

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton (partial) (4 pages)	05/11/1998	b(7)(E)
002. schedule	Schedule for Hillary Rodham Clinton (partial) (3 pages)	06/02/1998	b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

Childcare #5 [Binder] [1]

2013-0534-S

ry1696

RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**Files of Melanne Verveer,
Assistant to the President and Chief of Staff to the First Lady
Box 5: Issue Binders**

Archived from OEOP 100 by Tania Shapiro-Barr on Dec. 8, 2000

Childcare #5

- Childcare

Childcare #6

- Childcare

Youth Development/After-School Violence #1

- Youth Development/After-School Violence

Youth Development/After-School Violence #2

- Youth Development/After-School Violence

Youth Development/After-School Violence #3

- Youth Development/After-School Violence

ENCLOSURES FILED OVERSIZE ATTACHMENTS **19041**

NARA 16215

HRC

CHILDCARE
BOOK #5

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**#
5**

FIRST LADY HILLARY RODHAM CLINTON

Childcare

1993-2000

1992

11/18

Children's Defense Fund – Washington DC

1993

1/26

National Child Labor Committee to New York Cares Program – New York, NY

4/2

National Commission on Children Meeting Summit – Washington DC

1994

3/4

Children NOW Advocacy Conference Satellite Feed – White House

9/25

Childcare Action Campaign Benefit – New York, NY

11/18

Children's Discovery Center – Honolulu, Hawaii

12/2

Triangle Christian Families Preservation Network – Los Angeles, California

12/10

First Ladies of the Americas Florida meeting on Children's Education, Health and Safety – Miami, Florida

1995

2/8

"Young Children – Priority One" Kiwanis Club Council – The White House

2/14

Linn County Day Care Center - Cedar Rapids, Iowa

3/1

Child Welfare League – Washington, DC

3/13

Video - Girl Scouts National Meetings

4/21

Mary's Center for Maternal and Child Care – Washington, DC

5/3

Covenant House Kick off and Reception – Washington, DC

5/8

Positive Influences on Children Ad Council Reception – The White House

5/16

Family Circle Lunch – Service to Children and Families – Chicago, Illinois

6/2

Upper Peninsula Children's Coalition – Escanaba, Michigan

6/13

Casey Journalism Center for Children and Families Discussion – White House

8/5

Column on Working Women

9/3

Column on Childcare

1996

3/12

Column on Childcare

4/10

Children First: A Global Forum – satellite feed from the White House

5/22

Colorado Forum for Children's Advocacy – Denver, Colorado

5/30

Children's Action Network - California

6/7

Discussion with Working Families – Pittsburgh, Pennsylvania

6/14

Youth Talk – A City Listens to Children – Kansas City, Missouri

6/21

Video - National Center for Youth Law

6/24

Mothers Against Violence in America – Seattle, Washington

7/18

Video - National Parenting Instructors Association's Conference "Careers & Kids
Balancing Work and Parenting Responsibilities"

10/4

Harvard JFK School of Government – Children's Issues – Boston, MA

10/22

Barbara Greenspun Lecture - Importance of Children's Issues – Las Vegas NV

1997

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

1998

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

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

1999

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

2000

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

COLUMNS

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

Finished 7/19/00
 Katie McCormick Lelyveld

Children & Families: Child Care

Objective:

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

Accomplishments:

White House Conference on Child Care

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

President's FY 1999 Child Care Initiative

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

Selected Appearances/ Campaigning to Promote Child Care Investments

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

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

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

**PHOTOCOPY
PRESERVATION**

4/21/98

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998
FINAL

WASHINGTON, D.C./ MILWAUKEE, WI/ CHICAGO, IL

TRAVELING PARTY: KELLY CRAIGHEAD

MELANNE VERVEER
MARSHA BERRY
SHARON FARMER

MILWAUKEE

LEAD ADVANCE:

WHITNEY WILLIAMS
BEST WESTERN
414/671-6400
414/671-1029

ROOM 121
PHONE
FAX

CHILD CARE
FORUM ADVANCE:

BECCA GOLDSTEIN
312/806-1126
888/472-4799

ROOM 116
CELL
PAGER

SPOTTSWOOD
ADVANCE:

ORSON PORTER
414/272-0101
888/762-7616

PHONE
PAGER

MILWAUKEE
PRESS ADVANCE:

JON SALOMON

ROOM 108

CHICAGO

LEAD ADVANCE:

MWITU NDUGU
CHICAGO HILTON AND TOWERS
312/922-4400
312/922-5240
202/395-2103
800/504-6724

ROOM 2403
PHONE
FAX
CELL
PAGER

JANE ADDAMS/
MB SCHOOL ADVANCE:

SHANAN GUINN
312/218-3816
312/299-2191
SARAH ORLOWSKY
800/504-1592

ROOM 2445
CELL
PAGER
ROOM
PAGER

CHICAGO
PRESS ADVANCE:

STEPHANIE JONES
312/218-8641
800/810-1450

CELL
PAGER

CHICAGO RON/
CDF DINNER:

BRIDGET HARTIGAN
773/671-7674
312/512-2356

ROOM 2442
CELL
PAGER

SCHEDULER:

WENDY ARENDS
202/456-7007
202/456-5340
202/518-8209
WHCA PAGER

PHONE
FAX
HOME

PREV RON

The White House

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998
PAGE 2

9:30am **DEPART** North Portico
 VIA Motorcade
 EN ROUTE Andrews Air Force Base
 [Drive time: 20 minutes]

9:50am **ARRIVE** Andrews Air Force Base

10:00am **WHEELS UP** Andrews Air Force Base
 EN ROUTE Milwaukee, Wisconsin
 [Flight time: 1 hour, 50 minutes]
 [Time change: -1 hour]
 [Note: Breakfast will be served]

10:50am **ARRIVE** Milwaukee, Wisconsin
 General Mitchell International Base Operations
 HRC Hold: Office
 Phone: 414/482-5586
 CLOSED PRESS

GREETERS: approximately 15 greeters

11:00am **DEPART** Airport
 VIA Motorcade
 EN ROUTE Milwaukee Area Technical College (MATC)
 Child Care Center
 [Drive time: 20 minutes]

11:20am **ARRIVE** MATC Child Care Center

GREETERS:
 Senator Herb Kohl
 Representative Tom Barrett
 Ann Terrell, Coordinator, MATC Child Care Center
 Dr. John Birkholz, President, MATC

Note: Senator Kohl will depart after the greet.

11:25am-
11:40am **TOUR** MATC Child Care Center w/Rep. Barrett
 MATC Child Care Center
 HRC Hold: Coordinator's Office
 Phone: 414/297-6469
 Staff Hold: Office
 Phone: 414/297-6140
 POOL PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998
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FORMAT:

- The First Lady, Ann Terrell, Coordinator, MATC Child Care Center, Representative Barrett, and Representative Kleczka proceed into the Infant room where Ann Terrell explains the background of the center.
- The First Lady, Ann Terrell, Representative Barrett, and Representative Kleczka then proceed to the play area where they observe 25 three to six year olds making collages and coloring. (POOL PRESS)
- The children then sing "Oh What a Miracle" and present the First Lady with a book and teddy bear. (POOL PRESS)
- The First Lady departs.

PARTICIPANTS:

The First Lady
Representative Barrett
Representative Kleczka
Ann Terrell, Coordinator, MATC Child Care Center

11:45am PROCEED to Child Care Conference
VIA Motorcade
[Drive time: 2 minutes]

11:45am PROCEED upstairs to Boardroom for Meet and Greet
VIA two flights of stairs

11:50am-
12:00pm MEET AND GREET w/Forum panelists
Boardroom
Milwaukee Area Technical College
CLOSED PRESS/WH PHOTO

FORMAT:

- Guests will be pre-positioned in a semi-circle.

PARTICIPANTS: approximately 20 people

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998
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12:00pm PROCEED to Cooley Auditorium
 VIA Stairs

12:05pm- REMARKS at the Community Forum on Child Care
12:35pm Cooley Auditorium
 Milwaukee Area Technical College
 HRC Hold: Room 232, Stage Manager's Office
 Phone: 414/297-6310
 Fax: 414/297-8263
 Staff Hold: Room 232
 OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady and Representative Barrett are announced onto stage by Kathleen Dunn, Forum moderator.
- Representative Barrett makes welcoming remarks and introduces the First Lady.
- The First Lady makes remarks.
- The First Lady has the option of working a ropeline upon departure.

PARTICIPANTS: approximately 1800 guests

12:40pm DEPART Milwaukee Area Technical College
 VIA Motorcade
 EN ROUTE Milwaukee Athletic Club
 [Drive time: 10 minutes]

12:50pm ARRIVE Milwaukee Athletic Club
 PROCEED to 8th floor
 VIA Elevator

GREETERS (on 8th floor):

Lydia Spottswood
Paul Spottswood, husband
Mark Spottswood, son
Erin Spottswood, daughter
Jayne Spottswood, daughter

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998
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1:00pm- PRIVATE RECEPTION for Lydia Spottswood
1:25pm Wisconsin Room
Milwaukee Athletic Club
758 North Broadway
HRC Hold: Room 807
Phone: 414/273-5080 x1453
Fax: 414/273-4133
Staff Hold: Room 809
Phone: 414/273-5080
CLOSED PRESS/SPOTTSWOOD PHOTO

FORMAT:

- Proceed to area for photo receiving line.

PARTICIPANTS: 50 guests

1:25pm PROCEED to Grand Ballroom, 4th floor
VIA Elevator

1:30pm- GENERAL RECEPTION for Lydia Spottswood
1:55pm Grand Ballroom
Milwaukee Athletic Club
HRC Hold: Room 807
Phone: 414/273-5080 x1453
Fax: 414/273-4133
Staff Hold: Room 809
Phone: 414/273-5080
OPEN PRESS/SPOTTSWOOD PHOTO

FORMAT:

- The First Lady and Lydia Spottswood are announced onto stage by Jeff Neubauer, Chair, Spottswood campaign.
- Jeff Neubauer introduces Lydia Spottswood.
- Lydia Spottswood makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- The First Lady and Lydia Spottswood work a ropeline.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 27, 1998

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- The First Lady proceeds to partitioned area for volunteer photos.
- The First Lady departs.

PARTICIPANTS: approximately 250 guests

1:55pm **PROCEED** to first floor
 VIA Elevator

2:00pm **DEPART** Milwaukee Athletic Club
 VIA Motorcade
 EN ROUTE Airport
 [Drive time: 15 minutes]

2:15pm **ARRIVE** Airport
 General Mitchell International Base Operations
 HRC Hold: Office
 Phone: 414/482-5586
 CLOSED PRESS

2:25pm **WHEELS UP** Milwaukee, Wisconsin
 EN ROUTE Chicago, Illinois
 [Flight time: 35 minutes]
 [Note: Lunch will be served]

3:00pm **WHEELS DOWN** Midway Airport
 Million Air
 Hold: Office
 Phone: 312/284-2867
 CLOSED PRESS

3:10pm **DEPART** Midway Airport
 VIA Motorcade
 EN ROUTE Jane Addams School
 [Drive time: 45 minutes]

3:55pm **ARRIVE** Jane Addams School

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, APRIL 27, 1998

GREETERS:

Mayor Richard Daley
Dr. Cynthia Barron, Principal
Guadalupe Suarez-Silva, Assistant Principal
Terry Hillard, Chief of Police
Kendall Kost, 8th grade student
Steven Walsh, 3rd grade student
Paul Vallas, CEO, Chicago Public Schools
Gery Chico, President, Board of Trustees
Marcia Chaikan, author, Kids, Cops, & Communities

Note: The First Lady and Mayor Daley have the option to sign the guest book.

4:00pm-
4:15pm

TOUR Jane Addams After School Programs
Jane Addams School
10810 S. Avenue H
HRC Hold: Teacher's Lounge
Phone: 773/535-6210 x107
Fax: 773/535-6292
POOL PRESS/WH PHOTO

FORMAT:

- The First Lady, Mayor Daley, Dr. Barron, Terry Hillard, Kendall Kost and Steve Walsh proceed into Room 108 where they observe teachers helping parents help their children with homework.
- The group then proceeds into the library where students are exploring the world through books and are currently learning about Egypt. The First Lady observes various crafts projects regarding Egypt.
(POOL PRESS)
- The tour then proceeds to Room 207 where they will see students receiving dinner and participating in a peer reading group.
- Upon conclusion of the tour, Dr. Barron will lead the group to the cafeteria for the speaking program.

PARTICIPANTS:

The First Lady
Mayor Daley
Dr. Cynthia Barron, Principal, Jane Addams School
Kendall Kost, 8th grade student
Steve Walsh, 3rd grade student

4:15pm **PROCEED** to cafeteria

4:15pm- **REMARKS** to Jane Addams After School Program
4:45pm Cafeteria
Jane Addams School
OPEN PRESS/WH PHOTO

FORMAT:

- There will be an offstage announce of the First Lady, accompanied by Mayor Daley, Chief Terry Hillard, Dr. Barron, and Gabriela Brizuela.
- Dr. Barron, Principal, Jane Addams School makes welcoming remarks and introduces Chief Terry Hillard.
- Chief Hillard makes remarks and introduces Mayor Daley.
- Mayor Daley makes remarks and introduces Gabriela Brizuela, 7th grade student.
- Gabriela Brizuela makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- The First Lady has the option of working a ropeline or proceeding to the overflow area.

PARTICIPANTS: approximately 90 people

4:45pm **PROCEED** to Gym (overflow area)

4:50pm-
4:55pm
DROP-BY Gym
Gymnasium
Jane Addams School
PRESS TBD/WH PHOTO

FORMAT:

- Informal remarks

PARTICIPANTS: 200 students

4:55pm
MEET AND GREET w/Solis Family
Location TBD
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 10-12 Solis family members

5:00pm
DEPART Jane Addams School
VIA Motorcade
EN ROUTE Chicago Hilton and Towers
[Drive time: 45 minutes]

5:45pm
ARRIVE Chicago Hilton and Towers

GREETERS:

Ken Smith, General Manager
Jean Simmons, Resident Manager
Ina Eglite, Assistant Director, Catering and Sales

5:50pm-
6:40pm
DOWN TIME

6:40pm
PROCEED to CDF VIP Reception
VIA Elevator

6:50pm-
7:00pm
CDF VIP RECEPTION
Boulevard A & B
Chicago Hilton and Towers
Attire: Business
CLOSED PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
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FORMAT:

- The First Lady, Marian Wright Edelman, Glenn Close, Maggie Daley, Deloris Jordan, Marilyn Miglin and Rick Jасulca proceed into Boulevard A & B.
- Mary Dee introduces Marian Wright Edelman.
- Marian Wright Edelman makes brief remarks and introduces the First Lady.
- The First Lady makes brief remarks and has the option to work a ropeline.
- The First Lady, Marian Wright Edelman, Glenn Close, Maggie Daley, Deloris Jordan, Marilyn Miglin and Rick Jасulca depart.

PARTICIPANTS: approximately 70 people

7:00pm

PROCEED to Boulevard C

7:05pm-

CDF PRESS AVAIL

7:15pm

Boulevard C

Chicago Hilton and Towers

OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady, Marian Wright Edelman, Glenn Close, Maggie Daley, Deloris Jordan, Marilyn Miglin and Rick Jасulca proceed into Boulevard C.
- The group poses for a photo and takes their seats.
- Deloris Jordan makes brief remarks and acknowledges the CDF Dinner Co-Chairs (Maggie Daley, Deloris Jordan, Marilyn Miglin, and Rick Jасulca).
- Glenn Close makes remarks and introduces the First Lady.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 27, 1998

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- The First Lady makes brief remarks.

- Upon conclusion, the group departs.

PARTICIPANTS:

The First Lady
Marian Wright Edelman
Glenn Close
Maggie Daley
Deloris Jordan
Marilyn Miglin
Rick Jasculca

7:15pm **PROCEED** to Hold

7:15pm- **HOLD**
7:45pm Boulevard A & B
Chicago Hilton and Towers

7:50pm- **CDF DINNER**
9:00pm Grand Ballroom
Chicago Hilton and Towers
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady and Marian Wright Edelman are announced into the room.
- Dinner is preset.
- Dessert is served.
- Blue Man Group performs.
- Glenn Close introduces Richard Marx.
- Richard Marx performs 1-2 songs.
- Glenn Close introduces Maggie Daley.
- Maggie Daley makes remarks and introduces the First Lady.
- The First Lady makes remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON

MONDAY, APRIL 27, 1998

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- Upon conclusion of her remarks, an award is brought out and the First Lady presents it to Marian Wright Edelman.

- Marian Wright Edelman makes remarks.
- The Voices of Inspiration choir performs "I Believe I Can Fly".
- Glenn Close reads "Stand for Children".
- Roslyn Jordan performs with gospel choir.
- The Voices of Inspiration choir performs "Stand for Children".

PARTICIPANTS: approximately 500-700 people

RON

Chicago Hilton and Towers
Chicago, Illinois

April 24, 1998

CHILDREN'S DEFENSE FUND 25TH ANNIVERSARY GALA

DATE:	Monday, April 27
TIME:	6:50 pm - 9:00 pm
LOCATION:	Chicago Hilton and Towers Chicago, IL
FROM:	Brenda Costello

I. PURPOSE

To deliver remarks at The Children's Defense Fund's 25TH Anniversary Chicago Gala.

II. BACKGROUND

The Children's Defense Fund kicked-off their year-long silver anniversary celebration in New York last October. Monday's event in Chicago is a continuation of that year-long celebration. As you will recall, you attended the CDF October Gala at the Lincoln Center.

Monday's Gala program will feature the Blue Man Group and the Voices of Inspiration Choir and several other music performances, as well as a 7-minute retrospective video of CDF and its accomplishments. Other speakers include Marian Wright Edelman, Maggie Daley, Roslyn Jordan and Glenn Close, who also participated in the Lincoln Center event in October. An audience of 500-700 friends of CDF, donors, and corporate patrons is expected at the Gala.

