American families. This is an issue that touches nearly every family, one that should rise above politics and partisan interests."

President Bill Clinton
January 7, 1998

President Clinton announced an historic initiative to improve child care for America's working families. The initiative proposes \$21.7 billion over five years for child care, to **help working families pay for child care, build a good supply of after-school programs, improve the safety and quality of care, and promote early learning.**

ENSURING AFFORDABLE, ACCESSIBLE, SAFE CHILD CARE. The President's child care initiative responds to the struggles our nation's working parents face in finding child care they can afford, trust and rely on. The new initiative:

- **Makes child care more affordable for working families.** To help working families struggling to meet the costs of child care, the initiative invests \$7.5 billion over five years to double the number of children receiving child care subsidies to more than two million by the year 2003. The initiative also invests \$5.2 billion over five years to increase tax credits for child care for three million families and provides a new tax credit for businesses that provide child care services to their employees.
- **Increases access to and promotes early learning and healthy child development.** To improve early learning, the initiative includes \$3 billion over five years to establish an Early Learning Fund that helps local communities improve the quality and safety of child care for children ages zero to five. The initiative also increases investment in Head Start and doubles the number of children served by Early Head Start to 80,000.
- **Improves the safety and quality of child care.** To help ensure safe, quality child care, the initiative: steps up enforcement of state health and safety standards in child care settings, facilitates background checks on child care providers, increases scholarships and training for child care providers, and invests in child care research and evaluation.
- **Expands access to safe after-school care.** To help create safe, positive learning environments for American school-age children who lack adult supervision during a typical week, the initiative increases the 21st Century Learning Center Program by \$800 million over five years to provide after-school care for up to half a million children a year. The initiative will also improve coordination of federal after-school initiatives to help communities.

Child Care Block Grant Increase	\$7.5 billion over five years
Child and Dependent Tax Credit Reform	\$5.2 billion over five years
Tax Credit for Businesses	\$500 million over five years
After-School Program	\$800 million over five years
Early Learning Fund	\$3.0 billion over five years
Head Start Increase	\$3.8 billion over five years
Standards Enforcement Fund	\$500 million over five years
Child Care Provider Scholarship Fund	\$250 million over five years
Research and Evaluation Fund	\$150 million over five years
TOTAL:	\$21.7 billion over five years

MAKES CHILD CARE MORE AFFORDABLE FOR WORKING FAMILIES

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

Increases Tax Credits for Child Care for Three Million Working Families. The Child and Dependent Care Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of the credit depending on the taxpayer's income. The President's proposal increases the credit for families earning under \$60,000, providing an additional average tax cut of \$358 for these families and eliminating income tax liability for almost all families with incomes below 200% of poverty (\$35,000 for a family of four) that take the maximum allowable child care expenses under the law. The President's budget will include \$5.2 billion over five years to expand the Child and Dependent Care Tax Credit for three million working families.

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

PROMOTES EARLY LEARNING AND HEALTHY CHILD DEVELOPMENT

Promotes Early Learning. Research shows that children's experiences in the earliest years are critical to their development and future success. The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to support programs to improve early learning and the quality and safety of child care for children ages zero to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education

about child care. The President's Early Learning Fund builds on state initiatives such as North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, health linkages that have raised immunization rates, and parent education and mentoring programs to give new parents support. The President's budget will include \$3 billion over five years for this fund.

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

IMPROVES THE QUALITY OF CHILD CARE

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

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

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

Invests in Research. Because too little is known about our child care system, the President's budget will increase support for data, research, and evaluation. This research fund will also support a National Center on Child Care Statistics and a child care hotline that parents can call to get information about how to find child care in their communities and how to identify

appropriate, quality care for their children. In addition, the research fund will support demonstration projects to test approaches to help new parents who choose to stay home to care for their newborns or newly adopted children. The President's budget will include \$150 million over five years for this fund.

EXPANDS AND STREAMLINES AFTER-SCHOOL CARE

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

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

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

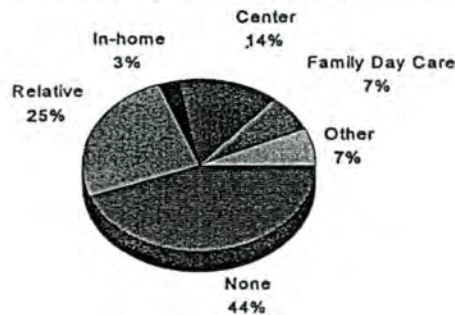
Out-of-School Time School-Age Care

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>.

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January 27, 1998, Tuesday, Final Edition

SECTION: Part A; NATION; Pg. A4

LENGTH: 532 words

HEADLINE: Clinton finds funds for 'latchkey' children

BYLINE: Cheryl Wetzstein; THE WASHINGTON TIMES

BODY:

The White House yesterday introduced plans to encourage new public and private funding for after-school programs for 500,000 children.