Format

Upon arrival you will stop by the VIP Reception with approximately 150 people before the dinner program where you will make brief, informal remarks. Next, you will proceed to a press availability with Marian Wright Edelman and the other gala co-chairs. Prior to the dinner you will meet privately with Marian Wright Edelman for approximately 15 minutes.

Dinner will be served before you enter the Grand Ballroom for the program. You will be introduced by Maggie Daley. Following your remarks you will introduce Marian Wright Edelman and return to your seat at the head table for the duration of the program. Seated at the head table is: The First Lady, Marian Wright Edelman, Glenn Close, Mayor and Maggie Daley, Eileen Sweeney, United Airlines, Mrs. Isabel Brazier, Minister.

III. PARTICIPANTS

VIP Reception

-see list attached

Press Availability

- The First Lady
- Marian Wright Edelman
- Glenn Close
- Maggie Daley
- Deloris Jordan
- Marilyn Miglin
- Rick Jasculca

Dinner Program

- The First Lady
- Glenn Close
- Maggie Daley
- Marian Wright Edelman
- Roslyn Jordan

IV. SEQUENCE OF EVENTS

- The First Lady stops by VIP reception
- Mary Dee introduces Marian Wright Edelman.
- Marian Wright Edelman makes brief remarks and introduces the First Lady.
- The First Lady makes brief remarks and departs.
- *Press Avail*
- The First Lady, Marian Wright Edelman, Glenn Close, Maggie Daley, Deloris Jordan, Marilyn Miglin and Rick Jasculca proceed into Boulevard C.
- The group poses for a photo and takes their seats.
- Deloris Jordan makes brief remarks and acknowledges the CDF Dinner Co-Chairs (Maggie Daley, Deloris Jordan, Marilyn Miglin, and Rick Jasculca).
- Glenn Close makes remarks and intros the First Lady
- The First Lady makes brief remarks.
- Upon conclusion, the group departs.
- *The First Lady proceeds to Grand Ballroom*
- The First Lady and Marian Wright Edelman are announced into the room.
- Dessert is served.
- Blue Man Group performs.
- Glenn Close makes remarks and introduces Richard Marx.
- Richard Marx performs 1-2 songs.
- Glenn Close introduces Maggie Daley

- Maggie Daley makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion of her remarks, an award is rolled out and the First Lady presents it to Marian Wright Edelman.
- Marian Wright Edelman makes remarks.
- The Voices of Inspiration choir performs "I Believe I Can Fly".
- Glenn Close reads "Stand for Children".
- Roslyn Jordan performs with gospel choir.
- The Voices of Inspiration choir performs "Stand for Children".
- The First Lady departs

V. PRESS

VIP reception: Closed press/WH. Photo.

Press Availability: Open press/WH Photo.

Dinner: Open Press/WH Photo.

VI. REMARKS

Provided by Laura Schiller.

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Chicago Daily Herald

April 28, 1998, Tuesday, Cook

SECTION: News; Pg. 7

LENGTH: 398 words

HEADLINE: First lady hails after-school program in Chicago

BYLINE: Madeleine Doubek Daily Herald Political Editor

BODY: The elementary and junior high students chattered and giggled as they worked together Monday in a cramped school library making Egyptian artwork to show off to first lady **Hillary Rodham Clinton**.

It was well after 4 p.m. when they finally had their chance to display their handiwork for the first lady, but the children being kept at school stay after every day. The two dozen children Mrs. Clinton met at Jane Addams school on Chicago's Southeast Side are enrolled in Chicago's Lighthouse Program, an after-school initiative that provides 112,000 children extra schooling, athletics and other supervised recreational activities.

Mrs. Clinton hailed the program as well as efforts by Chicago police to support youth groups as ones to be modeled across the country to enrich children and keep them safe. A new Justice Department report, Mrs. Clinton said, shows more police officers understand organized after-school activities prevent crime in the key hours between 3 and 8 p.m. when 5 million U.S. children are left unsupervised.

"We have to give young people something to say yes to," Mrs. Clinton said, "places that they can go to where we know they'll be well taken care of."

The visit kicked off a three-day, child-focused trip by Mrs. Clinton. She also attended a 25th anniversary celebration of the **Children's Defense Fund** Monday night, will promote reading today and will join Democratic Sen. Carol Moseley-Braun at Stevenson Elementary School in Elk Grove Village Wednesday to praise renovations that have added computers and special software for learning-disabled students.

The school stops also give the first lady a chance to promote Clinton administration proposals to encourage computer accessibility at schools and creation of more after-school care.

She told about 60 parents, coaches, police officers and clergy at Addams that members of the GOP-controlled Congress do not believe the president's proposal to spend \$ 1 billion to provide 500,000 children with after-school care will prevent crime, protect children and save money that otherwise would be spent on juvenile detention.

Police officers understand "we cannot arrest ourselves out of this problem" of juvenile crime, Clinton said. "We cannot continue to build more and more juvenile facilities and prisons. If we're going to bring down youth crime rates, we must lift up our children."

LANGUAGE: ENGLISH

LOAD-DATE: April 30, 1998

FOCUS™

Search: General News;children's defense fund and hillary w/2 clinton

**PHOTOCOPY
PRESERVATION**

5/5/78

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MAY 5, 1998
FINAL

WASHINGTON, D.C.

SENATE SPOUSES

LEAD ADVANCE: MICHELLE KREISS
 301/384-7118 PHONE

DC ARTS

LEAD ADVANCE: STEPHEN LAMB
 202/205-3689 PHONE
 202/232-8365 HOME

DC ARTS

PRESS ADVANCE: DOUG SMITH

DSCC DINNER

LEAD ADVANCE: AL RUTHERFORD
 202/364-3628 PHONE
 800/309-8499 PAGER

SCHEDULER: WENDY ARENDS
 202/456-7007 PHONE
 202/456-5340 FAX
 202/518-8209 HOME
 WHCA PAGER

PREV RON The White House

12:10pm DEPART South Portico
 VIA Motorcade
 EN ROUTE Senate Russell Building
 [Drive time: 5 minutes]

12:15pm ARRIVE Senate Russell Building
 PROCEED to third floor
 VIA elevator

GREETERS (curbside):

Becky Daughtery, Office of the Sergeant at Arms

GREETERS (Third Floor):

Mrs. Gore
Joyce Bennett, Chair
Bonnie Bryan, Co-Chair

Note: The First Lady and Mrs. Gore sign the
Historical Book.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MAY 5, 1998
PAGE 2

12:20pm- MEET AND GREET
12:50pm Room 325
Senate Russell Building
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady and Mrs. Gore proceed to Room 325 for a photo receiving line.

PARTICIPANTS: 98 guests

12:50pm- SENATE SPOUSES LUNCHEON
2:00pm Room 325
Senate Russell Building
HRC Hold: Room 324
Phone: 202/224-7548
Fax: 202/224-2417
CLOSED PRESS/WH PHOTO

FORMAT:

- Joyce Bennett escorts the First Lady to her table.
- Mrs. Gore makes welcoming remarks and introduces Marcia Coats.
- Marcia Coats gives the invocation.
- Joyce Bennett makes welcoming remarks.
- Lunch is served.
- Joyce Bennett makes brief remarks and introduces Marcelle Leahy.
- Marcelle Leahy introduce Elizabeth Bishop, Linda Mabbs, and Ken Wise from the Washington Opera.
- Elizabeth Bishop, Linda Mabbs, and Ken Wise perform.

TUESDAY, MAY 5, 1998

PAGE 3

- Pat Kempthorne presents a gift and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, Joyce Bennett escorts the First Lady to the elevator and the First Lady departs.

PARTICIPANTS: approximately 98 guests

2:00pm **DEPART** Senate Russell Building
 VIA Motorcade
 EN ROUTE Canadian Embassy
 [Drive time: 5 minutes]

2:05pm **ARRIVE** Canadian Embassy
 PROCEED to Art Gallery for Meet and Greet

GREETERS:

Mrs. Kay Chretien
(T) Robert Peck, Commissioner, Public Building Service

2:05pm- **MEET AND GREET**
2:15pm Art Gallery
 Canadian Embassy
 CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady proceeds to the Art Gallery for a photo receiving line.

PARTICIPANTS: 15 guests

2:15pm- **D.C. ARTS SUMMIT**
3:15pm Theater
 Canadian Embassy
 501 Pennsylvania Avenue, NW
 HRC Hold: Dressing Room
 Phone: 202/682-1740, ext. 7213
 Fax: 202/682-7791
 OPEN PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, MAY 5, 1998
PAGE 4

FORMAT:

- The Duke Ellington Choir finishes performing.
- The First Lady and Mrs. Chretien are announced into the theater and proceed to their seats in the audience.
- Calvin Cafritz, Chairman and CEO, The Morris & Gwendolyn Cafritz Foundation, makes welcoming remarks and introduces Douglas Waddell, Deputy Head of Mission.
- Douglas Waddell makes remarks and introduces Jim Gibson, Chair, Downtown Arts Committee.
- Jim Gibson makes remarks and introduces Marion Barry, Jr., Mayor.
- Marion Barry, Jr. makes remarks and introduces Alexander Garvin, author, *The American City: What Works, What Doesn't*.
- Alexander Garvin makes remarks and introduces Brendan Conway, age 10, Levine School of Music.
- Brendan Conway performs a violin solo.
- Robert Peck, Commissioner, Public Building Service, makes brief remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, Robert McNulty, President, Partner for Livable Communities, thanks the First Lady and escorts her and Mrs. Chretien offstage.
- The First Lady departs.

PARTICIPANTS: 175 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MAY 5, 1998

PAGE 5

3:20pm **DEPART** Canadian Embassy
 VIA Motorcade
 EN ROUTE South Portico
 [Drive time: 5 minutes]

3:25pm **ARRIVE** South Portico

3:30pm-
4:00pm **MEETING** w/Leon Sullivan
 Map Room
 CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Leon Sullivan
Melanne Verveer
Erica Barks-Ruggles

4:30pm-
5:30pm **VIDEOS**
 Roosevelt Room
 CLOSED PRESS/NO WH PHOTO

- National Adoption Center's 15th Annual Gala
- Project A.L.S. Benefit Welcoming Video
- Project A.L.S. PSA
- The Second Annual Roselyne C. Swig Award Gala
 for Partners Ending Domestic Violence
- The 1998 Children's Summit: Growing Up - The Walt
 Disney Company
- Educational Press Association of America's 1998
 Friend of Education Award
- The Historic Opening Celebration of the National
 First Ladies' Library
- The ABC Love Award at the Love Our Children Gala-
 Public Counsel Law Center
- Children's Circle of Care
- First Statewide Summit on Childcare "Schools,
 Communities, & Businesses: Florida's Partners in
 Quality Child Care"

5:30pm (T) **DROP-BY** Mrs. Gore's Cinco de Mayo Fiesta **(OPTIONAL)**
 Room 200, OEOB
 CLOSED PRESS/WH PHOTO

Note: The Cinco de Mayo Fiesta begins at 5:00pm.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MAY 5, 1998

PAGE 6

6:45pm-
7:00pm

DROP-BY Steve Silverman/Emily Bromberg
Going Away Party
State Dining Room
CLOSED PRESS/WH PHOTO

FORMAT:

- Erskine Bowles makes remarks and introduces the First Lady.
- The First Lady makes remarks and introduces Harold Ickes.
- Harold Ickes makes remarks and introduces the Vice President.
- The Vice President makes remarks and introduces the President (T).
- (T) - The President makes remarks.

PARTICIPANTS: approximately 80-100 guests

7:05pm

DEPART South Portico
VIA Motorcade
EN ROUTE DSCC Dinner
[Drive time: 10 minutes]

7:15pm-
8:15pm

DSCC DINNER at Home of Senator Feinstein
1824 Phelps Street, NW
#1825 Kalorama Square
HRC Hold: Exercise Room
Phone: 202/328-3760
Fax: 202/328-3806
CLOSED PRESS/DSCC PHOTO

FORMAT:

- The First Lady does a photo receiving line with 22 people.
- The First Lady proceeds to a tented courtyard for dinner.
- Dinner is served.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, MAY 5, 1998

- Senator Barbara Boxer makes welcoming remarks and introduces Senator Patty Murray.
- Senator Patty Murray makes remarks and introduces Senator Diane Feinstein.
- Senator Diane Feinstein makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- The First Lady departs.

PARTICIPANTS: approximately 22 people

8:15pm

DEPART DSCC Dinner
VIA Motorcade
EN ROUTE South Portico
[Drive time: 10 minutes]

8:25pm

ARRIVE South Portico

RON

The White House

DRAFT

**FIRST LADY HILLARY RODHAM CLINTON
CHILDREN'S CIRCLE OF CARE LEADERSHIP CONFERENCE
MAY 5, 1998**

Thank you, Mary, for that introduction. I only wish I could be there in person for this Children's Circle of Care Leadership Conference. As some of you may know, I attended this conference two years ago when it was held at the National Institutes of Health in Bethesda, and I'm proud to have served as your founding honorary chair.

Having worked almost fifteen years as a volunteer and Trustee at Arkansas Children's Hospital, I know first hand the extraordinary role that these hospitals play in the lives and health of our nation's children. In fact, one of the pleasures I've had as First Lady has been the opportunity to visit so many of your children's hospitals across America where I have seen your commitments in action. And I know that the same quality of work is being carried out in Canada's hospitals as well.

But it is as a mother that I most appreciate the work that our children's hospitals do and the generosity that lets them keep on doing it. It has only been through your support -- and through the support of people like yourselves -- that so many hospitals have been able to advance their shared mission of excellence in pediatric patient care, research, teaching, and advocacy.

I want to commend all of you on the work that you've accomplished since your first Leadership conference here two years ago. And I wish you luck as you continue to help the children's hospitals of the United States and Canada fulfill their vital role. I hope you have a wonderful conference.

THE WHITE HOUSE

Office of Press Secretary

For Immediate Release

May 5, 1998

STATEMENT BY THE PRESIDENT

I want to commend the Annie E. Casey Foundation for its KIDS COUNT Data Book, which highlights the need for safe and affordable child care for millions of America's working families. The report, released today, provides important evidence of the child care challenges facing families, businesses, and the economy.

KIDS COUNT reports that every day, parents of 29 million children struggle to find safe and affordable child care so that they can go to work. The challenge is especially great for the working parents of 10 million children in low-income families. The report tells us that this need continues to grow; that child care is unaffordable for many families, consuming 25 percent of income for many low-income families; that quality is uneven and often poor; and that inadequate care can have a dramatic impact on children's development.

This report provides further evidence of the urgency for Congress to act on child care legislation. Too many American families are struggling to find and afford child care to meet their obligations as workers and their more important responsibility as parents. My child care initiative will 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. Today, I again call on Congress to act, and I look forward to working with Members in both parties to enact comprehensive bipartisan child care legislation that meets the needs of children and families.

-30-30-30-

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

5/11/98

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
FINAL

WASHINGTON, D.C./NEW YORK, NY

TRAVELING PARTY: KELLY CRAIGHEAD
CAPRICIA MARSHALL
NICOLE RABNER
MARSHA BERRY
BARBARA KINNEY

NEW YORK, NY
LEAD ADVANCE:

STEVE GRAHAM
WALDORF HOTEL ROOM 602
212/355-3000 PHONE
716/767-0328 FAX
305/205-5265 CELL
888/210-9288 PAGER

PRESS ADVANCE:

KELLY PAISLEY
WALDORF HOTEL ROOM 678

SITE ADVANCE:

LEWIS GOLDBERG

SCHEDULER:

MOLLY BUFORD
202/456-5315 PHONE
202/456-5340 FAX
202/244-2125 HOME
WHCA PAGER #4452

PREV RON Washington, D.C.

11:00 am- TEA w/Ambassadors' Wives
11:30 am Yellow Oval Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Approx. 15 guests.

Contact: Capricia Marshall 202/456-7064

11:45 am- BRIEFING re Bradley Scholars Event
11:50 am The Red Room
CLOSED PRESS/WH PHOTO

Contact: Laura Schwartz 202/456-5655

11:50 am- PHOTO-OP w/School Linkage Group Scholars
11:55 am Grand Foyer
CLOSED PRESS/WH PHOTO
PARTICIPANTS: Approx. 12 guests for photo.

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
PAGE 2

11:55 am- PHOTO-OP w/Flex Scholars
12:00 pm North Portico
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Approx. 88 guests for photo.

12:00 pm- MEET AND GREET
12:05 pm The Blue Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

Joseph Duffey, Director fo USIA
Ambassador Morningstar
Cathy Rex, teacher at Roxborough High School in Philadelphia
Shukhart jSadyrov, FLEX Scholar
Mr. Penn Kemble, Deputy Director USIA
Hon. John Loiello, Associate Director, Bureau of Education and Cultural Affairs, USIA

Contact: Laura Schwartz 202/456-5655

12:05 pm- BRADLEY SCHOLARS EVENT
12:30 pm The East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady is announced into the East Room accompanied by program participants and proceeds to the toast lectern on stage.
- The First Lady makes opening remarks and introduces Joseph Duffey.
- Joseph Duffey makes remarks and introduces Cathy Rex.
- Cathy Rex makes remarks and introduces Ambassador Morningstar.
- Ambassador Morningstar makes remarks and introduces Shukhart Sadyrov.
- Shukhart Sadyrov makes remarks and presents The First Lady with a bound collection of the

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton (partial) (4 pages)	05/11/1998	b(7)(E)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

Childcare #5 [Binder] [1]

2013-0534-S

ry1696

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
PAGE 3

students' essays.

- The First Lady holds a question and answer session with the students.

NOTE: The guests proceed to the State Dining Room for tea and cookies.

PARTICIPANTS: Approx. 180 guests to attend.