Meanwhile, a traditional values group released a poll saying that Americans view commercial day care and government-run day care as the "least desirable" choices for their children.

Instead, a child's mother was the "single most desirable form of child care," with close relatives and friends the next best choices, the Family Research Council poll showed.

Child care funding is a top White House agenda item for 1998.

President Clinton has called for nearly \$22 billion to be spent on child care for poor mothers, child care tax credits, Head Start programs, tax credits to businesses that provide child care to employees and other incentives to create high-quality day care.

The spending package included \$2 billion for quality after-school programs, so that the estimated 5 million "latchkey" schoolchildren will have somewhere other than an empty house to go home to.

"Every child needs someplace to go after school," Mr. Clinton said at a White House news conference with **Hillary Rodham Clinton**, Vice President Al Gore and core child care supporters.

After-school programs can keep children and teens out of trouble during the "vulnerable hours" of 3 p.m. to 7 p.m., Mr. Clinton said. They can also "keep our kids healthy and happy and safe," and help teach them "to say no to drugs, alcohol and crime" and "yes to reading, sports and computers."

In addition to budgeting \$2 billion for after-school programs, the president announced that the **Mott Foundation** of Flint, Mich., "has pledged up to \$55 million to help ensure that after-school programs, supported by federal funds, are of the highest quality."

Americans want tax relief to help them care for their young children, said the Family Research Council, citing a poll of 1,004 adults taken Dec. 19-21 by Wirthlin Worldwide. The poll has a 3.09 margin of error.

Seventy-one percent of adults said that "tax relief should be available to all families with preschool children, not just families who pay someone for day care."

"These results show that when it comes to child care, Americans want options that allow them to spend more time with their families," Family Research Council policy analyst Charmaine Yoest said.

The poll showed that family day care providers, nannies and commercial and government-run day care centers were viewed as the "least desirable" choices.

Families would be better off with flexible working hours and bigger dependent tax exemptions and per-child tax credits, the Family Research Council said.

****CHART

MOM'S DAY CARE STILL NO. 1

Recently, 1,004 adults were asked to rate day care options on a scale of 1 (least desirable) to 10 (most desirable).

Child's own mother - 9.6

Child's own grandmother or other family member - 8.6

Child's own parents working split shifts - 8.4

Church-run center - 7.1

Neighbor or family friend - 6.9

Day care provider in their home - 5.9

Nanny or au pair - 5.4

Commercial day care center - 5.1

Government-run day care center - 4.8

Source: Family Research Council

GRAPHIC: Chart, MOM'S DAY CARE STILL NO. 1, By The Washington Times

LANGUAGE: ENGLISH

LOAD-DATE: January 27, 1998

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January 26, 1998; Monday

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SIC-MAJOR-GROUP: 09 - General Classification

HEADLINE: PRESIDENT, VICE PRESIDENT, FIRST LADY, AND U.S. SECRETARY OF EDUCATION ANNOUNCES **MOTT FOUNDATION** PLEDGE FOR AFTER-SCHOOL PROGRAMS AND REGIONAL CONFERENCES TO ASSIST GRANT APPLICANTS

CONTACT: 202/401-1576

BODY:

FOR IMMEDIATE RELEASE:

Contact: Julie Green (202) 401-3026

PRESIDENT, VICE PRESIDENT, FIRST LADY AND

U.S. SECRETARY OF EDUCATION ANNOUNCE **MOTT**

FOUNDATION PLEDGE FOR AFTER-SCHOOL PROGRAMS AND

REGIONAL CONFERENCES TO ASSIST GRANT APPLICANTS

President Clinton, Vice President Al Gore, First Lady **Hillary** Rodham **Clinton** and U.S. Secretary of Education Richard W. Riley today announced that the C.S. **Mott Foundation** will donate up to \$55 million over 5 years to enhance the quality and provide needed technical assistance and training to communities starting or expanding before- and after-school programs for children. Through Mott's generosity, the National Community Education Association, in partnership with the National Center for Community Education and the U.S. Department of Education, will offer 11 regional conferences, beginning next week, to help communities nationwide take advantage of new federal funds for before- and after-school programs.

Congress appropriated \$40 million for this grant program for FY98 and the **Mott Foundation** pledged \$2 million in technical assistance, which will help fund the upcoming conferences. President Clinton will request an additional \$1 billion over five

years in his FY99 budget to further expand this program. Most of the Mott commitment will be used to provide the training, technical assistance and support so that the federal investment in after-school programs can go directly to schools and school-community partnerships to operate after-school extended learning programs.

The regional workshops will assist schools applying for this after-school program expansion through the 21st Century Community Learning Center grants. 21st Century Community Learning Centers help keep schools open as safe, drug-free havens to provide enhanced learning opportunities and help parents find suitable and appropriate before- and after-school activities for their children.