Contact: Laura Schwartz 202/456-5655

12:50 pm DEPART The White House
 VIA Motorcade
 EN ROUTE Andrews AFB
 [drive time: 20 minutes]

MOTORCADE MANIFEST:

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, KINNEY, MARSHALL, RABNER

1:10 pm ARRIVE Andrews AFB

1:25 pm WHEELS UP Washington, D.C.
 EN ROUTE New York, NY
 [flight time: 50 minutes]
 [time change: none]
 [meal: tbd]

2:15 pm WHEELS DOWN La Guardia Airport

2:30 pm DEPART La Guardia Airport
 VIA Motorcade
 EN ROUTE Rockefeller Center
 [drive time: 30 minutes]

[001]

(b)(7)e

3:00 pm ARRIVE Rockefeller Center
 Hold: Office
 Phone: 212/506-3295
 Fax: 212/506-3263

3:00 pm PROCEED to dressing room

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
PAGE 4

3:15 pm TAPING for Rosie O'Donnell
3:40 pm Rockefeller Center, Studio
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady and Rosie O'Donnell will tape a 5 to 6 minute segment.
- The First Lady and Rosie O'Donnell, accompanied by three children, will tape a 5 to 6 minute craft segment.
- Upon conclusion of the tapings, The First Lady will take a photo with the crew and then depart.

PARTICIPANTS:

The First Lady
Rosie O'Donnell
Louie Dane, 6 years old
Erin Yogasundram, 6 years old
Jade-Lauren Guzman, 7 years old

Contact: Marsha Berry 202/456-2960

3:40 pm DEPART Rockefeller Center
VIA Motorcade
EN ROUTE Waldorf Astoria Hotel
[drive time: 5 minutes]

(b)(7)e

3:45 pm ARRIVE Waldorf Astoria Hotel
Hold: Suite 35A
Phone: 212/355-3000
Fax: 212/872-7272
Staff Hold: same
Phone: same
Fax: same

3:50 pm- MEET AND GREET w/Reiner Foundation Supporters on

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
PAGE 5

4:10 pm childcare

FORMAT:

- Photo receiving line.

PARTICIPANTS: Approx 15 guests to attend. Please see briefing book for complete list.

Contact: Nicole Rabner 202/456-7263

4:10 pm-

DOWN TIME

6:30 pm

Waldorf Astoria Hotel

6:30 pm

DEPART Waldorf Astoria Hotel

VIA Motorcade

EN ROUTE Metropolitan Opera House

[drive time: 15 minutes]

(b)(7)e

6:45 pm

ARRIVE Metropolitan Opera House

Hold: General Manager's Office

Phone: 212/870-7415

Fax: 212/870-7607

GREETERS:

Senator Robert Torricelli

Patricia Duff

Michael Kiser

Kevin McKenzie

6:50 pm

AMERICAN BALLET THEATER PERFORMANCE

8:00 pm

Metropolitan Opera House

CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady will do a several group photos backstage.
- Kevin McKenzie will make welcoming remarks and introduce The First Lady.
- The First Lady will make brief remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, MAY 11, 1998
PAGE 6

- Upon Conclusion of the remarks The First Lady will proceed to the box for the performance.
- Performance begins.
- Upon conclusion of the first act The First Lady will depart.

Contact: Mary Keating 212/477-3030

8:00 pm DEPART Metropolitan Opera House
 VIA Motorcade
 EN ROUTE La Guardia Airport
 [drive time: 30 minutes]

(b)(7)e

8:30 pm ARRIVE La Guardia Airport
 CLOSED PRESS/WH PHOTO

8:45 pm WHEELS UP New York, NY
 EN ROUTE Andrews AFB
 [flight time: 50 minutes]
 [meal: none]

9:35 pm WHEELS DOWN Andrews AFB

NOTE: The First Lady will deboard the C-9 and reboard the 707.

9:45 pm WHEELS UP Washington, D.C.
 EN ROUTE Limoges, France
 [flight time: 7 hours 5 minutes]
 [time change: +6 hours]
 [meals: light dinner, breakfast]

RON En route Limoges, France

6/2/78

**PHOTOCOPY
PRESERVATION**

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998

FINAL-REVISED

WASHINGTON, DC

TRAVELLING PARTY: KELLY CRAIGHEAD

MARSHA BERRY
SHARON FARMER
ELLEN LOVELL

CHICAGO

LEAD ADVANCE:

ROB ROSEN
THE SHERATON TOWERS ROOM 1054
312/464-1000 PHONE
202/395-1839 CELL PHONE
1-800-759-8888 PIN: 210-3266 PAGER

PRESS ADVANCE:

LORI GREENBAUM
312/337-7400 PHONE
773/244-9543 HOME

SITE ADVANCE:

GLENN RYNIEWSKI
312/744-0795 PHONE
773/871-4552 HOME
312/689-8105 PAGER

RON ADVANCE:

DOTTI LI ROOM 1232

SCHEDULER:

EVAN RYAN
202/456-6751 PHONE
202/456-5340 FAX
202/483-0383 HOME
WHCA PAGER #4223

PREV RON

The White House

11:00 am-

PRIVATE MEETING

12:00 pm

Residence

CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:

The First Lady
Sidney Blumenthal
Melanne Verveer

CONTACT: Melanne Verveer 202/456-6266

**SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998**

12:00 pm- **PRIVATE MEETING**
12:30 pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
George Soros
John Fox
Melanne Verveer
Jock Covey, NSC

CONTACT: John Fox 202/296-5380

12:45 pm- **PRIVATE MEETING**
1:00 pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Francesco Rutelli, Mayor of Rome
Dr. Enrico Gasbarra, Director, Rome's Municipal
Trade Department
Paolo Silveri
Giandonato Caggiano
Melanne Verveer
Ellen Lovell
Miriam Sapiro, NSC
Sim Smiley, Interpreter

CONTACT: Miriam Sapiro 202/456-9151
Caroline Croft 202/395-6940

1:15 pm- **REDBOOK MAGAZINE LUNCHEON MEET & GREET**
1:25 pm Diplomatic Reception Room
Attire: Business
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Kate White, Editor of Redbook
7 honorees and families

CONTACT: Capricia Marshall 202/456-7136

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998

PAGE 3

1:30 pm-
2:40 pm

REDBOOK MAGAZINE LUNCHEON

State Dining Room

Attire: Business

POOL PRESS for award presentation/WH PHOTO

FORMAT:

-The First Lady is announced into the State Dining Room and proceeds to the lectern.

-The First Lady makes brief welcoming remarks and proceeds to her table.

-Lunch is served.

-Following lunch, the First Lady returns to the lectern and introduces Kate White, Editor of Redbook.

-Kate White makes brief remarks and introduces each honoree. As Kate White acknowledges each honoree, the honoree comes forward and is handed the award by the First Lady. The First Lady and honoree pause for a picture by the side of the fireplace.

NOTE: There are 7 presentations.

-Following the last presentation and photograph, the First Lady takes a group photo with the seven honorees and Kate White, in front of the fireplace.

-The First Lady departs.

PARTICIPANTS: 100 guests expected.

CONTACT: Capricia Marshall 202/456-7136

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. schedule	Schedule for Hillary Rodham Clinton (partial) (3 pages)	06/02/1998	b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

Childcare #5 [Binder] [1]

2013-0534-S

ry1696

RESTRICTION CODES

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

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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998

PAGE 4

3:00 pm- SCHEDULING MEETING
4:30 pm Residence
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:

The First Lady
Marsha Berry
Pam Cicetti
Kelly Craighead
Diane Dewhirst
Patti Solis Doyle
Lee Doyle
Missy Kincaid
Ellen Lovell
Christy Macy
Capricia Marshall
Melanne Verveer

CONTACT: Diane Dewhirst 202/456-2468

5:00 pm DEPART South Portico
EN ROUTE Andrews Air Force Base
[drive time: 30 minutes]

MOTORCADE MANIFEST

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, FARMER, LOVELL

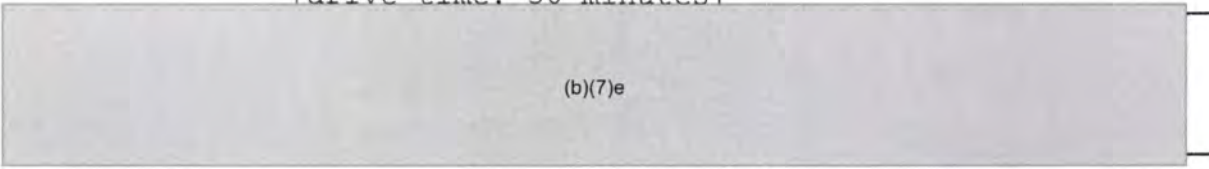
5:30 pm ARRIVE Andrews Air Force Base

5:40 pm WHEELS UP Andrews Air Force Base
EN ROUTE Midway Airport, Chicago, Illinois
[flight time: 1 hour, 40 minutes, -1 hour]
[meal: light dinner]

6:20 pm WHEELS DOWN Midway Airport, Chicago, Illinois

6:30 pm DEPART Midway Airport, Chicago, Illinois
EN ROUTE 180 East Pearson Street
[drive time: 30 minutes]

(b)(7)e



[002]

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998

PAGE 5

7:00 pm

ARRIVE

(b)(6)

GREETERS: Richard and Judith Stern

7:05 pm-

PHOTO-RECEIVING LINE

7:20 pm

Den

Stern Residence

(b)(6)

Staff Hold: Den

CLOSED PRESS/DNC PHOTO

PARTICIPANTS: 25-30 guests expected.

CONTACT:

(b)(6)

7:25 pm-

WOMEN'S LEADERSHIP FORUM DINNER

8:30 pm

Living Room

Stern Residence

(b)(6)

Staff Hold: Den

CLOSED PRESS/DNC PHOTO

NOTE: Buffet dinner is available at this time.

FORMAT:

-Judith Stern makes welcoming remarks and introduces the First Lady.

-The First Lady makes brief remarks and takes questions.

-Following informal question and answer session, the First Lady departs.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 2, 1998

PAGE 6

PARTICIPANTS: 25-30 guests expected.

CONTACT: (b)(6)

8:35 pm

DEPART (b)(6)

EN ROUTE The Sheraton Towers
[drive time: 10 minutes]

(b)(7)e

8:45 pm

ARRIVE The Sheraton Towers

GREETERS:

Bob Foster, General Manager, The Sheraton Towers
Heather Bolton, Towers Manager
Nancy McFadyen, Director of Sales

RON

The Sheraton Towers
Chicago, Illinois

WEATHER FORECAST FOR WASHINGTON, DC: Variably cloudy with a chance for an isolated thunderstorm by late evening. Winds 5 to 10 knots. High 82. Low 64.

WEATHER FORECAST FOR CHICAGO, IL: Sunny. High 75. Low 52.

WASHINGTON, DC EVENTS:

KENNEDY CENTER

Show Boat
Shear Madness

NATIONAL THEATRE

Ragtime

FORD'S THEATRE

Kudzu, A Southern Musical

LEVEL 1 - 54 OF 233 ITEMS

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Redbook

June, 1998

SECTION: No. 2, Vol. 191; Pg. 90; ISSN: 0034-2106

IAC-ACC-NO: 20629966

LENGTH: 3288 words

HEADLINE: Childcare: what works best for kids; includes related article

BYLINE: Eberlein, Tamara

BODY:

IT'S TOUGH ENOUGH LEAVING YOUR CHILDREN WITHOUT ALSO WORRYING THAT YOU'RE SHORTCHANGING THEM EMOTIONALLY AND INTELLECTUALLY. YOU WON'T BE, SAY EXPERTS, IF YOU LOOK FOR THESE SEVEN SIGNS.

THE FIRST DAY CARE CENTER AMY MARZ VISITED WAS shiny bright and new. But still the 35-year-old mother of then 2- and 3-year-old daughters nearly cried as she walked back to her car. "It was so institutional--16 identical cribs, 16 high chairs, 16 bouncy seats in a row. Worse, every child had a name tag. Didn't the teachers even know the children's names?" Then Marz, a flight instructor in Fort Myers, Florida, found a truly homey day care program for her children. "Yeah, the carpet was old," she says, "but the husband-and-wife team knew each child intimately."

As Marz learned, the best childcare--whether an informal family day care home for toddlers or an afterschool program for preteens--doesn't always look that way. Similarly, it may be hard to recognize bad programs. Indeed, most parents rate their childcare as "good to excellent," even when objective measures show it to be substandard. And "substandard" is more typical than you may realize: Only 12 to 14 percent of children under 5 are in high-quality childcare programs, according to Ellen Galinsky, president of the Families and Work Institute. About 75 percent rate as mediocre. The rest, including 35 to 40 percent of programs for infants, are so poor as to jeopardize children's health or development, says Galinsky.

These disheartening statistics apply even in "nice" middle-class communities. Or make that especially: "Low-income children who use center-based arrangements are likelier to be in government-subsidized programs, which must meet strict standards," says Galinsky. "And high-income parents can afford top-notch care. But the families in the middle typically get left out."

How can you ensure that you don't get "left out"? That your child receives the nurturing, stimulating care he needs to thrive? By going beyond the

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conventional checklists of what to look for when evaluating childcare programs. That's not to say that safety, cleanliness, a licensing (keystones of such lists aren't critical. But those are only the beginning, say leading educators and child development experts. You also need to check for the following, often more subtle, hallmarks of superb care.

1. Relationships are warm and affectionate. "The quality of care is primarily determined by the quality of the relationship between teacher and child," says Joanne Hendrick, Ph.D., professor emerita of early childhood education at the University of Oklahoma and host of the 13-part PBS series *The Whole Child*. That's because children's early emotional attachments actually affect the way their brains work and grow. Kids learn faster, make friends more easily, and have higher self-esteem, studies show.

So in visiting a day care center, you want to see genuine fondness--staff members cuddling babies, giggling with toddlers. With an older group, you should find kids running to teachers for a hello hug or a kiss on a banded elbow. Such physical affection not only leads to smiles, it also stimulates the brain to release hormones that help children feel comforted. What you should not see: children running to visitors for hugs. "Parents often misinterpret this as, 'Oh, kids here are so friendly.' But in truth it means they're hungry for attention and affection they should be getting from the caregiver," explains Dr. Hendrick.

2. Teachers are responsive. Beyond affection, caregivers must be consistently attentive. With an infant, responsiveness means smiling back when he grins and talking back when he says "gaa-gaa." What if you see little evidence of such responsiveness, yet the babies aren't fussing? That's worrisome: Infants who've cried for attention in vain start to feel powerless. Their listlessness signals apathy, not contentment.

With older children, responsiveness means listening closely. "The teacher gets down on the youngster's level and looks her in the eye, taking in her words as well as body language," says Amy Flynn, director of the Bank Street Family Center in New York. "She's sensitive to mood."

You also want to see that teachers value kids' individuality (and will enjoy having a child like yours). One tactic is to identify a youngster whose temperament seems most like your kid's--ultra-energetic, noticeably shy, stubborn, whatever--and watch how caregivers treat her. Are they skilled at channeling pep into some challenging project? Coaxing a quiet kid out of the corner? Eliciting cooperation at cleanup time when the child insists on building one more Lego spaceship?

3. The staff is well trained. "In some states," warns Galinsky, "all you have to do to become a childcare provider is be alive and breathing and over 18 years old." Look for a bachelor's or master's degree in education or psychology or a child development associate (CDA) certificate. Realize, though, that an administrator's string of credentials means little if the hands-on caregivers are unqualified. An after-school program director's Ph.D. impressed one mother until she realized her son's afternoons were actually spent with teenage counselors who were bored and sullen.

4. Teachers understand child development. Some signs are obvious. Says Flynn, "If the toddler room has only one of each type of toy, management clearly

doesn't understand that very young children don't share well."

In a super center, though, insight goes deeper. "My 3-year-old wasn't good about waiting his turn," admits one mom. "He'd see a kid playing with a truck and try to snatch it away. I'd offer him a different truck, but that just made him madder." Then the boy's teacher explained, "He doesn't really want the truck-, he wants to play with that other boy." She (and the boy's parents) began to coach him on how to approach other kids to play, and the grabbing diminished.

5. The room is sensibly organized. Besides kid-size furniture, look at how the room is set up. Behavior improves when a room is divided with low bookcases so there's less disruption of children's activities. How to spot a poor layout? Check the block area: "Too often this popular activity is cramped into a corner where there's no possibility for play to expand as creatively as a child might wish," says Dr. Hendrick. "Or it overlaps the area intended for climbing and other large-muscle play, resulting in knocked-down towers--and tears."

6. Activities promote intellectual development. A tremendous amount of brain growth takes place in the first three years, largely through a baby's interaction with sights, sounds, smells, and physical sensations in the environment. That's why the activities available in day care are so crucial. A quality center stimulates children's senses to enhance learning with "feely boxes," "smelling stations," finger painting. You should also see stacking and nesting toys, to develop pre-math skills, and counting and measuring practice (perhaps at snack time) for preschoolers. And reading should be a lively activity, with kids free to interrupt with questions or guesses about "what happens next" in the story.

But don't be impressed if the day care looks like a second-grade classroom, with desks, worksheets, and flash cards. Be worried. "There's tremendous parental pressure to include academics," observes Kyle Pruett, M.D., a psychiatrist at the Yale University Child Study Center. But pushing early academics can backfire, raising a child's anxiety level and decreasing her interest in school.

The same holds for after-school programs: "After a full day of class, kids need to play sports, make crafts, and hang out with friends," says AnMe Chung, Ph.D., project director of the National Institute of Out-of-School Time at the Center for Research on Women at Wellesley College.

7. The staff is happy. One third of childcare workers quit each year. Such high turnover is tough on kids; with each resignation, the child must mourn the loss, then start all over to build a new relationship. So before you join a center, ask how long caregivers have been on staff. But also look for clues that they're treated with respect. Says Flynn, "Are staff members allowed regular breaks? Is there comfortable furniture in the classrooms? Do they seem happy or harried?" Even if you're satisfied with your current center, pay close attention when there are any major changes. If an admired director leaves, for example, teachers may not like the new administration--and may quickly become disgruntled.

RELATED ARTICLE: 4 WAYS THE BEST PROGRAMS PROMOTE LEARNING

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Redbook June, 1998

older kids' language skills.