"These grants will help provide safe and exciting learning environments for children before and after school," said Secretary Riley. "These programs offer enriching opportunities for young people to learn about computers, the arts or get basic skills tutoring. Thanks to the **Mott Foundation's** unique public-private partnership and commitment to this issue, many more families, teachers, communities and parent leaders will be able to get the support and training they need to apply for funding, develop and operate these high quality programs in communities across the country."

"Our responsibility to provide safe, drug-free educational opportunities for our young people does not end when the school bell rings," said Vice President Gore. "That's why President Clinton and I are so committed to helping provide more and better programs for young people at the end of the school day -- giving working parents the assurance that their children are engaged in constructive and educational after-school activities. But this job is too big for any one group alone. That's why I'm pleased to announce a new public-private partnership to help meet the after-school educational needs of our young people. The **Mott Foundation** grant is a significant and generous step toward meeting this goal."

"Over our 60 years of involvement in community schools, we have seen the profound effect that schools working with communities can have upon children and families," said William S. White, chairman of the Flint, MI-based **Mott Foundation**. "By opening the schoolhouse doors literally and figuratively to each and every citizen beyond the regular school day, all manner of local problems can be addressed. This historic partnership between the U.S. Department of Education and the **Mott Foundation** is a fitting symbol of the full spectrum of public and private partnerships we can expect to spring to life as this inevitably grows and is embraced by communities everywhere. We feel privileged to be a part of such an important initiative on behalf of our nation's children and families."

"The President's child care proposal is historic," said First Lady **Hillary Rodham Clinton**. "It will improve child care in our country and respond to the struggles our nation's working parents face in finding child care they can afford, trust and rely on. Public-private partnerships, such as this association with the **Mott Foundation**, allow more children access to the wonderful possibilities and the safe environments offered by before- and after-school programs."

Regional workshops will be held in the following locations to provide potential applicants with the information they need to plan and implement high-quality after-school programs: Feb. 2 in Boston and Atlanta; Feb. 4 in New York and Dallas; Feb. 6 in Washington and St. Louis; Feb. 9 in Los Angeles and Chicago; Feb. 11 in Seattle and Flint, Mich.; and Feb. 13 in Denver. These workshops are free of charge to applicants. Interested participants may register to attend by contacting the National Community Education Association at 703/359-8973.

REGION: 4th U.S. Circuit Court of Appeals - Virginia, West Virginia, North Carolina, South Carolina, Washington, D.C.

INDUSTRY-CODE: Educational services

LANGUAGE: ENGLISH

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**REMARKS FOR HILLARY RODHAM CLINTON
AFTER SCHOOL ANNOUNCEMENT
THE WHITE HOUSE
MONDAY, JANUARY 26, 1998**

It's a pleasure to join Vice President Gore, Education Sect. Riley, representatives of the Mott Foundation, and (parent TBA) for this exciting announcement. We are here this morning because tomorrow night, in his State of the Union address, the President will discuss an historic initiative to improve child care for America's working families. The Initiative includes over \$21 billion over five years for child care -- the largest single investment in child care in our nation's history. We know the struggles our nation's working parents face in finding child care they can afford, trust, and rely on. This President and this Administration are committed to giving parents the tools and the resources they need to meet that challenge.

There are a number of significant components to the President's child care initiative:

We're making child care more affordable for working families, by investing \$7.5 billion over five years to double the number of children receiving child care subsidies to more than two million. The initiative also invests \$5.2 billion over five years in increased tax credits for child care for 3 million families. And we're proposing a new tax credit for businesses that provide child care for their employees.

We're also promoting early learning and healthy child development, by providing \$3 billion over five years to establish an Early Learning Fund that helps local communities improve the quality and safety of child care. We're also seeking to double the number of children served by Early Head Start.

We're making sure these child care programs are safe and high quality, by stepping up enforcement of state health and safety standards, facilitating background checks on those who care for children, and increasing scholarships and training for child care providers.

But as we are all aware, and as (parent) knows so well, the need for high quality child care doesn't disappear once our children begin school. So many parents have come up to me over the years, and described how they look at the clock around 3 p.m. every day, knowing their children are out of school, and perhaps in trouble. It's estimated that 5 million school age children spend time as latch key kids without adult supervision during a typical week.

So as part of his child care initiative, the President is making a significant investment to expand before and after school care for our nation's children. Those funds will provide after school programs for up to half a million children every year. We're doing this by expanding the 21st Century Community Learning Center program, which provides start up funds for school-community partnerships to establish or expand programs for school-age children, and which the Vice President will discuss in further detail in a moment. The child care block grant increases and the tax credit reform will also help parents afford care for their school-age children.