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* Keep supplies--crafts, tissues, toys--within children's reach. It's convenient for staff--and being able to find what they need on their own helps for kids develop a sense of competence.

RELATED ARTICLE: Great Childcare: Women Who Make It Happen

FROM CLASSROOMS TO COURTROOMS TO THE HALLS OF CONGRESS, THE EIGHT WINNERS OF REDBOOK'S "AMAZING WOMEN OF 1998" AWARD HAVE FOUGHT PASSIONATELY FOR KIDS--AND FAMILIES

When the White House announced its childcare initiative last January, it was remarkable for the attention paid to just about every aspect of this issue--and for who was paying the attention. What had once been a private problem--one that each family scrambled to solve as best it could--had now drawn the interest of the President of the United States, the Vice President, cabinet members, and a host of other national leaders. "Half of all mothers with children under one year of age are working outside the home," observes First Lady Hillary Rodham Clinton, "and demand for quality care is growing. We all must be involved in finding solutions."

In large part, the astonishing emergence of childcare as a national issue has to do with years of effort by women across the country, women who've been working tirelessly to make the issue a high priority. Whether as local advocates, business executives, legislators, or philanthropists, these women have found imaginative solutions for their own communities--and, by example, for all of us. They are the recipients of Redbook's "Amazing Women of 1998" award.

SENATOR PATTY MURRAY

Your best friend on the Hill "Why am I so interested in childcare? Because I've been there," says the U.S. senator from Washington State. "I know what it's like to have a caregiver say on Friday, 'This is my last day....' Patty Murray, 47, became the most "childcare-involved" of the women elected to the Senate in 1992, cosponsoring all the major childcare legislation of the past six years (and becoming the legislator to consult on the issue), But what pleases Senator Murray most is that she's no longer a "lone voice" in Washington. "Now we're having a national conversation about childcare," she observes, "and I'm thrilled."

HARRIETT TRANGUCCI

Nurturing children of crisis A young homeless woman was crossing the street in Summit, New Jersey, a baby strapped to her chest, two toddlers and several scuffed paper bags of possessions in tow, her eyes grimly trained on the

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concrete, And it was that heartbreaking sight that moved Harriett Trangucci, 39, to establish an emergency childcare fund--the Tranguch-Shonkwiler Foundation (named for her husband's mother and her grandmother) at the Summit Child Care Centers. Mothers fleeing abusive marriages, teen moms determined to finish high school, families beset by illness, death, sudden job loss, legal problems, homelessness--all are now able to send their kids to the center while they're dealing with their crises.

ROSIE O'DONNELL

"I'm lucky--I can help kids" Shortly after the incredibly successful launch of The Rosie O'Donnell Show, the actress and talk show host realized that the show, along with her celebrity appeal, could help the one thing she feels most passionate about--children. In February 1997, with an initial grant from royalties on her best-selling book of children's jokes (Kids Are Punny), O'Donnell (now 36) launched the For All Kids Foundation. So far, the foundation has distributed \$ 1.5 million to 105 child-related charities--more than half of them programs involving childcare. "I'm very lucky," says O'Donnell with characteristic self-deprecation. "I'm in a position to help children rise above any obstacles, and that's the greatest gift you can give a kid."

ELAINE FERSH

"What about older kids?" "I used to think I'd only have to worry about childcare until my kids started going to school," says Boston activist Elaine Fersh, 46. "Then it hit me. School ends at 2:30!"

If the same realization has now hit national policy makers, part of the credit goes to Fersh and her group, Parents United for Child Care. PUCC's recent victories: The passing of full-day kindergarten and the Boston School-Aged Child Care Project (which develops before- and after-school programs). PUCC's concern about out-of-school time also inspired Boston Two to Six, a program whereby the city of Boston will open public buildings for worthy programs.

MARY BETH PHILLIPS

"Criminals need not apply" When Mary Beth Phillips's infant daughter was shaken so badly by a babysitter that she was permanently blinded--and then the sifter was not legally barred from caring for other children--the heartbroken mother vowed to do whatever it took to stop such outrages. What it took was perseverance against reluctant lawmakers. In 1989, some five years after Phillips, now 44, started her fight, TrustLine was launched as a pilot program. Now, parents can call the state-certifying service to check whether a caregiver has a criminal or child-abuse record. Since its inception, the service has reviewed nearly 33,000 potential caregivers, weeding out some 8 percent (about 2,500 individuals) who had serious ("even murder and sexual assault!" reports TrustLine program manager Cindy Swanson) criminal records.

ELISSA BASSLER

Simple talk, deluxe programs Wrangling childcare dollars from state governments requires reformist zeal--and smart strategies, Elissa Bassler, 37, director of public policy for the Day Care Action Council of Illinois, used both last year when she persuaded the Illinois legislature to allocate a whopping \$

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100 million for childcare. It was the largest state childcare grant ever. "Bassler dropped the bureaucratic mumble-jumble we legislators were used to," notes Illinois State Senator Steve Rauschenberger. And, he adds, she did something all advocates should do: "She worked in a bipartisan fashion, helping both sides focus on the needs of children."

YVONNE EDWARDS

Ask--you never know Four years ago, when developing the idea for a state of-the-art center for county workers' children, Yvonne Edwards, 36, began to think of what else she'd like: "What if we added a women's health services center?" mused the childcare coordinator for California's Monterey County. "And a drop-in center where mothers could leave kids while getting an exam? And parent educators? And"--why not?--"a bus stop right in front of the center?" On May 19, Edwards cut the ribbon at the dedication of the Natividad Medical Center Family Services Center. "It's a triumph of teamwork," she stresses. "Folks really had to be willing to give up turf for this unique center to happen."

LINDA MASON

Idealism with business savvy Today there are 160 Bright Horizons child development centers, serving some 14,000 children at corporations across the U.S. Indeed, the list of participants reads like a page from The Wall Street Journal. Mattel, Apple, IBM, Motorola, AT&T, Merck, Pfizer, and Bayer', among others. But it took a few years of "educating" before Yale Management School graduate Linda Mason, now 43, was able to convince CEOs of the need for on-site childcare centers. More striking than the numbers, however, is the quality of these centers. "From the beginning, we termed them 'child development' programs, not 'day care,' and we offered quality early-childhood education from trained faculty members," says Mason.

AND HONORABLE MENTION TO...

Cathy Foote, 43, Chicago Pre-kindergarten teacher, Ariel Community Academy, and winner, Kohl McCormack Corporation Early Childhood Teaching Award, Candi Lange, 45, Indianapolis Director of Workforce Partnering at Eli Lilly and Company, Karen Leibold, 46, Boston Created the first on-site intergenerational care center, serving both elders and children (at Stride Rite), Mirta Matias, 44, Hartford, CT Teacher, Thomas D. Ritter Head Start Program, and winner of a Hartford Area Child Care Collaborative Quality Child Care Teacher Award 1997.

RELATED ARTICLE: "I HATE DAY CARE!"

HOW TO DECODE WHAT YOUR CHILD IS REALLY TELLING YOU

You thought you chose a wonderful program, but your kid is balking. Before you rush to make new arrangements, remember that children can't always express just what's bothering them. See if complaints quiet down when you try other strategies:

At drop-off time, your child does the Velcro routine, clinging and begging you not to leave.

WHAT PARENTS THINK: "My kid isn't happy here."

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WHAT IT PROBABLY MEANS: She's suffering separation anxiety. Even if she seemed fine for the first few weeks, kids often lower their defenses over time.

STRATEGY TO TRY: With a baby, call attention to her blanket (or whatever "love" she has brought from home) so she'll focus on its comforting powers; with older children, spend a few minutes playing together, perhaps pointing out any new toys.

Your child does the big meltdown during the car ride home, yelling about everything from his "stupid painting" to the "yucky dinner" you'd planned.

WHAT PARENTS THINK: "He must have had a horrible day."

WHAT IT PROBABLY MEANS: YOU rushed him into the car.

STRATEGY TO TRY: Transitions are rough on many kids. Leave enough time in your pickup schedule for your child to wind up any projects and say goodbye to friends.

Your child clams up when asked about his day.

WHAT PARENTS THINK: "Uh-oh. He's hiding something."

WHAT IT PROBABLY MEANS: Your child, like most, has trouble recalling what he did hours before or just doesn't know how to select highlights of his day.

STRATEGY TO TRY: Establish a ritual; kids accustomed to chatting during their baths, for example, may share more news. Ask specific questions: "Did you make sand art today?"

At bedtime, your child announces she's not going to day care tomorrow.

WHAT PARENTS THINK: "Something awful must be going on."

WHAT IT PROBABLY MEANS: She had some minor conflict--a quarrel with a classmate or a few minutes in time-out.

STRATEGY TO TRY: Ask for details. Then say sympathetically, "Sounds like you had a bad morning," to help her see the incident as a one-time event. But if she repeats the threat daily, you need to find out if there have been any changes at the center. Perhaps a favorite caregiver quit. And if you suspect the problem lies with the caregiver herself? Make sure your child understands that you'll help. Older kids, especially, may be reluctant to "tattle" because they fear retaliation from the teacher.

Tamara Eberlein's last article for Redbook, "How Stressed Are You?" appeared in the January issue.

GRAPHIC: Photograph; Illustration

LANGUAGE: ENGLISH

IAC-CREATE-DATE: July 1, 1998

Redbook June, 1998

LOAD-DATE: July 02, 1998

To: Mrs. Clinton

From: Marsha Berry

Re: Redbook Lunch

Date: June 1, 1998

You are hosting a luncheon tomorrow honoring Redbook Magazine's first tribute to women who have made a difference in the area of child care. Their June issue features a special report on child care that highlights the 8 women Redbook is saluting. These women are involved in all areas of child care. A copy of the report is attached and the winners include:

Harriet Trangucci from Summit, NJ, who established an emergency child care fund for families in crisis;

Elaine Ferish from Boston, MA, who started Parents United for Child Care which focuses on after school care;

Mary Beth Phillips from Moraga, CA, who started a program called Trustline which does background checks on child care givers;

Elissa Bassler from Chicago, IL, who works for the Day Care Action Council of Illinois to lobby the legislature on behalf of child care;

Yvonne Edwards from Salinas, CA, she works to provide sites that combine child care and family medical services;

Linda Mason from Cambridge, MA, she works with CEO's to establish child care centers;

Senator Patty Murray, for her work in Congress on behalf of child care, and;

Rosie O'Donnell, for her establishing the For All Kids Foundation.

Also attending the luncheon are members of Congress, press who have reported on child care issues, and child care advocates.

From: REDBOOK

Dan Klores Associates, Inc.
Public Relations - (212) 685-4300
Contact: Susan Graziano/Lenore Moritz

For immediate release

**REDBOOK'S "MOTHERS & SHAKERS OF 1998" TO BE GUESTS OF HONOR AT A
WHITE HOUSE LUNCHEON HOSTED BY HILLARY CLINTON**

**Eight Dynamic Women Cited for their Efforts on Behalf of Childcare
Issues are the First Recipients of Redbook's Distinguished Award**

Redbook's "Mothers & Shakers of 1998" – eight women who are committed to improving the quality of childcare – will be honored on June 2, 1998, at a White House ceremony hosted by Hillary Clinton.

Redbook's Editor-in-Chief, Kate White, said that these women, who are profiled in the magazine's June issue, have fought passionately for kids and families.

"The emergence of childcare as a national issue is a direct result of effort by women, such as the ones we have recognized," said White. "Whether as local advocates, business executives, legislators or philanthropists, these amazing women have found imaginative solutions for their own communities, and by example, for all of us."

Along with award winners U.S. Senator Patty Murray of Washington, who has co-sponsored all the major childcare legislation of the past six years, and Rosie O'Donnell, whose For All Kids Foundation so far has distributed \$1.5 million to 105 child-related charities, Redbook's "Mothers & Shakers of 1998," include:

- **Harriett Trangucci** – who established and supports an emergency childcare fund at the Summit Child Care Centers in Summit, NJ.
- **Elaine Fersh** - a Boston activist whose group, Parents United for Child Care, helped develop before-and-after school programs for older kids.
- **Mary Beth Phillips** - a San Francisco mother whose infant daughter lost her sight after being injured by a babysitter. Phillips lobbied tirelessly for TrustLine, a state-certifying service that checks whether a caregiver has a criminal or child-abuse record.
- **Elissa Bassler** – the director of public policy for the Day Care Action Council of Illinois, who got a \$100 million grant from the Illinois legislature - the largest state childcare grant ever.
- **Yvonne Edwards** - a childcare coordinator for California's Monterey County, who recently led a team effort to form a state-of-the-art childcare and woman's health services center.
- **Linda Mason** – of Cambridge, Massachusetts, who convinced CEOs of the need for high quality on-site child development programs. There are now more than 180 Bright Horizons Child Centers, serving some 14,000 children at major corporations across the U.S.

###

CHILDCARE: WHAT WORKS BEST FOR KIDS

June
1998

IT'S TOUGH ENOUGH LEAVING YOUR CHILDREN WITHOUT ALSO WORRYING THAT YOU'RE SHORTCHANGING THEM EMOTIONALLY AND INTELLECTUALLY. YOU WON'T BE, SAY EXPERTS, IF YOU LOOK FOR THESE SEVEN SIGNS. BY TAMARA EBERLEIN

THE FIRST DAY CARE CENTER AMY MARZ VISITED WAS shiny bright and new. But still the 35-year-old mother of then 2- and 3-year-old daughters nearly cried as she walked back to her car. "It was so institutional—16 identical cribs, 16 high chairs, 16 bouncy seats in a row. Worse, every child had a name tag. Didn't the teachers even know the children's names?" Then Marz, a flight instructor in Fort Myers, Florida, found a truly homey day care program for her children. "Yeah, the carpet was old," she says, "but the husband-and-wife team knew each child intimately."

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children under 5 are in high-quality childcare programs, according to Ellen Galinsky, president of the Families and Work Institute. About 75 percent rate as mediocre. The rest, including 35 to 40 percent of programs for infants, are so poor as to jeopardize children's health or development, says Galinsky.

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4 WAYS THE BEST PROGRAMS PROMOTE LEARNING

- Talk baby talk (with babies, that is), and use every opportunity to boost older kids' language skills.
- Play music. Early exposure to Mozart *et al.* can stimulate brain areas associated with later aptitude in math.
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kid's—ultra-energetic, noticeably shy, stubborn, whatever—and watch how caregivers treat her. Are they skilled at channeling pep into some challenging project? Coaxing a quiet kid out of the corner? Eliciting cooperation at cleanup time when the child insists on building one more Lego spaceship?

3. The staff is well trained.

"In some states," warns Galinsky, "all you have to do to become a childcare provider is be alive and breathing and over 18 years old." Look for a bachelor's or master's degree in education or psychology or a child development associate (CDA) certificate. Realize, though, that an administrator's string of credentials means little if the hands-on caregivers are unqualified. An after-school program director's Ph.D. impressed one mother until she realized her son's afternoons were actually spent with teenage counselors who were bored and sullen.

4. Teachers understand child development. Some signs are obvious. Says Flynn, "If the toddler room has only one of each type of toy, management clearly doesn't understand that very young children don't share well."

In a super center, though, insight goes deeper. "My 3-year-old wasn't good about waiting his turn," admits one mom. "He'd see a kid playing with a truck and try to snatch it away. I'd offer him a different truck, but that just made him madder." Then the boy's teacher explained, "He doesn't really want the truck; he wants to play with that other boy." She (and the boy's parents) began to coach him on how to approach other kids to play, and the grabbing diminished.

5. The room is sensibly organized. Besides kid-size furniture, look at how the room is set up. Behavior improves when a room is divided with low bookcases so there's less disruption of children's activities. How to spot a poor layout? Check the block area: "Too often this popular activity is cramped into a corner where there's no possibility for play to expand as creatively as a child might wish," says Dr. Hendrick. "Or it overlaps the area intended for climbing and other large-muscle play, resulting in knocked-down towers—and tears." (continued on page 126)

Great Childc

FROM CLASSROOMS TO COURTROOMS TO THE HALLS OF CONGRESS, THE EIGHT WINNERS OF REDBOOK'S "AMAZING WOMEN OF 1998" AWARD HAVE FOUGHT PASSIONATELY FOR KIDS—AND FAMILIES

When the White House announced its childcare initiative last January, it was remarkable for the attention paid to just about every aspect of this issue—and for who was paying the attention. What had once been a private problem—one that each family scrambled to solve as best it could—had now drawn the interest of the President of the United States, the Vice President, cabinet members, and a host of other national leaders. "Half of all mothers with children under one year of age are working outside the home," observes First Lady Hillary Rodham Clinton, "and demand for quality care is growing. We all must be involved in finding solutions."

In large part, the astonishing emergence of childcare as a national issue has to do with years of effort by women across the country, women who've been working tirelessly to make the issue a high priority. Whether as local advocates, business executives, legislators, or philanthropists, these women have found imaginative solutions for their own communities—and, by example, for all of us. They are the recipients of Redbook's "Amazing Women of 1998" award.

SENATOR PATTY MURRAY

Your best friend on the Hill "Why am I so interested in childcare? Because I've been there," says the U.S. senator from Washington State. "I know what it's like to have a caregiver say on Friday, 'This is my last day....' Patty Murray, 47, became the most "childcare-involved" of the women elected to the Senate in 1992, cosponsoring all the major childcare legislation of the past six years (and becoming the legislator to consult on the issue). But what pleases Senator Murray most is that she's no longer a "lone voice" in Washington. "Now we're having a national conversation about childcare," she observes, "and I'm thrilled."

HARRIETT TRANGUCCI

Nurturing children of crisis A young homeless woman was crossing the street in Summit, New Jersey, a baby strapped to her chest, two toddlers and several scuffed paper bags of possessions in tow, her eyes grimly trained on the concrete. And it was that heartbreaking sight that moved Harriett

are: Women Who Make It Happen

Trangucci, 39, to establish an emergency childcare fund—the Trangucci-Shonkwiler Foundation (named for her husband's mother and her grandmother) at the Summit Child Care Centers. Mothers fleeing abusive marriages, teen moms determined to finish high school, families beset by illness, death, sudden job loss, legal problems, homelessness—all are now able to send their kids to the center while they're dealing with their crises.

ROSIE O'DONNELL

"I'm lucky—I can help kids" Shortly after the incredibly successful launch of *The Rosie O'Donnell Show*, the actress and talk show host realized that the show, along with her celebrity appeal, could help the one thing she feels most passionate about—children. In February 1997, with an initial grant from royalties on her best-selling book of children's jokes (*Kids Are Funny*), O'Donnell (now 36) launched the For All Kids Foundation. So far, the foundation has distributed \$1.5 million to 105 child-related charities—more than half of them programs involving childcare. "I'm very lucky," says O'Donnell with characteristic self-deprecation. "I'm in a position to help children rise above any obstacles, and that's the greatest gift you can give a kid."

ELAINE FERESH

"What about older kids?" "I used to think I'd only have to worry about childcare until my kids started going to school," says Boston activist Elaine Feresh, 46. "Then it hit me. School ends at 2:30!"

If the same realization has now hit national policy makers, part of the credit goes to Feresh and her group, Parents United for Child Care. Pucc's recent victories: The passing of full-day kindergarten and the Boston School-Aged Child Care Project (which develops before- and after-school programs). Pucc's concern about out-of-school time also inspired Boston Two to Six, a program whereby the city of Boston will open public buildings for worthy programs.

MARY BETH PHILLIPS

"Criminals need not apply" When Mary Beth Phillips's infant daughter was shaken so badly by a babysitter that she was permanently blinded—and then the sitter was not legally barred from caring for other children—the heartbroken mother vowed to do whatever it took to stop such outrages. What it took was perseverance against reluctant lawmakers. In 1989, some five years after Phillips, now 44, started her fight, TrustLine was launched as a pilot program. Now, parents can call the state-certifying service to check whether a caregiver has a criminal or child-abuse record. Since its inception, the service has reviewed nearly 33,000 potential caregivers, weeding out some 8 percent (about 2,500 individuals) who had serious ("even murder and sexual assault!") reports. TrustLine program manager Cindy Swanson criminal records.



ELISSA BASSLER

Simple talk, deluxe programs Wrangling childcare dollars from state governments requires reformist zeal—and smart strategies. Elissa Bassler, 37, director of public policy for the Day Care Action Council of Illinois, used both last year when she persuaded the Illinois legislature to allocate a whopping \$100 million for childcare. It was the largest state childcare grant ever. "Bassler dropped the bureaucratic mumble-jumble we legislators were used to," notes Illinois State Senator Steve Rauschenberger. And, he adds, she did something all advocates should do: "She worked in a bipartisan fashion, helping both sides focus on the needs of children."

YVONNE EDWARDS

Ask—you never know Four years ago, when developing the idea for a state-of-the-art center for county workers' children, Yvonne Edwards, 36, began to think of what else she'd like: "What if we added a women's health services center?" mused the childcare coordinator for California's Monterey County. "And a drop-in center where mothers could leave kids while getting an exam? And parent educators? And"—why not?—"a bus stop right in front of the center?" On May 19, Edwards cut the ribbon at the dedication of the Natividad Medical Center Family Services Center. "It's a triumph of teamwork," she stresses. "Folks really had to be willing to give up turf for this unique center to happen."

LINDA MASON

Idealism with business savvy Today there are 160 Bright Horizons child development centers, serving some 14,000 children at corporations across the U.S. Indeed, the list of participants reads like a page from *The Wall Street Journal*: Mattel, Apple, IBM, Motorola, AT&T, Merck, Pfizer, and Bayer, among others. But it took a few years of "educating" before Yale Management School graduate Linda Mason, now 43, was able to convince CEOs of the need for on-site childcare centers. More striking than the numbers, however, is the quality of these centers. "From the beginning, we termed them 'child development' programs, not 'day care,' and we offered quality early-childhood education from trained faculty members," says Mason.

AND HONORABLE MENTION TO...

Cathy Fonta, 43, Chicago Pre-kindergarten teacher, Ariel Community Academy, and winner, Kohl McCormack Corporation Early Childhood Teaching Award. **Candi Lange, 45,** Indianapolis Director of Workforce Partnering at Eli Lilly and Company. **Karen Leibold, 46,** Boston Created the first on-site intergenerational care center, serving both elders and children (at Stride Rite). **Mirta Matias, 44,** Hartford, CT Teacher, Thomas D. Ritter Head Start Program, and winner of a Hartford Area Child Care Collaborative Quality Child Care Teacher Award, 1997.



Rosie O'Donnell



Elaine Feresh



Mary Beth Phillips



Elissa Bassler



Yvonne Edwards



Linda Mason



Cathy Fonta

Serial Killer

(continued from page 124)

In the decade since the passage of Florida's victims' rights amendment (which Diane, only half-jokingly, calls the "why-I-don't-have-two-kids-and-a-normal-life amendment"), victims' rights have increasingly become an integral part of the criminal justice system, enough that Florida State University recently sent Diane a letter to tell her how proud they are that she is an alumna. "So perceptions are changing," says Diane exuberantly. "They don't think I'm a nut anymore."

Her war having been won, Diane is finally back in law school, slowly working her way toward the degree she always wanted. She's also living with someone and considering marriage.

"We could argue over whether the death penalty is a deterrent," says Susan. "But I know for sure that Ted Bundy is never going to kill again."

Susan Denton now works as a neighborhood outreach supervisor for the city of Orlando and lives near her family. Like Diane, she has never been married. "But I guess you can't fault Ted Bundy for that," she says with a wry chuckle.

"We're not stuck in 1978," she adds. "We know we'll never be able to explain why that night happened. But it did. And I know it gave Diane and me the passion to do what we did."

Two decades after the crime, Susan, Diane, and their Chi Omega sisters don't get together as often. But once a year, a group of them still gather to celebrate Margaret Bowman and Lisa Levy's birthdays. It's a happy occasion, Diane says, since they're celebrating "good memories." □

Sabrina Rubin is a senior writer at Philadelphia magazine.

To find your local victim assistance program group, call the National Organization for Victim Assistance (NOVA) at 800-TRY-NOVA.

Childcare

(continued from page 92)

6. Activities promote intellectual development. A tremendous amount of brain growth takes place in the first three years, largely through a baby's interaction with sights, sounds, smells, and physical sensations in the environment. That's why the activities available in day care are so crucial. A quality center stimulates children's senses to enhance learning with "feely boxes," "smelling stations," finger painting. You should also see stacking and nesting toys, to develop pre-math skills, and counting and measuring practice (perhaps at snack time) for preschoolers. And reading should be a lively activity, with kids free to interrupt with questions or guesses about "what happens next" in the story.

But don't be impressed if the day care looks like a second-grade classroom, with desks, worksheets, and flash cards. Be worried. "There's tremendous parental pressure to include academics," observes Kyle Pruett, M.D., a psychiatrist at the Yale University Child Study Center. But pushing early academics can backfire, raising a child's anxiety level

and decreasing her interest in school.

The same holds for after-school programs: "After a full day of class, kids need to play sports, make crafts, and hang out with friends," says Anne Me Chung, Ph.D., project director of the National Institute of Out-of-School Time at the Center for Research on Women at Wellesley College.

7. The staff is happy. One third of childcare workers quit each year. Such high turnover is tough on kids; with each resignation, the child must mourn the loss, then start all over to build a new relationship. So before you join a center, ask how long caregivers have been on staff. But also look for clues that they're treated with respect. Says Flynn, "Are staff members allowed regular breaks? Is there comfortable furniture in the classrooms? Do they seem happy or harried?" Even if you're satisfied with your current center, pay close attention when there are any major changes. If an admired director leaves, for example, teachers may not like the new administration—and may quickly become disgruntled. □

Tamara Eberlein's last article for Redbook, "How Stressed Are You?" appeared in the January issue.

"I HATE DAY CARE!"

HOW TO DECODE WHAT YOUR CHILD IS REALLY TELLING YOU

You thought you chose a wonderful program, but your kid is balking. Before you rush to make new arrangements, remember that children can't always express just what's bothering them. See if complaints quiet down when you try other strategies:

At drop-off time, your child does the Velcro routine, clinging and begging you not to leave.

WHAT PARENTS THINK: "My kid isn't happy here."

WHAT IT PROBABLY MEANS: She's suffering separation anxiety. Even if she seemed fine for the first few weeks, kids often lower their defenses over time.

STRATEGY TO TRY: With a baby, call attention to her blanket (or whatever "lovey" she has brought from home) so she'll focus on its comforting powers; with older children, spend a few minutes playing together, perhaps pointing out any new toys.

Your child does the big meltdown during the car ride home, yelling about everything from his "stupid painting" to the "yucky dinner" you'd planned.

WHAT PARENTS THINK: "He must have had a horrible day."

WHAT IT PROBABLY MEANS: You rushed him into the car. **STRATEGY TO TRY:** Transitions are rough on many kids. Leave enough time in your pickup schedule for your child to wind up any projects and say good-bye to friends.

Your child clams up when asked about his day.

WHAT PARENTS THINK: "Uh-oh. He's hiding something."

WHAT IT PROBABLY MEANS: Your child, like most, has trouble recalling what he did hours before or just doesn't know how to select highlights of his day.

STRATEGY TO TRY: Establish a ritual; kids accustomed to chatting during their baths, for

example, may share more news. Ask specific questions: "Did you make sand art today?"

At bedtime, your child announces she's not going to day care tomorrow.

WHAT PARENTS THINK: "Something awful must be going on."

WHAT IT PROBABLY MEANS: She had some minor conflict—a quarrel with a classmate or a few minutes in time-out.

STRATEGY TO TRY: Ask for details. Then say sympathetically, "Sounds like you had a bad morning," to help her see the incident as a one-time event. But if she repeats the threat daily, you need to find out if there have been any changes at the center. Perhaps a favorite caregiver quit. And if you suspect the problem lies with the caregiver herself? Make sure your child understands that you'll help. Older kids, especially, may be reluctant to "tattle" because they fear retaliation from the teacher.

**PRESIDENT CLINTON'S PROPOSAL:
CHILD CARE THAT STRENGTHENS AMERICAN FAMILIES**

"Not a single American family should ever have to choose between the job they need and the child they love."

President Bill Clinton

State of the Union Address, January 27, 1998

President Clinton announced an historic initiative to improve child care for America's working families. The initiative proposes over \$20 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 \$5.1 billion over five years to increase tax credits for child care for three million families and provides a new tax credit for businesses that offer child care services to their employees at a cost of \$500 million over five years.
- **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.

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 \$5.1 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.

President's List

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THE FIRST LADY

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LEVEL 1 - 2 OF 2 STORIES

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Redbook

June, 1997

SECTION: No. 2, Vol. 189; Pg. 69; ISSN: 0034-2106

IAC-ACC-NO: 19441273

LENGTH: 1471 words

HEADLINE: Childcare 911: survival tips for the stressed; tips for the working mother with a babysitter crisis: includes a related article on bringing a child to work during a childcare crisis

BYLINE: Wiley, Kim Wright

BODY:

It's every working mother's nightmare: You've got a killer deadline and a. the kids are sick, b. there's no after-school program this week, or c. your babysitter's on vacation. Here's how to deal.

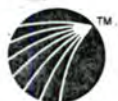
Every working mother has a story that goes something like this: After months of overtime, Leslie, an advertising executive from Boston, was finally ready for her big presentation to a client in Phoenix. On the morning she was scheduled to fly out, you guessed it: The sitter didn't turn up. "I was beyond hysterical," Leslie recalls. "My husband was out of town, we had no family nearby, and I sure couldn't turn to the neighbors with three kids under the age of 5."

Leslie wound up calling the client to reschedule, saying she'd slipped on her icy driveway and sprained her ankle (something people in Phoenix are always willing to believe about Bostonians). Why the lie? The sad truth is a woman would rather fake being sick herself than admit she's not coming to work because she's a mother. Bet you know this scenario firsthand: Whether your child is sick or simply off from school, you feel torn and stressed out--even unprofessional for not being able to juggle the different roles in your life.

While childcare crises are inevitable, they're more manageable than you think. Granted, an empathetic boss is a huge plus, but even lacking that, you can still cope using these savvy tips.

The Best-Kept Survival Secret

* Don't let an emergency happen. Or at least limit their occurrence by lining up your resources now (the specifics follow). "Force yourself to have a fire drill," advises Monica, a mom of two grade-schoolers in Lake Geneva, Wisconsin. "Ask yourself, 'What would I do if today were a snow day?' It forces you to do research and prepare a backup plan, so you don't have to do the



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headless-chicken thing when a real emergency hits."

When Your Child Is Healthy

* Canvas the usual suspects. Your kids' school is closed for Martin Luther King Day; your office isn't. Or a snow day strikes. What to do? "If the elementary school is closed, odds are, the high school will be too," says Diana, a single mom of 8-year-old twins in Atlanta. "I book my favorite Friday-night babysitter for the day." You can also assume other parents in your neighborhood are in the same fix, so join forces: Either hire a sitter en masse or rotate staying home on holidays, teacher workdays, and those days between the end of school and beginning of camp. Or resort to bribery, as Stephanie, a medical secretary who lives in Virginia Beach, does. "If I've really got to get to work, I'm not above throwing myself on the mercy of an at-home mom on my block who I'm friendly with. I offer to buy her a banquet of Chinese takeout if she'll look after my son, and then follow up with flowers the next day."

* Network in your neighborhood. If you're still in a fix--and if your child doesn't suffer from stranger-anxiety--check out the neighborhood Y and scouting groups, which usually offer fun, single-day "camps," says Nina Sazer O'Donnell, senior associate at the Families and Work Institute in New York. Or try the growing ranks of emergency childcare centers, which accept unscheduled drop-offs in addition to enrolled kids. Unless you work for a big, progressive company that has one on the premises, track down one of these centers in your local yellow pages, or call the Child Care Aware Hotline, 800-424-2246, administered by NACCRRA, a Washington, D.C.-based Organization whose members provide childcare referrals nationwide.

When Your Child Is Sick

* Don't let panic interfere with your priorities. It's the true nightmare: The boss has blocked out the whole morning for a critical work session, and your daughter wakes up spiking a 102-degree fever. No getting around it--if your child is really sick, you want to--and have to--be with her. "Even though I've got a live-in sitter, when Annie's really sick, I want to be the one to take her to the doctor and stay with her," says Maureen, who manages a travel agency in Corning, New York. "No work commitment is going to take precedence."

* Don't exaggerate your child's illness. A word about placing the "I won't be coming in today" call to the boss. My friend Janine wanted to stay home when her infant had a bad cold, but felt he wasn't sick enough to merit this. So, she tended to, uh, exaggerate, and say the cold was bronchitis. "Bad plan," Janine admits now. "My boss began to see me as someone whose personal life was so demanding that I couldn't handle more responsibility. Now I make it a point just to say my son has a bad cold, but I'm sure I'll be working full-tilt again tomorrow."

* Split a sick-kid day down the middle. Also known as, don't let your husband disappear. Follow this example from Carole, a mom of two in Austin, Texas. "Unless one of us has an office emergency, my husband and I cover an ailing child in shifts. Going to work for a half day keeps either of us from falling hopelessly behind."

* Work from home. Often the best option if you know you're going to need



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several days out of the office. Granted, you're not going to get all your work done in between doling out orange juice and playing games, but it's a nice compromise. Anne Weisberg, a Westchester County, New York--based work-family consultant and coauthor of *Everything a Working Mother Needs to Know*, advises, "Call your supervisor and share your plan for getting your work done--'I can come in Saturday morning to finish the billing,' or 'I can return calls as soon as we're back from the doctor.' Your boss will be relieved that you've figured out some ways to stay up to speed."

* **Hire care for the little patient.** What if you're faced with nothing more than a runny nose and a low fever, or the last, noncontagious days of chicken pox? You can get to the office, relatively guilt-free. What's known as **sick-child care** or "get well" programs are springing up in many communities, both as independent businesses and attached to standard childcare centers, hospitals, and Ys. According to Ruth Anne Foote, director of special projects for NACCRRA, they're for kids who've seen the doctor and are past the contagious stage. Look for a program where they give your child the chance to play or loll around, under the watchful eyes of trained caregivers. In-home care is also an option, albeit a pricey one, in which a nurse or trained nanny will look after your little one. To find these resources, check with your pediatrician's office or call the **Child Care Aware** Hotline.

* **Bend the truth, if you must.** Finally, the crucial question of honesty. How many times can you slip on the ice before the jig is up? Some mothers swear by coming clean: "Lying just compounds what's already a very stressful situation," says Randi, a Greensboro, North Carolina-based sales manager and the single mother of a 4-year-old with asthma. But, say many women in the trenches, a lie can be a must, like when staying home with your child for one more minute would make you look like a serious shirker. Consider the case of Vicky, an accountant and mom of three in San Diego: "We took a two-week vacation during income-tax season, and I knew my boss was peeved. Then, the night we got back, my daughter came down with a stomach virus, so I claimed to have a bug myself." A fairly small fib, it turned out, considering that by the next day, she did.

RELATED ARTICLE: CAN YOU BRING YOUR CHILD TO THE OFFICE?

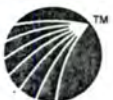
Your daughter's off from school for a day, or her bout of the flu is lingering. Can she camp out in your office for the day? Here, six ways to tell.

* **DID YOU CHECK WITH YOUR BOSS FIRST?** Call as early as possible and say, "I'd like to bring Julie to work today so I can get this month's mailing out, but would you prefer I stay home with her?" Never simply turn up with a child in tow.

* **IS YOUR CHILD CONTAGIOUS?** Then do everyone a favor and keep her home.

* **HOW OLD IS YOUR CHILD?** If she's 4 or older, she can probably entertain herself; any younger, and she's probably so high-maintenance you won't be very productive.