We want more of America's children to say no to drugs and alcohol and crime, and yes to reading, soccer, and computers. The President's commitment to child care and after school programs, combined with public/private partnerships in communities across the country, will ensure more of our nation's young people have that choice, and take that positive road to the future. And this morning, we will be hearing about one such partner -- the C.S. Mott Foundation -- who is stepping up to the plate and providing critical private support to improve after school programs.

This afternoon, I will be traveling to New York to visit a model after school program in Harlem, created through a public/private partnership of the YMCA, the New York City public schools, and the United Way. It's the kind of program that I believe every parent would want, and every child would enjoy -- offering not only academic support, but a safe, stimulating place for children to spend those after school hours. And it's the kind of quality after school care that will now be more available to today's working parents -- thanks to the commitment of this Administration, our nation's public schools, our communities, and the generosity and vision of partners like the C.S. Mott foundation.

There is no more important job than raising a child. And no more important responsibility than to create the conditions and give people the tools to succeed in that critical task. The President's child care and after school initiative will bring us closer to fulfilling this fundamental promise to America's parents and children.

It's my pleasure to introduce a great supporter of after-school opportunities for children, and a strong friend for all our nation's children, the Vice President Al Gore.

**PHOTOCOPY
PRESERVATION**

1/28/98

January 27, 1998

CHILD CARE PANEL DISCUSSION

DATE:	Wednesday, January 28
TIME:	12:10 PM - 3:00 PM
LOCATION:	Trinity College Hartford, CT
FROM:	Brenda Costello

I. PURPOSE

To highlight the President's Child Care Initiative, including the Early Learning Fund, and to highlight what Connecticut has done for child care.

II. BACKGROUND

Your visit to Trinity College will be comprised of a visit to the Trinity College Community Child Center, and a panel discussion with leading child care experts and members of the Trinity College community followed by questions from the audience. Representative Barbara Kennelly will participate in both. Elaine Zimmerman, Executive Director of the Connecticut Commission on Children will moderate the discussion.

Trinity College Community Child Center

Trinity College Community Child Center (TCCCC) was created in 1985 to provide a fully integrated child care center -- racially, ethnically, and economically -- that serves the needs of working families. The center is open to anyone in the community, and serves children from the surrounding neighborhood, children of Trinity faculty, children whose parents are employed in downtown Hartford, and those recently coming off public assistance. Sixty-six percent of families are residents of Hartford.

The Center emphasizes scholarship availability to maintain diversity and a highly qualified staff, and enabled over one-third of families to benefit from scholarship assistance last year. Serving 180 children ages 6 weeks to 12 years in its seven nationally accredited programs, TCCCC operates at two sites on campus and one at a local elementary school. Approximately 26 percent of children enrolled in the Center are Hispanic, 33 percent African American, and 33 percent white.

The *Birth to Five Program* was established to provide scholarship support for low-income neighborhood children and currently serves 50 children. The *Campus Care* program, which you will visit Wednesday, describes the Kindergarten, Before-School and After-school programs, Summer Camp, and Snow and Vacation Day programs. An After-

school program at Fox Elementary is also operated by TCCCC.

A not-for-profit organization, the Child Center is funded by a combination of sources, including tuition, foundations grants, and in-kind contributions such as free rent from the University. Recent substantial grant awards have come from the Rosie O'Donnell Foundation and Travelers (Insurance) Foundation. Tuition is on a sliding-scale basis and over 60 families benefitted from scholarships last year.

Trinity College

Trinity College is a private, co-educational, non-sectarian institution which was started as a break-off from Yale by Episcopal faculty concerned about discrimination by the Congregational Church. Founded in 1823 in the rented basement of a Hartford church as Washington College, the school changed its name to Trinity College in 1845.

Located in Hartford, Connecticut, the majority of students came from New England and the Northeast. Trinity has a full-time undergraduate enrollment of 1,840 students, and of these, 17 percent are minorities, 54 percent male and 46 percent female. Trinity offers five master's degree programs to approximately 180 students.

Trinity has a comprehensive financial aid program that is providing \$12.7 million in student aid 1997-98. Federal Awards, including both loans and grants totals \$8.75 million in 1997-98. Approximately 47 percent of students receive some form of financial aid.

Famous alumni include Edward Albee, George Will, and our own Julie Mason.

Community Service

Trinity has a very active volunteer corps, with over 1,000 students performing some form of service. Many students have designed and run their own projects, with over half participating through Community Service Learning, which operates in conjunction with some of their classes. Trinity is an America Reads Challenge partner, and is currently developing a project with the Hartford Public Library and recent Head Start graduates. Students volunteer in a variety of programs including a campus Habitat for Humanity chapter, local shelters, Best Buddies, ESL tutoring for Trinity employees, and Neighborhood Posse, a mentoring and tutoring program with neighborhood kids which pairs children with a student "buddy".