* **WHAT'S THE MOOD AT YOUR WORKPLACE?** It's fine to bring a kid to a friendly mom-and-pop operation, but not to a tense, fastpaced brokerage house or a medical office.



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* DO YOU HAVE A PRIVATE OFFICE? You'll be in much better shape than if you're in an open workplace, where your child's Legos may trip up traffic.

* HAVE YOU WORN OUT YOUR CHILD'S WELCOME? Signs include usually open doors suddenly shutting, thinly veiled "jokes" circulating about your kid paying rent, or coworkers rolling their eyes and muttering under their breath. It may not be nice, but hey, they're just trying to get their job done too. Take a hint.

Kim Wright Wiley is a freelance writer who would call in sick, if she could.

GRAPHIC: Illustration; Photograph

LANGUAGE: ENGLISH

IAC-CREATE-DATE: July 1, 1997

LOAD-DATE: July 02, 1997



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Redbook

November, 1997

SECTION: No. 1, Vol. 190; Pg. 144; ISSN: 0034-2106

IAC-ACC-NO: 19911539

LENGTH: 5098 words

HEADLINE: It's 10:00 a.m. Do you know what your sitter's doing? **child care;**
includes related article on day care dangers

BYLINE: Connor, Lee Lusardi; Gilbert, Susan

BODY:

Across the country, more and more parents are spying on their sitters with hidden video cameras. Out-and-out abuse, like that hyped on TV, turns up infrequently. But there's much more widespread problem that's leaving families outraged.

After Sydelle Tabrizy learned she was pregnant, she looked into several different childcare options for when she returned to work, and eventually decided on an in-home caregiver. She proceeded cautiously, hiring the babysitter before she even gave birth so that she had plenty of time to observe her. The woman had been completely reliable and Tabrizy, 31, a psychotherapist in Irvine, California, had grown close to her. But a year and a half later, she still felt uneasy about leaving her child. When she heard about Babywatch, a nanny videotaping service, from a friend, the temptation was too great--Tabrizy signed up. "I was hoping to see great things on the tape," she recalls.

What Tabrizy saw instead: "Six hours of silence."

She was stunned as she viewed her caregiver reclining on the couch, watching TV, while her 18-month-old daughter amused herself by walking around an ottoman and playing with her toys. Tabrizy had specified that her daughter could watch only public television, in limited amounts; the sitter had Spanish-language TV on all day. The woman fed the child, put her down for her customary two-hour nap, but barely spoke to her.

"When my daughter woke up and cried, the sitter went to get her. The baby could walk down the stairs at the time, but she needed help--and the caregiver just kind of grabbed her hand, dragged her down the stairs, ordered her to put her shoes on in a tone different than any I'd heard her use. And that was the main interaction on the tape," Tabrizy recounts. Deeply upset, she fired her sitter the next day.



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THE "OTHER" ABUSE

With that experience, Tabrizy joined the growing ranks of parents who check up on their in-home caregivers by using hidden video cameras, only to find out that the sitter is not behaving the way they expected. Not by a long shot. In fact, 70 percent of the parents who tape their caregivers through Babywatch end up firing them, according to the service. But not because the sitter has physically abused her charges. The horrifying clips shown on Primetime Live, Oprah, and other news and talk shows make riveting TV, but, say experts, they misrepresent the true problem parents are finding with their sitters. "The fact is, only 1 to 2 percent of these cases are outright physical abuse," notes Richard Heilweil, vice president of Babywatch Corporation, the leader in the nannycam field with providers in more than 25 U.S. cities. "The real issue is poor job performance by caregivers: neglect, lack of interaction, or simply misleading the parents."

Neglect can take many forms. "Some of my clients have seen that their child was only given one bottle during the whole day," says Deborah Truncale, who operates Babywatch of Morristown, New Jersey. "They've seen a child put in the crib even when it wasn't nap time, while the sitter went downstairs and slept on the couch or watched TV. They see their child go up to the sitter with a book in his hand, and the sitter throws the book across the room and tells the child to go away."

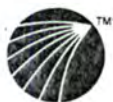
Such indifferent treatment may not formally qualify as "child abuse." But clearly, children in such cases are not receiving the kind of positive, frequent verbal interaction that widely publicized new research shows is important to a young child's intellectual and language development. And parents don't need to have read the latest studies to be appalled--or spooked. Owners of "nannycam" services insist that the majority of their clients are parents who believe they have a good caregiver but--frightened by news reports--just want to make sure. Time and again, the services say, new clients explain that their sitter is wonderful, warm, and loving to their child. That she provides wonderful activities--taking him to the park, reading books about colors and shapes, doing puzzles. "She is," they say, "a part of our family."

Instead, close to three-quarters of the tapes reveal that none of those warm and enriching activities actually took place. And, in one of the creepiest aspects of the whole phenomenon, the tapes show that a caregiver who is loving and attentive when a parent is present shifts into a new and indifferent mode as soon as the parent leaves. "It's like a switch going off," says Heilweil. "The caregiver thinks her audience is the parent, not the child. And when Mom and Dad walk out the door, the performance is over."

WHO'S MINDING THE SITTER?

No one is really certain how many in-home caregivers are at work in the U.S. today--the best estimate is between 1 and 3 million. "The numbers are constantly shifting as mothers go in and out of the workplace," explains Wendy Sachs, former president of the International Nanny Association in New Jersey. And numerous nanny jobs go unreported because many parents pay their sitters "off the books" to avoid paying Social Security and other taxes.

Only a small percentage of parents who employ in-home caregivers videotape



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them--Heilweil estimates that perhaps 1,000 clients have used his services so far--but anecdotal evidence suggests that number is growing. "There are two reasons," says Kevin Hooks, owner of Interprobe, a private investigative firm in Fairfax, Virginia. "Parents are becoming more aware that these services are available. And the technology is becoming cheaper as time goes on, making this a more cost-effective way of getting answers." Even now, videotaping sitters is relatively affordable, with equipment rental prices starting at \$ 50 a day.

And it's legal. To date, federal law doesn't address videotaping in the workplace, according to Rebecca Locketz, legal director of the American Civil Liberties Union's workplace rights project, though some restrictions apply in a few states. However, audiotaping of private conversations is illegal--meaning that if you inadvertently tape a sitter's private phone conversation, you have technically broken federal law. Parents who use videotape without sound are, in general, on safe ground.

"SHE WAS OUR BEST BABYSITTER YET"

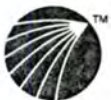
Still, most parents play it safe and tape in secret. "Eileen Adams," one of the many parents who refused to give her name because she fears reprisal from her former sitter, videotaped her children's caregiver after the woman had been working for the family for a year and a half. A suburban Boston mother of three, Adams had had three previous nannies in her nine years as a working mother, and this one, she believed, was her best yet. "As far as I was concerned, the caregiver was as crazy about my kids as I was," Adams recalls.

Nonetheless, something--a chance comment by her 4-year-old that indicated he'd been told to "shut up," an increasing sense of unease--led Adams to arrange for two days of taping with a hidden "nannycam." On day one, after the kids had gone to bed, Adams and her husband settled down to watch the videotape. Adams saw herself kissing the baby good-bye and heading out the door at 8:30 that morning. The tape shows the sitter and 16-month-old baby at the front door, waving good-bye. Door closes. Sitter takes baby upstairs, presumably to put him in his crib. Moments later, she comes down, gets herself a bowl of cereal, and begins watching television.

It was at this point that Adams felt her blood begin to run cold. Why was the baby being put down for a nap when he'd only gotten up an hour and a half before? Almost equally upsetting were the cereal and the TV. "Is that so heinous? No. I don't care that she sits on my couch and eats cereal. But I offered her food many times and she always refused. She also said she never watched TV. She created an image for me that was totally false. It made me crazy. What else was she lying about?"

The caregiver's lackluster performance continued for the rest of the day. The baby was left in his crib for most of the morning; he was eventually retrieved, given his bottle, had his diaper changed. The sitter then rested on the couch and watched more TV while the baby "milled around," Adams recalls. "At one point he playfully poked her in the head--remember, he's a year and a half old--and she takes her finger and pokes him right back. You even see his head jerk."

At noon, the sitter answers Adams's check-in call and assures her that she and the baby played in the backyard all morning and the baby loved it. A while



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later, Adams's 4-year-old arrives home from preschool on a bus. "He plopped in front of the TV and she went about her business, didn't try to play a game with him, read a story, or whatever. It was clear that her MO was to ignore him as much as possible. And at his age, he couldn't really tell me what happened when I wasn't home."

Adams is galled by her sense of having been fooled despite her best efforts. She'd checked out her sitter's reference, a respectable professional couple with four children, who sang the woman's praises. Adams spent days with her sitter while on maternity leave with her youngest child; back at work, she called regularly to check on how things were going. And her oldest child, 11, was of an age to be able to report any problems. "But my sitter was shrewd," Adams says. "She was perfectly fine to the younger children when my oldest was around." Adams now believes that the reference the sitter gave was either faked--the couple were friends of hers--or that her sitter pulled the wool over her previous employers' eyes as well.

"I really believe that if I, being such an experienced working parent, could be hoodwinked, anybody could," Adams says. "And it haunts me to know that that woman is probably watching somebody else's children right now."

WHOSE FAULT IS IT?

There are people who would say Adams and other parents who've had neglectful sitters simply didn't hire right. Wendy Sachs, who also owns a nanny placement agency in Philadelphia, thinks videotaping is largely media hype and says only one or two families who've used her placement service have ever expressed any interest in it. "When I see those film clips of abusive nannies on TV, my thought is, Where did they get this person? The families who are having problems are the ones who are not using the really pristine agencies," claims Sachs.

Jeff Jones, owner of the Elite Alternatives nanny placement agency in Dallas, offers hidden videotaping to any of his clients who want it, but says in three years only three families have used it. And the result? "Everything was fine," Jones says. He attributes his successful placement record to his rigorous pre-screening of candidates, which includes a medical exam, a psychological evaluation, a detailed reference check, and Jones's own "gut feeling" about a person. His candidates, he says, tend to be highly motivated in their work because they do it in conjunction with other professional goals, such as getting a master's degree in child development.

Joy Shelton, founder and president of the American Council of Nanny Schools, says she's had no reports of videotaping from the 600 nannies who've graduated from U.S. schools. In any case, a nanny school graduate, she notes, would have nothing to fear. "They are trained to use the soundest behavior-management techniques for children," she says, "whether it's potty training, developing good eating habits, or building a sense of responsibility." According to Shelton, a professional nanny follows a structure much like that of a good day care center, with a varied schedule, creative thinking exercises, and activities designed to build gross and fine motor skills.

"The real problem," Shelton says, "is that there are many more placement agencies than there are [trained] nannies to place. I think many times, parents are so desperate for childcare, they settle for far less than they should."



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She's got that right, says Judith S. Lederman, a suburban New York mother of three and a public relations executive. In the past decade, she has had more than 25 childcare situations, including nannies, au pairs, day care centers, and family day care setups, and she admits her choices were often driven by pressure. "Working mothers don't have the luxury of waiting for the perfect person to finally surface," she says. "Who can wait three or six months for childcare when you work for someone else?" According to Lederman, author of *Searching for Mary Poppins: Childcare Chills & Nightmare Nannies*, due to be published next spring, "There's a real temptation to hire somebody just because she's living, breathing, and can start on Monday."

As for training and education--well, the paragons cited by Jones and Shelton are few and far between. And they're being snapped up by families who can offer handsome salaries and cushy benefits. By contrast, many in-home sitters are simply local women or moms who need to earn extra money. And since most parents haven't had child-development training themselves, they're willing to cut their sitter some slack on this point. They count as experience the fact that she may have raised children of her own--even though they might not know how she raised them.

"If you look at who many caregivers are, and how they brought up their own children, that would be strikingly different from how the average middle-class American parent raises her children," says Julia Wrigley, Ph.D., associate professor of sociology at the City University of New York Graduate Center and author of *Other People's Children*, one of the few in-depth studies of the modern American nanny setup. "For example, intensive language use is a class-related phenomenon. A middle-class view of what constitutes good childcare is to talk to the children a lot, joke with them," Dr. Wrigley explains. A babysitter from a lower socioeconomic class, on the other hand, may believe she's doing a fine job even though she doesn't speak much to the child.

Even the parent who signs up with what she believes is a reputable agency--assuming she can afford the hefty fees--gets limited guarantees. References, as Eileen Adams found, can be wildly misleading. Moreover, the criminal checks so proudly advertised by agencies are usually inadequate, because most cover only the state in which the caregiver currently claims residence. Therefore, a person who has, say, shoplifting, traffic violations, or even child molestation on her record in Illinois can move to Texas and come up with a clean criminal check--unless a private investigator is hired to look closely into her past.

GOOD PARENTS, BAD BOSSES?

"Ken Unger," father of a 7-month-old boy, rejected the agency route when it came time to hire childcare for his son. "I wouldn't have minded spending the \$ 1,000 or \$ 1,500 fee if I thought there was a guarantee," the Hackensack, New Jersey, sales executive says, "but the best they would promise is a replacement in 30 to 60 days if the sitter you hired didn't work out." Instead, he and his wife chose their first caregiver--the sister of a good friend's sitter--on the enthusiastic recommendation of the woman's former employer.

"She'd been with us for a month, and we thought she was excellent," Unger recalls, "but then another friend of mine told me they had videotaped their



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sitter and couldn't believe what they saw. She was berating their 2-year-old daughter, really making her feel bad, whenever she had a bowel movement in her diaper. When we heard that, we figured we'd better use the videotape," says Unger.

"Within the first hour of the tape, we knew this was not the babysitter we wanted," says Unger. "I saw her lazing on the couch, watching *The Price is Right*, while the baby cried in the background. At one point she was on the floor interacting with him and he started to have one of his fits--he was very colicky at that time--and she slapped him on the legs." Unger called the caregiver and told her not to bother coming back the next day. "Later, when I looked closely at our phone bill, I saw that she was on the phone to her sister several times a day, for 20 or 30 minutes at a time."

"I'm not surprised that so many parents are disappointed when they videotape their sitters," says Dr. Wrigley, who interviewed both caregivers and their employers for her book. "Parents do construct a fantasy that this sitter is solving their problems about being in the workplace and needing to leave their child with someone. They feel they know her, but they only know her fractionally. They may also have a very demanding set of expectations which they themselves can't always live up to."

Some experts think that parents are simply poor managers. "Too often, people go to work and leave the caregiver alone on her very first day," says Sachs. "Parents think, 'She's done this before, she'll know what to do,' but they don't take the time to train the caregiver in the ways of their household."

Employees need direction, Sachs stresses. "A lot of parents tell the caregiver, 'I want you to do all kinds of activities with my child.' In the parent's mind, that translates into 'I told her what I wanted her to do.' But that's different from, 'On Thursday, go to story time at the library. On Friday, do painting,'" she says.

No doubt many parents do make mistakes when it comes to interviewing, hiring, and monitoring their caregivers. That still doesn't let some sitters off the hook. "Overall, there's no excuse for what we see on the tapes it's horrible," says Christine Casey, who founded the Child Watch nannycam agency in Seattle and Tacoma, and is about to expand to Santa Monica California. "I'd say 90 percent of our findings come back in some negative fashion. There have been cases where a sitter has left an infant in a crib for the entire day. One tape showed that a sitter had her boyfriend over and had intercourse in front of a 3-year-old. You name it, we've seen it on tape."

Darcy Donnelly, who until last summer ran her own nannycam company, Baby's Private Eye, in suburban Detroit, says her clients have seen children left alone in the house while the sitter went out to have a cigarette, ignored as they stood crying for their mothers, and threatened or called names: stupid, fat, ugly. Yet even preschoolers seem to accept this behavior--not that they have much choice--and never mention it to their parents. Babies, of course, are too young to tell.

A MATTER OF LUCK?

So far, the news from the nannycam front is not as reassuring as many working



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parents had hoped. But the reports aren't all bad. Some clients are indeed delighted to discover that their instincts weren't wrong after all. "Ann Brown" agreed to talk about her experience only on the grounds of strictest confidentiality, because she and her husband can't bear the thought that their sitter might find out what they did, get mad, and quit. The Browns videotaped their sitter after watching a news program that showed a video clip of a caregiver abusing her charge. The couple couldn't sleep that night. They thought the world of the* sitter--but so had the parents interviewed on TV. Reluctantly, the Browns decided to go ahead.

And they were delighted. "I saw love on the tape," Brown says. "She hugged him, told him she loved him, was constantly paying attention to him. She read him books, they threw the ball, they did ABCs. At one point he was acting up, being a bit of a devil--which I know he can be--and she handled him beautifully.

"I had wondered, all this hugging and kissing she did with my child when I was there--could it be an act? But it went on all day." And for the second and third days of taping, too.

"So now," Brown says cheerfully, "I go out the door in the morning and I feel great about the person I'm leaving my child with. We're not like the people we saw on TV. We got lucky."

The problem is, it shouldn't have to be a matter of luck. In the long run, consistently high standards of childcare will require major changes in society: More respect for childcare issues on the part of employers. Training and certification requirements for caregivers. Access to accurate criminal background checks. Higher pay and more respect for the childcare profession in order to make it an appealing career option for bright, capable people.

That's the long run. The reality is that parents have to go to work in the short run, like tomorrow. If the nannycam controversy proves anything, it's how hard parents have to work--asking the right questions, seeking documentation, seeing for themselves--to make sure their childcare arrangements are up to par. We all take a leap of faith when we hand our children over to another adult. The trick is to make that leap a little shorter--sometimes using any means at our disposal.

RELATED ARTICLE: Day Care Danger Parents Don't Hear About

Since the advent of day care, parents have worried about how their children will fare in such an environment. And last year, some good news finally came our way: The National Institute of Child Health and Human Development released some initial results from an ongoing study indicating that infants in day care were able to maintain a secure bond with their mothers. At last, reassurance for many that their babies would turn out okay.