Neighborhood revitalization

In January, 1996, under the guidance of President Evan Dobelle, Trinity College announced a comprehensive neighborhood revitalization initiative for the neighborhoods surrounding Trinity's campus. The initiative seeks to stabilize the neighborhood from within and create an infrastructure for local families, linking five non-profit institutions in an unprecedented collaboration which includes an education,

health and technology component. The initiative represents over \$200 million in new investment in Hartford and is supported by a pledge from Fannie Mae to provide at least \$75 million in low-rate mortgage financing to people who buy homes in the neighborhoods near Trinity as well as substantial support from both public and private sectors.

Format

You will drop-by the Community Child Center, one of two on-campus sites and the base of the Campus Care program, where the before-School and After-School programs are located. Diane Zannoni, Director of the Center will accompany you. Next you will proceed to Mather Hall for the panel discussion, meeting briefly with participants before the discussion begins. Questions from the audience follow the discussion.

You have the option of dropping-by the overflow room (cafeteria), where approximately 700 Trinity students will watch the discussion, linked by audio and video. A meet and greet with the Trinity College community will follow.

The audience at the panel discussion will be comprised of approximately 400 guest involved in the child care field, including advocates, the business community, social service workers, Trinity College faculty, as well as parents of children in the child care center. Several Yale professors and child care experts were invited as guests: James Comer, Lynn Kagan, and Donald Cohen, head of Yale Child Studies Center.

III. PARTICIPANTS

Child Care Center

- The First Lady
- Rep. Barbara Kennelly
- Diane Zannoni, Director, Trinity College Community Child Center

Panel Discussion

- The First Lady
- Rep. Barbara Kennelly
- Elaine Zimmerman, Executive Director, Connecticut Commission on Children (Moderator)
- Ed Zigler, child care expert, Yale Psychology Dep.
- Angela Crowley, R.N., Yale School of Nursing
- David Carson, CEO, People's Bank
- Dr. Eddie Davis, Superintendent, Manchester School System
- Pam Ryder, Director, Mother Goose Child Care Center
- Lisa Edmunds, mother of 3 year old, Kindergarten teacher
- Joyce Thomas, Commissioner, Connecticut Social Services

Meet and Greet

Meet and Greet

-see attached list

IV. SEQUENCE OF EVENTS

- Evan Dobelle, President, Trinity College, makes welcoming remarks, and introduces The First Lady and Representative Kennelly on stage.
- Evan Dobelle then introduces Elaine Zimmerman as the moderator and turns the program over to her.
- Elaine Zimmerman introduces Representative Kennelly who makes brief remarks.
- Representative Kennelly introduces The First Lady who makes brief remarks.
- Elaine Zimmerman introduces the panel and facilitates the discussion.
- Audience Q & A follows discussion.
- Upon conclusion of Q & A, The First Lady and Representative Kennelly depart.

V. PRESS

Child Care Center: Pool press.

Panel discussion: Open press.

VI. REMARKS

Talking points provided.

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CONGRESSWOMAN BARBARA B. KENNELLY'S RECORD ON CARING FOR CHILDREN

Barbara Kennelly has fought to provide safe and quality care for children for more than twenty years. Even before coming to Congress, she worked to improve the lives of children as the President of Catholic Family Services in Hartford. When elected to represent Connecticut's First Congressional District, one of the first bills she introduced was landmark legislation to increase child support collections from delinquent parents. The measure, known as the Child Support Enforcement Amendments of 1984, required among other things that money be directly withheld from the paychecks of absentee parents who refused to comply with court-ordered child support. This law in combination with other efforts helped increase child support collections in Connecticut from \$39 million in 1983 to \$117 million in 1995.

Her most recent legislative accomplishment also reflects Congresswoman Kennelly's continuing commitment to the safety and well being of children. She coauthored a new bipartisan law that will speed the adoption of children in foster care, and that will help prevent child abuse. The legislation, which was enacted late last year, now provides financial bonuses to states that find adoptive homes for foster care children and outlines specific precautions to prevent children from being returned to abusive homes.

Of course, Congresswoman Kennelly also recognizes the difficulty many parents have in finding safe and affordable day care for their children. To help low-income working families pay for quality child care, Congresswoman Kennelly helped lead the fight in 1990 and 1993 to expand the Earned Income Tax Credit (EITC). As a result, more than 130,000 families in Connecticut now benefit from the EITC, which can provide a working family with up to an additional \$3600 every year to care for their children.

Congresswoman Kennelly also realizes that welfare reform cannot work without a commitment to quality child care. And that's why in 1995, she offered an amendment in committee that would have prevented mothers from being penalized for not working if they were unable to find day care for their children. The amendment was defeated, but it helped frame the debate from that point on. As a result, the final welfare bill signed into law increased child care funding by over \$4 billion and prevented mothers with children under the age of six from being cut off when they were unable to work because they did not have access to child care.

MEMORANDUM

FROM: Office of Legislative Affairs
DATE: January 23, 1998
RE: Kennelly Bio for First Lady Child Care Event

Representative Barbara Kennelly, first elected in 1982, represents the First District of Connecticut. In November 1996, Kennelly was reelected by her colleagues to serve a second term as the Vice Chair of the House Democratic Caucus, the first woman to serve in this position. Kennelly is a long-time advocate for children, working particularly to improve the collection of child support payments across state lines. She has fought for child protection programs, foster care, and health care for children, and she has championed the Earned Income Tax Credit, which increases take-home pay for low-income families. In November 1997, the President signed into law The Adoption and Safe Family Act, legislation sponsored by Kennelly. The Congresswoman attended the October 23, 1997, child care event at the White House. (N.B. Kennelly is currently running for the Democratic nomination for governor.)

Trinity College Community Child Center Visit

Diane C. Zannoni has a PhD in economics and has taught at Trinity College since 1975. She is former chair of the Department of Economics and is the recipient of the College's Brownell Teaching Award. Her research interests are in economics and philosophy. She has published numerous articles including "The Philosophical Foundations of Post Keynesian Economics " and "Keynes, Rawls, Uncertainty and the Liberal Theory of the State."

With faculty colleague, Dina Anselmi, she has given workshops at more than 20 colleges on encouraging active learning both in and out of the classroom. She has also taught economics at Trinity's Rome campus

Diane, currently the Board President of the Trinity College Community Child Center, was one of the founding members in 1985 and has been involved in almost every facet of the Center from grant writing, to presenting workshops on the financial management of a Center, to making cookies for the bake sale. The Center is currently searching for a new executive director and, in the interim, Diane is performing many of those duties.



TRINITY COLLEGE NEWS

Office of Marketing and Public Relations
(860) 297-2140 • Hartford, Connecticut 06106

EVAN S. DOBELLE
President

Advocate for Private Liberal Arts Education in the Public World

Evan S. Dobelle's selection as 18th President of Trinity College in December 1994 confirmed Trinity's desire to be recognized as America's finest liberal arts college in a city. As President and Chancellor of the City College system of San Francisco, and previously as President of Middlesex Community College in Lowell, Mass., Dobelle had distinguished himself in two different urban settings as a spokesman for liberal arts-centered public education. In selecting Dobelle as President, Trinity chose someone who would become a national spokesman for private liberal arts education in the urban-centered, public world.

"For me, Trinity College is a destination I have been moving toward my entire life," Dobelle said when his appointment was announced. "This is the only place I know that has set as its goal the creative combination of the two things that mean the most to me: the intrinsic value of a liberal arts education and the challenges of living responsibly in the public world of the city. I welcome the challenge."

Dobelle, who received a medical discharge from the Citadel in 1964 after his sophomore year, later went on to earn bachelor's, master's and doctoral degrees in education at the University of Massachusetts at Amherst and a master's in public administration at Harvard University. First, though, he pursued a notable career in the public arena. After serving as the twice-elected Mayor of Pittsfield, Mass., and the Commissioner of Environmental Management for the Commonwealth of Massachusetts, Dobelle was chosen by President Jimmy Carter to be United States Chief of Protocol for the White House and Assistant Secretary of State with the rank of Ambassador. He was later appointed Treasurer and Chief Financial Officer of the Democratic National Committee and was Chair of the Carter/Mondale Presidential Exploration Committee in 1980 and Financial Chair of the Campaign. At age 36, he reentered academia and earned three degrees in a six-year period that culminated in the award of his doctoral degree in 1987.

His extensive experience in politics at the city, state and national levels served to convince Dobelle that the country has to do a better job of educating its citizens. He took on that challenge by applying his considerable administrative experience in the public world to a career in higher education. As chief executive officer of two academic institutions in urban settings, he put new emphasis on the liberal arts and public responsibility and earned a reputation as a "practical visionary."

- more -

at Middlesex Community College, Dobelle moved the institution from the rented space it occupied in suburban Boston to its own campus in Lowell, convincing civic leaders and a skeptical Massachusetts legislature to provide the funds to make that happen. As he built the campus, he brought together a group of community and business leaders in the city and surrounding communities to collaborate with faculty and students in "Community 2000," an operation that forged alliances with industries like Raytheon and Mass. Electric to create mentoring programs and resource centers at the college. Dobelle established a liberal arts core curriculum at Middlesex when the Massachusetts legislature was pressuring him for more career and technical education. He formed a cooperative relationship between the college and the Merrimack Repertoire Theater of Lowell and secured funding from the National Endowment for the Humanities to set up a Latin American Institute. When Dobelle left Middlesex, the new library on the campus he built was given his name and the faculty voted to name its reading room after him in recognition of his achievements. According to the president who succeeded Dobelle at Middlesex, "Literally and figuratively, Evan Dobelle put Middlesex College on the map."