But some negatives also came out of that same study: For one, caregivers in larger group environments were found to be less sensitive to the needs of infants than those in smaller centers. And the overall quality of child-care had to be high, or the intellectual and language development and language development of children under 3 years of age would be compromised, researchers discovered. So for the estimated 4.6 million children in licensed day care, and



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the many more who can't be counted in family day care arrangements, the grim statistics keep pouring in. Consider these recent findings:

- * Forty percent of the day care centers in this country don't meet minimal standards for health, safety, learning, and nurturing, according to a national study conducted by the University of Colorado at Denver.

- * While a child in an accredited center has a greater chance of getting high-quality care, it's not a guarantee; Nearly two in five accredited centers were rated mediocre by another study sponsored by the National Center for the Early Childhood Work Force. Part of the problem, according to many experts: Once centers become accredited, they are revisited infrequently, so there is little incentive to maintain those standards daily.

- * Kids in low-quality day care had poorer language, premath, and social skills, according to the University of Colorado researchers. And a study currently under way is indicating that the effects persist into elementary school, says Ellen Peisner-Feinberg, Ph.D., a developmental psychologist at the University of North Carolina in Chapel Hill who is doing the follow-up research.

"In run-of-the-mill childcare, there are lost opportunities," emphasizes Jay Belsky, Ph.D., a distinguished professor of human development at Penn State University and a longtime care researcher participating in the study. "There are not frequently devastating consequences, but that shouldn't be our standard."

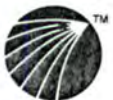
Danger Signals

As with at-home sitter, the biggest problems in group day care are not the horror stories you hear on the news--the child whose drawstring hanged him on a playground slide, the toddler who wandered outside and was run down by a car, the baby who choked to death while lying in a crib--not that these incidents are to be taken lightly. But it is the smaller, more subtle care issues that can easily go undetected, gradually threatening kids' emotional health and well-being.

OVERCROWDING Many states allow day care centers and family day care homes to have fewer adults for the number of children served than is currently recommended for adequate care. The National Association for the Education of Young Children (NAEYC), the leading organization for early childhood education, which is also responsible for certifying childcare centers in the U.S., recommends that children under 2 be in groups of eight or less, with a ratio of at least one care provider to every four kids. Children ages 2 and 3 should be in groups of no more than 14 with a ratio of one to seven. And 4- and 5-year-olds should be in groups of no more than 20 with a one-to-ten ratio.

By contrast, some states, such as New Mexico and Louisiana, permit one adult to care for 6 infants, and they place no limit on group size. The larger the group and the fewer the adults, the greater the potential for accidents and other safety hazards, experts say. And the greater the risk to a child's development, especially during infancy.

Many babies manage to adjust to the lack of attention. They stop crying to be held and simply lie quietly in their cribs or infant seats. But their apparent contentment doesn't mean they're okay. Quite the opposite, says Debby



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Cryer, Ph.D., an early childhood researcher at the University of North Carolina in Chapel Hill. "Eventually, they become apathetic," she says.

And apathetic babies are at a disadvantage because they don't demand--and therefore don't get--the attention they need in order to learn how to speak, how to understand, and how to trust and play with others.

LACK OF STIMULATION Not only are many childcare programs unimaginative, they're downright boring. One of the most common problems with the licensed day care centers in the University of Colorado's national study was that "kids didn't have enough appropriate activities," says Mary L. Culkin, Ph.D., a principal investigator. "There was a lack of equipment, and not enough opportunities to learn."

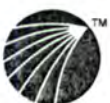
What passes for "art" in low-quality day care programs is often a coloring book rather than blank paper to draw or paint on. And when children are engaged in a worthwhile activity, like putting together a puzzle, caregivers often do nothing to help them learn to do it better. "They don't get down and speak to the children at their eye level, they don't listen to or respond to the child," says Barbara Willer, spokeswoman for the NAEYC.

Without enough engaging activities and interaction, kids can tend to get into mischief. "You may see children who are out of control, acting disruptive," says Joan Benso, director of the Pennsylvania Partnerships for Children, a children's advocacy group in Harrisburg, Pennsylvania. The problem snowballs: Caregivers often try to keep the overactive kids in line, mainly by overusing time-outs, she says. Or they "sedate" them by turning on the tube.

INADEQUATE TRAINING Not surprisingly, the facilities with the best activities have the most experienced staff. Requirements vary from state to state. While a child-specific (education, psychology) degree is most desirable, parents should expect ongoing training in early childhood education, at a minimum, according to NAEYC. Such training helps caregivers nurture kids emotionally and intellectually. "They should listen to children, ask them open-ended questions, and offer a variety of activities," explains Willer. Like what? It seems painfully obvious: A mix of creative play (drawing and painting), manipulative play (puzzles and blocks), quiet activities (listening to stories), and energetic fun (climbing on a jungle gym), she says.

THREATENING ENVIRONMENTS Of all the problems with childcare, safety hazards should be the easiest to spot. But that's not always the case: "Even at 'good' centers, there's almost never appropriate cushioning under playground equipment," says Dr. Cryer. NAEYC recommends protective material like wood chips beneath outdoor swing sets and padding or well-cushioned carpet beneath indoor climbing toys. Other potential hazards: fountains and pools that aren't fenced in, toy boxes without safety hinges on the lids, the use of walkers--the most injury prone of infant equipment--and unsafe practices, such as putting young babies to sleep on their stomachs instead of their backs--a situation the American Academy of Pediatrics recently found to be occurring at least some of the time in nearly half of day care centers.

If you discover that your child is in one of these less than stellar centers, and the operators don't seem open to fixing the problem, the obvious answer is to find a better day care environment. And that tactic may work fine



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Redbook November, 1997

for your family in the short run.

But the bigger picture requires that government, businesses, and parents work together to develop better childcare programs and more stringent forms of control. Fortunately, that's beginning to happen: States like Florida, California, Colorado, Oregon, and Ohio are requiring staff-to-child ratios that match NAEYC recommendations and also that caregivers meet specific qualifications. And Colorado has become the first state to set up regional referral offices where parents can go to check computerized day care center records. Parents in other states can call the **Child Care Aware** toll-free hot line (800-424-2246) for the name of a local referral agency. Now, it's up to parents to do their homework, and to report bad experiences before they affect other families, too.

Susan Gilbert writes frequently on children's health.

RELATED ARTICLE: Smart Ways to Check on Your Sitter

Does the thought of using a nannycam go against your grain? Plenty of experts believe parents can keep on top of their childcare situation without cameras. Some tips:

- * BE VERY SPECIFIC ABOUT HOW YOU WANT YOUR CAREGIVER AND CHILD TO SPEND THEIR DAYS. Ask her to keep a written log of their activities, or make up a daily worksheet with spaces she can fill in for different segments of the day. Either way, a daily log is the sort of thing that's hard for a slacker to fake on an ongoing basis.

- * SET ASIDE TIME FOR A WEEKLY CATCH-UP. Talk about everything from whether there's been enough milk in the house to how to keep Johnny from climbing on the table.

- * OBSERVE THE SITTER IN ACTION AS MUCH AS YOU CAN, perhaps by working at home one afternoon a month with an ear open. The way a caregiver disciplines a child, or reacts under stress, can be picked up without a videotape.

- * ENLIST THE HELP OF OTHER OBSERVER. Candidly solicit the watchful eyes of trusted people in your neighborhood. Tell them you're trying your best to evaluate your sitter and would appreciate any input they can pass along.

GRAPHIC: Photograph; Illustration

LANGUAGE: ENGLISH

IAC-CREATE-DATE: December 1, 1997

LOAD-DATE: December 02, 1997



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To: Mrs. Clinton

From: Marsha Berry

Re: Redbook Lunch

Date: June 1, 1998

You are hosting a luncheon tomorrow honoring Redbook Magazine's first tribute to women who have made a difference in the area of child care. Their June issue features a special report on child care that highlights the 8 women Redbook is saluting. These women are involved in all areas of child care. A copy of the report is attached and the winners include:

Harriet Trangucci from Summit, NJ, who established an emergency child care fund for families in crisis;

Elaine Ferish from Boston, MA, who started Parents United for Child Care which focuses on after school care;

Mary Beth Phillips from Moraga, CA, who started a program called Trustline which does background checks on child care givers;

Elissa Bassler from Chicago, IL, who works for the Day Care Action Council of Illinois to lobby the legislature on behalf of child care;

Yvonne Edwards from Salinas, CA, she works to provide sites that combine child care and family medical services;

Linda Mason from Cambridge, MA, she works with CEO's to establish child care centers;

Senator Patty Murray, for her work in Congress on behalf of child care, and;

Rosie O'Donnell, for her establishing the For All Kids Foundation.

Also attending the luncheon are members of Congress, press who have reported on child care issues, and child care advocates.

From: REDBOOK

Dan Klores Associates, Inc.
Public Relations - (212) 685-4300
Contact: Susan Graziano/Lenore Moritz

For immediate release

**REDBOOK'S "MOTHERS & SHAKERS OF 1998" TO BE GUESTS OF HONOR AT A
WHITE HOUSE LUNCHEON HOSTED BY HILLARY CLINTON**

**Eight Dynamic Women Cited for their Efforts on Behalf of Childcare
Issues are the First Recipients of Redbook's Distinguished Award**

Redbook's "Mothers & Shakers of 1998" – eight women who are committed to improving the quality of childcare – will be honored on June 2, 1998, at a White House ceremony hosted by Hillary Clinton.

Redbook's Editor-in-Chief, Kate White, said that these women, who are profiled in the magazine's June issue, have fought passionately for kids and families.

"The emergence of childcare as a national issue is a direct result of effort by women, such as the ones we have recognized," said White. "Whether as local advocates, business executives, legislators or philanthropists, these amazing women have found imaginative solutions for their own communities, and by example, for all of us."

Along with award winners U.S. Senator Patty Murray of Washington, who has co-sponsored all the major childcare legislation of the past six years, and Rosie O'Donnell, whose For All Kids Foundation so far has distributed \$1.5 million to 105 child-related charities, Redbook's "Mothers & Shakers of 1998," include:

- **Harriett Trangucci** – who established and supports an emergency childcare fund at the Summit Child Care Centers in Summit, NJ.
- **Elaine Persh** - a Boston activist whose group, **Parents United for Child Care**, helped develop before-and-after school programs for older kids.
- **Mary Beth Phillips** - a San Francisco mother whose infant daughter lost her sight after being injured by a babysitter. Phillips lobbied tirelessly for **TrustLine**, a state-certifying service that checks whether a caregiver has a criminal or child-abuse record.
- **Elissa Bassler** – the director of public policy for the **Day Care Action Council of Illinois**, who got a \$100 million grant from the Illinois legislature - the largest state childcare grant ever.
- **Yvonne Edwards** - a childcare coordinator for California's Monterey County, who recently led a team effort to form a state-of-the-art childcare and women's health services center.
- **Linda Mason** – of Cambridge, Massachusetts, who convinced CEOs of the need for high quality on-site child development programs. There are now more than 180 **Bright Horizons Child Centers**, serving some 14,000 children at major corporations across the U.S.

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CHILD CARE: WHAT WORKS BEST FOR KIDS

June
1998

IT'S TOUGH ENOUGH LEAVING YOUR CHILDREN WITHOUT ALSO WORRYING THAT YOU'RE SHORTCHANGING THEM EMOTIONALLY AND INTELLECTUALLY. YOU WON'T BE, SAY EXPERTS, IF YOU LOOK FOR THESE SEVEN SIGNS. BY TAMARA EBERLEIN

THE FIRST DAY CARE CENTER AMY MARZ VISITED WAS shiny bright and new. But still the 35-year-old mother of then 2- and 3-year-old daughters nearly cried as she walked back to her car. "It was so institutional—16 identical cribs, 16 high chairs, 16 bouncy seats in a row. Worse, every child had a name tag. Didn't the teachers even know the children's names?" Then Marz, a flight instructor in Fort Myers, Florida, found a truly homey day care program for her children. "Yeah, the carpet was old," she says, "but the husband-and-wife team knew each child intimately."

As Marz learned, the best childcare—whether an informal family day care home for toddlers or an after-school program for preteens—doesn't always look that way. Similarly, it may be hard to recognize bad programs. Indeed, most parents rate their childcare as "good to excellent," even when objective measures show it to be substandard. And "substandard" is more typical than you may realize: Only 12 to 14 percent of

children under 5 are in high-quality childcare programs, according to Ellen Galinsky, president of the Families and Work Institute. About 75 percent rate as mediocre. The rest, including 35 to 40 percent of programs for infants, are so poor as to jeopardize children's health or development, says Galinsky.

These disheartening statistics apply even in "nice" middle-class communities. Or make that *especially*: "Low-income children who use center-based arrangements are likelier to be in government-subsidized programs, which must meet strict standards," says Galinsky. "And high-income parents can afford top-notch care. But the families in the middle typically get left out."

How can you ensure that you don't get "left out"? That your child receives the nurturing, stimulating care he needs to thrive? By going beyond the conventional checklists of what to look for when evaluating childcare programs. That's not to say that safety, cleanliness, and licensing (keystones of such lists)

4 WAYS THE BEST PROGRAMS PROMOTE LEARNING

- Talk baby talk (with babies, that is), and use every opportunity to boost older kids' language skills.
- Play music. Early exposure to Mozart *et al.* can stimulate brain areas associated with later aptitude in math.
- Devote at least three hours a day to free play. Not only does freedom to choose activities foster decision-making skills, says Amy Flynn, director of the Bank Street Family Center in New York, but if choices are restricted, a spirited child will feel frustrated and a timid one, inadequate.
- Keep supplies—crafts, tissues, toys—within children's reach. It's convenient for staff—and being able to find what they need on their own helps kids develop a sense of competence.

aren't critical. But those are only the beginning, say leading educators and child development experts. You also need to check for the following, often more subtle, hallmarks of superb care.

1. Relationships are warm and affectionate. "The quality of care is primarily determined by the quality of the relationship between teacher and child," says Joanne Hendrick, Ph.D., professor emerita of early childhood education at the University of Oklahoma and host of the 13-part PBS series *The Whole Child*. That's because children's early emotional attachments actually affect the way their brains work and grow. Kids learn faster, make friends more easily, and have higher self-esteem, studies show.

So in visiting a day care center, you want to see genuine fondness—staff members cuddling babies, giggling with toddlers. With an older group, you should find kids running to teachers for a hello hug or a kiss on a banded elbow. Such physical affection not only leads to smiles, it also stimulates the brain to release hormones that help children feel comforted. What you should *not* see: children running to visitors for hugs. "Parents often misinterpret this as, 'Oh, kids here are so friendly.' But in truth it means they're hungry for attention and affection they should be getting from the caregiver," explains Dr. Hendrick.

2. Teachers are responsive.

Beyond affection, caregivers must be consistently attentive. With an infant, responsiveness means smiling back when he grins and talking back when he says "gaa-gaa." What if you see little evidence of such responsiveness, yet the babies aren't fussing? That's worrisome: Infants who've cried for attention in vain start to feel powerless. Their listlessness signals apathy, not contentment.

With older children, responsiveness means listening closely. "The teacher gets down on the youngster's level and looks her in the eye, taking in her words as well as body language," says Amy Flynn, director of the Bank Street Family Center in New York. "She's sensitive to mood."

You also want to see that teachers value kids' individuality (and will enjoy having a child like yours). One tactic is to identify a youngster whose temperament seems most like your

kid's—ultra-energetic, noticeably shy, stubborn, whatever—and watch how caregivers treat her. Are they skilled at channeling pep into some challenging project? Coaxing a quiet kid out of the corner? Eliciting cooperation at cleanup time when the child insists on building one more Lego spaceship?

3. The staff is well trained.

"In some states," warns Galinsky, "all you have to do to become a childcare provider is be alive and breathing and over 18 years old." Look for a bachelor's or master's degree in education or psychology or a child development associate (CDA) certificate. Realize, though, that an administrator's string of credentials means little if the hands-on caregivers are unqualified. An after-school program director's Ph.D. impressed one mother until she realized her son's afternoons were actually spent with teenage counselors who were bored and sullen.

4. Teachers understand child development. Some signs are obvious. Says Flynn, "If the toddler room has only one of each type of toy, management clearly doesn't understand that very young children don't share well."

In a super center, though, insight goes deeper. "My 3-year-old wasn't good about waiting his turn," admits one mom. "He'd see a kid playing with a truck and try to snatch it away. I'd offer him a different truck, but that just made him madder." Then the boy's teacher explained, "He doesn't really want the truck; he wants to play with that other boy." She (and the boy's parents) began to coach him on how to approach other kids to play, and the grabbing diminished.

5. The room is sensibly organized.

Besides kid-size furniture, look at how the room is set up. Behavior improves when a room is divided with low bookcases so there's less disruption of children's activities. How to spot a poor layout? Check the block area: "Too often this popular activity is cramped into a corner where there's no possibility for play to expand as creatively as a child might wish," says Dr. Hendrick. "Or it overlaps the area intended for climbing and other large-muscle play, resulting in knocked-down towers—and tears." (continued on page 126)

Great Childc

FROM CLASSROOMS TO COURTROOMS TO THE HALLS OF CONGRESS, THE EIGHT WINNERS OF REDBOOK'S "AMAZING WOMEN OF 1998" AWARD HAVE FOUGHT PASSIONATELY FOR KIDS—AND FAMILIES

When the White House announced its childcare initiative last January, it was remarkable for the attention paid to just about every aspect of this issue—and for who was paying the attention. What had once been a private problem—one that each family scrambled to solve as best it could—had now drawn the interest of the President of the United States, the Vice President, cabinet members, and a host of other national leaders. "Half of all mothers with children under one year of age are working outside the home," observes First Lady Hillary Rodham Clinton, "and demand for quality care is growing. We all must be involved in finding solutions."

In large part, the astonishing emergence of childcare as a national issue has to do with years of effort by women across the country, women who've been working tirelessly to make the issue a high priority. Whether as local advocates, business executives, legislators, or philanthropists, these women have found imaginative solutions for their own communities—and, by example, for all of us. They are the recipients of *Redbook's* "Amazing Women of 1998" award.