Dobelle's record of achievement at San Francisco is equally impressive. After lobbying the city to impose a one percent tax for education, he convinced the City Council to designate one quarter of it for the City College system. Once again, Dobelle provided the faculty with the resources and leadership they needed to make a reality the belief that even public education should be "at its core a liberal arts education." His efforts brought City College financial stability, academic prestige, and visibility with the city (and a national champion football team in its division in 1994). A columnist at The San Francisco Examiner said, "Evan Dobelle may be the single best thing that has happened to City College--period. This town is lucky to have him."

At Trinity, Dobelle leads an institution he believes is poised to set the standard for excellence in liberal arts education while at the same time serving as a national model for linking higher education in innovative partnerships with corporate, cultural and government institutions. Under his leadership Trinity has embarked on a \$175 million neighborhood revitalization initiative in an collaboration among the College, three hospitals and Connecticut Public Television. The initiative, born at and led by Trinity, has drawn national attention and unprecedented local support.

Concurrently, the College is engaged in a \$55 million campus renewal plan, focused on making facilities-related investments in the context of a strategic campus master plan. Dobelle engaged the services of three internationally-known architectural and planning firms to work with Trinity in this endeavor. "We have an obligation, in building for the 21st century," says Dobelle, "to preserve and protect the best of the architectural legacy which is ours at Trinity. At the same time, in the context of Trinity's urban environs, we must strive through our campus master plan to better integrate the College with the physical and social fabric of our surroundings."

Hailed as "a visionary college president," in 1996 Dobelle was named "Business Person of the Year" by the *Hartford Business Journal* for having taken "swift and decisive" action to connect Trinity and its future to the neighborhoods that surround the College's campus. The neighborhood revitalization initiative conceived by Dobelle and spearheaded by Trinity received page-one coverage in *The New York Times* in 1997. The article described in great depth and detail Dobelle's "grand vision for the liberal arts college in urban America" and lauded him for setting out "to restore his community to health and his institution to preeminence."

During the first two years of Dobelle's presidency, the College has raised \$30 million and surged past the three-quarter mark in Trinity's \$100-million capital campaign. Total applications for admission to Trinity have increased 34% (and early decision applications by 61%) over that same period. In the past year alone, Trinity's overall acceptance rate -- an indication of a college's selectivity -- improved significantly, from 57 percent to 42 percent. In 1997, minority student enrollments were up by over 80% relative to 1996, and the average combined SAT score (1248) for the entire enrolling class also reflected improvement relative to the prior year's results.

"We are a college that is on the move," asserts Dobelle. "Our challenge is to maintain the momentum, sustain what already is great about Trinity, and create opportunities to differentiate ourselves in new and imaginative ways. We must move carefully yet boldly and deliberately in directions and toward goals that, when reached, will ensure our position among the nation's very best colleges." In 1997, Dobelle launched a comprehensive strategic planning effort at Trinity and, more significantly, established a process for strategic planning at the College -- one which promotes an important new partnership between the academic and administrative realms and affords Trinity's faculty an unprecedented opportunity to be involved centrally in overall planning for the College's future.

"Trinity will never abandon its commitment to the liberal arts -- that's fundamental," he says. "This is a superb college. The challenge is to ensure that Trinity's quality is broadly recognized and appreciated." He believes Trinity is unquestionably the best choice for outstanding students who want an incomparable liberal arts education and who would like to take advantage of the diverse and exciting opportunities available in a city. "Most of our students will spend their lives living and working in cities. At Trinity they are able to come to terms with both the opportunities and challenges of modern American city life," he says. "Our graduates leave Trinity prepared for the rigors of the 'real world.'"

EDITH (KIT) DOBELLE

133 Vernon Street
Hartford, Connecticut 06106
(860) 297-5105

EMPLOYMENT HISTORY

1982-1987

**Berkshire Community College
Humanities, Science and Engineering
Division Chair (1985-1987)**

Responsible for faculty hiring, performance evaluation, divisional budgeting, and long range educational planning. Wrote program brochures.

Director of Community Relations (1983)

Acted as College liaison with the external media, government agencies, legislative delegation, neighborhood groups, foundations, not-for profit entities and other educational and community institutions. Oversaw production of College publications.

Government Instructor (1982-85)

Taught a variety of government courses including: *The United States Presidency, United States Government and Comparative World Governments.*

1979-1980

**Office of First Lady of the United States
Chief of Staff to Rosalynn Carter**

Responsible for assisting the First Lady with wide range of domestic and international programs. Supervised a staff of 20 individuals responsible for press relations, travel, White House functions, correspondence and appointments.

1978-1979

**Office of the President of the United States
United States Chief of Protocol**

Responsible for the arrangement of visits of Heads of State, official delegations abroad, management of Blair House, liaison with the diplomatic community, protocol aspects of Presidential and First Lady travel abroad, and social functions in the State Department. Directed staff of 54.

1971-1973

**Massachusetts State Department of Education
Grants Administrator**

Monitored the financing and administration of federal grants to the state aimed at providing equal access and promoting diversity in the Boston Public Schools.

1969-1970

**Contemporary University, a Ford Foundation
Grant - Deputy Director**

Managed a collaboration between the former Federal City College (University of District of Columbia), University of South Carolina and the University of Massachusetts to improve the retention of minority students. Wrote program materials and reports.

1967-1968

**University of Massachusetts, School of Education
Staff Assistant to the Dean of Academic Affairs**

Arranged faculty development conferences. Wrote and produced program brochures.

1966-1967

**Office of Massachusetts Governor John Volpe
Staff Assistant to Governor Volpe**

Drafted correspondence on varying issues and served as ombudsman for the Executive Office. Also served as Press Secretary for the Governor's wife during re-election campaign.

1965

**Crawley-Pickard Advertising and Public Relations
Public Relations Assistant**

Coordinated production of printed materials, arranged meetings, and worked with the press.

VOLUNTEER EXPERIENCES

1995 - Present

Hartford, Connecticut - Member, Board of Directors

The Old State House, The World Affairs Council, The Trinity College Child Care Center

Member

White House Commission on Presidential Scholars

1992-1995

City of San Francisco - Deputy Chief of Protocol

Serves as San Francisco's liaison with its 64 consul generals and represents The City at their functions and celebrations.

Former Community Service Board Memberships:

United Way, Hospice, Boys and Girls Clubs, The Center for Families and Children, League of Women Voters, and The Multiple Sclerosis Society, Food Runners

EDUCATION

University of Massachusetts - B.A., Education
North Adams State College - L.L.D - Honorary

PERSONAL

Spouse: Evan Dobelle (m. 6-7-70)
One son: Harry (b. 3-27-87)

For Hillary Clinton

You have known Evan and Kit Dobelle for almost 30 years, when you were at Wellesley and he was personal secretary to Governor John Volpe and she for Mrs. Jenny Volpe. Evan later was Executive Assistant to U. S. Senator Edward Brooke.

Evan served as twice elected Mayor of Pittsfield, Massachusetts, was Commissioner of Environmental Management for Massachusetts and went to Washington with President Carter as Chief of Protocol, Treasurer of the Democratic National Committee and Finance Chair of the 1980 Campaign. Kit succeeded Evan as Chief of Protocol and then served as Rosalyn's Chief of Staff.

After 1980, Evan went back to school for 6 years and earned a BA, M.ED., and EdD at UMASS-Amherst and an MPA at Harvard while Kit taught political science at Berkshire Community College.

In 1987, he was selected President of Middlesex (MA) Community College; 1990 as Chancellor of City College of San Francisco and since 1995 at Trinity College.

They have one son, Harry (age 10) and have been married 28 years. They have not

wanted to go to Washington regardless of their early support. Old friends like Dick Riley put Kit on The White House Commission on Presidential Scholars and John Dalton asked Evan to be on the Naval Postgraduate School in Monterey.

Jim King is Evan's Presidential Fellow for the next several years.

The neighborhood revitalization undertaken by Evan is a national model equally supported non-partisanly by Governor Rowland and Congresswoman Kennelly. It is to the core your village raising a child.

Trinity was founded in 1823. It is a co-educational non-sectarian institution, although it was started as a break-off from Yale by Episcopal faculty concerned about discrimination by the Congregationalist Church.

Trinity's alumni run the political gamut from Edward Albee '50 to George Will '62.

You have seen the Dobelle's in San Francisco, Chicago, Baltimore, and the White House several times these past five years.

List:

Dick Huber - CEO of Aetna
Delores Cross - GE Fund
Jennifer Lockhardt - GE Fund
Evan S. Dobelle - President
Kit Dobelle - President's Wife
Harry Dobelle - President's Son
Mally Cox-Chapman - friend of president
Don McLagan - member of board of trustees and president of Desktop Data
Marnie McLagan - daughter
Mari Mullen - former staff to Michael Dukakis
Jim Mullen - VP of the college
Betsy Sloane - Director of Development
Phoebe Sloane - daughter
Mark Petty (husband of Marty Petty) - (his wife is publisher of Courant)
Lindsay Petty (daughter)
Bill Mahoney - Student Government President
Christina Palmese - Senior Class President
David Jewett - Junior Class President
Glenn Williams - Sophomore Class President
Matthew Albrecht - Freshman Class President
Lisa Harrison - Editor of school paper, The Tripod
Sarah Thornton - president of College Democrats
Dari Sylvester - President of College Republicans
Ben Foster - Trustee & Principal of Bloomfield High School
Walton Foster - wife
John B. Kennelly - son of Barbara Kennelly
Mrs. John M. Bailey - Barabara Kennelly's mother
Dee Topel
Carolyn Dodd
Guest Dodd
Tom Ritter