SENATOR PATTY MURRAY

Your best friend on the Hill "Why am I so interested in childcare? Because I've been there," says the U.S. senator from Washington State. "I know what it's like to have a caregiver say on Friday, 'This is my last day...'" Patty Murray, 47, became the most "childcare-involved" of the women elected to the Senate in 1992, cosponsoring all the major childcare legislation of the past six years (and becoming the legislator to consult on the issue). But what pleases Senator Murray most is that she's no longer a "lone voice" in Washington. "Now we're having a national conversation about childcare," she observes, "and I'm thrilled."

HARRIETT TRANGUCCI

Nurturing children of crisis A young homeless woman was crossing the street in Summit, New Jersey, a baby strapped to her chest, two toddlers and several scuffed paper bags of possessions in tow, her eyes grimly trained on the concrete. And it was that heartbreaking sight that moved Harriett

are: Women Who Make It Happen

Trangucci, 39, to establish an emergency childcare fund—the Trangucci-Shonkwiler Foundation (named for her husband's mother and her grandmother) at the Summit Child Care Centers. Mothers fleeing abusive marriages, teen moms determined to finish high school, families beset by illness, death, sudden job loss, legal problems, homelessness—all are now able to send their kids to the center while they're dealing with their crises.

ROSIE O'DONNELL

"I'm lucky—I can help kids" Shortly after the incredibly successful launch of *The Rosie O'Donnell Show*, the actress and talk show host realized that the show, along with her celebrity appeal, could help the one thing she feels most passionate about—children. In February 1997, with an initial grant from royalties on her best-selling book of children's jokes (*Kids Are Funny*), O'Donnell (now 36) launched the For All Kids Foundation. So far, the foundation has distributed \$1.5 million to 105 child-related charities—more than half of them programs involving childcare. "I'm very lucky," says O'Donnell with characteristic self-deprecation. "I'm in a position to help children rise above any obstacles, and that's the greatest gift you can give a kid."

ELAINE FERSH

"What about older kids?" "I used to think I'd only have to worry about childcare until my kids started going to school," says Boston activist Elaine Fersh, 46. "Then it hit me. School ends at 2:30!"

If the same realization has now hit national policy makers, part of the credit goes to Fersh and her group, Parents United for Child Care. Pucc's recent victories: The passing of full-day kindergarten and the Boston School-Aged Child Care Project (which develops before- and after-school programs). Pucc's concern about out-of-school time also inspired Boston Two to Six, a program whereby the city of Boston will open public buildings for worthy programs.

MARY BETH PHILLIPS

"Criminals need not apply" When Mary Beth Phillips's infant daughter was shaken so badly by a babysitter that she was permanently blinded—and then the sitter was not legally barred from caring for other children—the heartbroken mother vowed to do whatever it took to stop such outrages. What it took was perseverance against reluctant lawmakers. In 1989, some five years after Phillips, now 44, started her fight, TrustLine was launched as a pilot program. Now, parents can call the state-certifying service to check whether a caregiver has a criminal or child-abuse record. Since its inception, the service has reviewed nearly 33,000 potential caregivers, weeding out some 8 percent (about 2,500 individuals) who had serious ("even murder and sexual assault!") reports TrustLine program manager Cindy Swanson) criminal records.



ELISSA BASSLER

Simple talk, deluxe programs Wrangling childcare dollars from state governments requires reformist zeal—and smart strategies. Elissa Bassler, 37, director of public policy for the Day Care Action Council of Illinois, used both last year when she persuaded the Illinois legislature to allocate a whopping \$100 million for childcare. It was the largest state childcare grant ever. "Bassler dropped the bureaucratic mumble-jumble we legislators were used to," notes Illinois State Senator Steve Rauschenberger. And, he adds, she did something all advocates should do: "She worked in a bipartisan fashion, helping both sides focus on the needs of children."

YVONNE EDWARDS

Ask—you never know Four years ago, when developing the idea for a state-of-the-art center for county workers' children, Yvonne Edwards, 36, began to think of what else she'd like: "What if we added a women's health services center?" mused the childcare coordinator for California's Monterey County. "And a drop-in center where mothers could leave kids while getting an exam? And parent educators? And"—why not?—"a bus stop right in front of the center?" On May 19, Edwards cut the ribbon at the dedication of the Natividad Medical Center Family Services Center. "It's a triumph of teamwork," she stresses. "Folks really had to be willing to give up turf for this unique center to happen."

LINDA MASON

Idealism with business savvy Today there are 160 Bright Horizons child development centers, serving some 14,000 children at corporations across the U.S. Indeed, the list of participants reads like a page from *The Wall Street Journal*: Mattel, Apple, IBM, Motorola, AT&T, Merck, Pfizer, and Bayer, among others. But it took a few years of "educating" before Yale Management School graduate Linda Mason, now 43, was able to convince CEOs of the need for on-site childcare centers. More striking than the numbers, however, is the quality of these centers. "From the beginning, we termed them 'child development' programs, not 'day care,' and we offered quality early-childhood education from trained faculty members," says Mason.

AND HONORABLE MENTION TO...

Gathy Fonta, 43, Chicago Pre-kindergarten teacher, Ariel Community Academy, and winner, Kohl McCormack Corporation Early Childhood Teaching Award. **Candi Lange, 45,** Indianapolis Director of Workforce Partnering at Eli Lilly and Company. **Karen Leibold, 46,** Boston Created the first on-site intergenerational care center, serving both elders and children (at Stride Rite). **Mirta Matias, 44,** Hartford, CT Teacher, Thomas D. Ritter Head Start Program, and winner of a Hartford Area Child Care Collaborative Quality Child Care Teacher Award, 1997.



Harriet Trangucci



Elaine Fersh



Mary Beth Phillips



Rosie O'Donnell



Linda Mason



Elissa Bassler



Yvonne Edwards

Serial Killer

(continued from page 124)

In the decade since the passage of Florida's victims' rights amendment (which Diane, only half-jokingly, calls the "why-I-don't-have-two-kids-and-a-normal-life amendment"), victims' rights have increasingly become an integral part of the criminal justice system, enough that Florida State University recently sent Diane a letter to tell her how proud they are that she is an alumna. "So perceptions are changing," says Diane exuberantly. "They don't think I'm a nut anymore."

Her war having been won, Diane is finally back in law school, slowly working her way toward the degree she always wanted. She's also living with someone and considering marriage.

"We could argue over whether the death penalty is a deterrent," says Susan. "But I know for sure that Ted Bundy is never going to kill again."

Susan Denton now works as a neighborhood outreach supervisor for the city of Orlando and lives near her family. Like Diane, she has never been married. "But I guess you can't fault Ted Bundy for that," she says with a wry chuckle.

"We're not stuck in 1978," she adds. "We know we'll never be able to explain why that night happened. But it did. And I know it gave Diane and me the passion to do what we did."

Two decades after the crime, Susan, Diane, and their Chi Omega sisters don't get together as often. But once a year, a group of them still gather to celebrate Margaret Bowman and Lisa Levy's birthdays. It's a happy occasion, Diane says, since they're celebrating "good memories." □

Sabrina Rubin is a senior writer at Philadelphia magazine.

To find your local victim assistance program group, call the National Organization for Victim Assistance (NOVA) at 800-TRY-NOVA.

Childcare

(continued from page 92)

6. Activities promote intellectual development. A tremendous amount of brain growth takes place in the first three years, largely through a baby's interaction with sights, sounds, smells, and physical sensations in the environment. That's why the activities available in day care are so crucial. A quality center stimulates children's senses to enhance learning with "feely boxes," "smelling stations," finger painting. You should also see stacking and nesting toys, to develop pre-math skills, and counting and measuring practice (perhaps at snack time) for preschoolers. And reading should be a lively activity, with kids free to interrupt with questions or guesses about "what happens next" in the story.

But don't be impressed if the day care looks like a second-grade classroom, with desks, worksheets, and flash cards. Be worried. "There's tremendous parental pressure to include academics," observes Kyle Pruett, M.D., a psychiatrist at the Yale University Child Study Center. But pushing early academics can backfire, raising a child's anxiety level

and decreasing her interest in school.

The same holds for after-school programs: "After a full day of class, kids need to play sports, make crafts, and hang out with friends," says Anne Me Chung, Ph.D., project director of the National Institute of Out-of-School Time at the Center for Research on Women at Wellesley College.

7. The staff is happy. One third of childcare workers quit each year. Such high turnover is tough on kids; with each resignation, the child must mourn the loss, then start all over to build a new relationship. So before you join a center, ask how long caregivers have been on staff. But also look for clues that they're treated with respect. Says Flynn, "Are staff members allowed regular breaks? Is there comfortable furniture in the classrooms? Do they seem happy or harried?" Even if you're satisfied with your current center, pay close attention when there are any major changes. If an admired director leaves, for example, teachers may not like the new administration—and may quickly become disgruntled. □

Tamara Eberlein's last article for Redbook, "How Stressed Are You?" appeared in the January issue.

"I HATE DAY CARE!"

HOW TO DECODE WHAT YOUR CHILD IS REALLY TELLING YOU

You thought you chose a wonderful program, but your kid is balking. Before you rush to make new arrangements, remember that children can't always express just what's bothering them. See if complaints quiet down when you try other strategies:

At drop-off time, your child does the Velcro routine, clinging and begging you not to leave.

WHAT PARENTS THINK: "My kid isn't happy here."

WHAT IT PROBABLY MEANS: She's suffering separation anxiety. Even if she seemed fine for the first few weeks, kids often lower their defenses over time.

STRATEGY TO TRY: With a baby, call attention to her blanket (or whatever "lovey" she has brought from home) so she'll focus on its comforting powers; with older children, spend a few minutes playing together, perhaps pointing out any new toys.

Your child does the big meltdown during the car ride home, yelling about everything from his "stupid painting" to the "yucky dinner" you'd planned.

WHAT PARENTS THINK: "He must have had a horrible day."

WHAT IT PROBABLY MEANS: You rushed him into the car. **STRATEGY TO TRY:** Transitions are rough on many kids. Leave enough time in your pickup schedule for your child to wind up any projects and say good-bye to friends.

Your child clams up when asked about his day.

WHAT PARENTS THINK: "Uh-oh. He's hiding something."

WHAT IT PROBABLY MEANS: Your child, like most, has trouble recalling what he did hours before or just doesn't know how to select highlights of his day.

STRATEGY TO TRY: Establish a ritual: Kids accustomed to chatting during their baths, for

example, may share more news. Ask specific questions: "Did you make sand art today?"

At bedtime, your child announces she's not going to day care tomorrow.

WHAT PARENTS THINK: "Something awful must be going on." **WHAT IT PROBABLY MEANS:** She had some minor conflict—a quarrel with a classmate or a few minutes in time-out.

STRATEGY TO TRY: Ask for details. Then say sympathetically, "Sounds like you had a bad morning," to help her see the incident as a one-time event. But if she repeats the threat daily, you need to find out if there have been any changes at the center. Perhaps a favorite caregiver quit. And if you suspect the problem lies with the caregiver herself? Make sure your child understands that you'll help. Older kids, especially, may be reluctant to "tattle" because they fear retaliation from the teacher.

**PRESIDENT CLINTON'S PROPOSAL:
CHILD CARE THAT STRENGTHENS AMERICAN FAMILIES**

"Not a single American family should ever have to choose between the job they need and the child they love."

President Bill Clinton
State of the Union Address, January 27, 1998

President Clinton announced an historic initiative to improve child care for America's working families. The initiative proposes over \$20 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 \$5.1 billion over five years to increase tax credits for child care for three million families and provides a new tax credit for businesses that offer child care services to their employees at a cost of \$500 million over five years.
- **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.

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 \$5.1 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.

**Remarks by the First Lady at the Redbook Magazine
"Mother & Shakers of 1998" Awards Ceremony
June 2, 1998
The White House
Washington, DC**

We've come together today to salute eight extraordinary women who have made a very real difference in the lives of families in their own communities and across the nation. At our table during lunch, I learned a lot more about what some of these women have accomplished and I am just delighted that the country will learn more about what they have achieved because if we could take all of their achievements and put them together we would have a much better system of child care nationwide. Somebody who believes that and has worked with me to that end is my friend, Tipper Gore who is also with us and I'd like to acknowledge Tipper and ask her to please stand.

Tipper and I have spent a lot of time in the last years talking about our own children and also talking about children throughout our country and indeed the world. So for us to be able to acknowledge the accomplishments of all of you gives us a great deal of satisfaction. Whether it was establishing child care centers or setting up hotlines for parents or partnering with businesses or lobbying elected officials, you have been working in your own communities to promote child care and to move it to the forefront of the national agenda by giving working parents more choices and more opportunities to succeed at home and at work. It is important to pause once in a while to take measure of how far we've come and to honor those who've helped us get there so I want to commend Redbook for creating these mothers and shakers awards and for running the article on child care in its June issue, Kate, because I think that we still have some work to do in both raising public awareness and dispelling stereotypes about the difficult choices families face in finding the child care they need.

You've performed an important public service because you've helped to shine the spotlight on women who've worked diligently and often in the shadows to improve the lives of children and working families and help raise public awareness by providing parents with critical information about to find safe affordable child care.

Today as we anticipate the extraordinary possibilities of the next century it's a little hard to imagine what life was like for women living in America just a century ago: Certainly our life span was much shorter -- many of us would not be around at the age that we are. We would have lost those of us who have had children, many of the babies we birthed we would have seen some succumb to infectious diseases for which there were no cures or antibiotics or vaccinations and Redbook was first published nearly a century ago in 1903 and it has helped to chart the lives and the changes in the lives of American women back then.

Certainly our nation has undergone profound changes as more and more women have not only lived longer and survived childbirth, two major accomplishments of this century, but have themselves joined the workforce outside the home transforming their lives and the life of this nation forever. We saw a great move into the workforce as a result of World War II, and we saw the government, when it needed women to be part of the war effort, step in to provide child care so that those women could get to work.

We've made a lot of progress but of course we have a lot left to do. This country has a great economy right now, we are blessed with prosperity and much of that is because women are working. Women who are using their skills, their education, their talents in our workforce and creating not only better opportunities for themselves and their families but for the rest of us as well. We know that women make up almost half of the workforce and as a result we

know that many children have to spend some or all of their day away from their parents in child care. We also know that we many single women who are raising their children themselves and are their sole support and have no choice but to work.

Now over the years I, like many of you, have spent many many hours talking to working mothers. First when I myself was a working mom and sitting around kitchen tables or in the bleachers at sporting events or at playgrounds or in my office I found that the uppermost issue on most working mothers minds was child care and the dilemma that we have all lived with that is raised by the conflict between family and work and the need for all of us to do a better job in balancing those competing demands. What we tried to do was to take that dialogue that conversation that every one of has on our own and take it out of the kitchens and out from around the water coolers and out from the supermarket aisles where I often had it, and put it into the national arena.

That's why the President and I hosted the first ever White House Conference on Child Care last year as well as the Conference on Early Childhood Development. We knew from the work the scientists were doing how critical the first three years are to a child's intellectual and emotional growth and we also knew how difficult it is for many parents to feel that they were doing right both by their jobs which put food on the table and by their children who are the most important people in their lives. Now thanks to you we have made child care a national priority and we have presented legislation to the Congress.

As you know the President has proposed a historic investment in child care, over 20 million dollars over the next five years that will make child care more affordable to America's working parents. It will also expand opportunities to promote early learning and child development. It will also ensure greater safety and quality enhance efforts for background checks help parents and schools establish after school programs in their communities. But one of the things that I have found is that often times when a President announces something as he did in the State of the Union and then follows it up with legislation, many Americans think the work is over. I was recently with Congresswoman Taushner in her district in California and we had a panel discussion in a wonderful facility a school that had an added-on building where they were running a very good after school program and the Congresswoman and I were sitting with experts from the community and people who had supported this program and the questions and the comments were all assuming that the President's plan was going to get through the Congress we heard from the Superintendent who said "You know, we'll sure be able to use that money because we're still not reaching all of our students". We heard from a teacher who said "You know, I'm so excited that the federal government is finally going to help us because we don't have the facilities we need in our poor areas of this county for after-school care". And you know the Congresswoman and I were somewhat surprised because of course we know how difficult it is to get legislation like this through in the current Congress and so we have to re-instill a sense of urgency in America's working families, and teachers and advocates and business leaders who have applauded this commitment as being not only good for children and families but good for America. So you are helping us to get that word out by coming together to honor people who have been on the front lines doing the work that needs to be done.

But I have to ask you all of you who are hear at this lunch to do what you can to make sure that this critical issue stays on America's agenda. That we don't have a sigh of relief throughout the country because people somehow think that since the President proposed this legislation it's going to necessarily be passed and implemented. The President is committed to continuing to fight for his proposal to make child care better, safer, more affordable. There are good child care bills on both sides of the aisle. Child care should not be a partisan issue we are not talking about taking care of democratic or republican or independent children we are talking about taking care of American children and we have to continue to push for significant legislation this year on behalf of our children.

We have a related issue that is connected to this one and that is the tobacco legislation that

is currently in the Congress. We have an opportunity to reach agreement on historic legislation to save our children from the dangers of smoking. There are obviously difficult issues left unresolved but this is also a challenge to what kind of nation were going to be and how much care concern and protection we are going to extend our youngest citizens. Congress should act quickly to pass tobacco legislation and I hope that every citizen will make their voices heard on this important issue as well. Because we have an opportunity when it comes to the President's education reform agenda, when it comes to his child care legislation when it comes to his proposal to try and do what we can to end teenage smoking. We have an opportunity to really continue to move forward on the American agenda for America's children but I am under no illusions that this will be an easy effort, there are many forces arrayed against these pieces of the President's agenda for reasons that I think have very little to do with the well being and future prospects of our children. So I hope that we will take the energy that is in this room and take the example that we will hear more about that is set by each of our honorees and redouble our own efforts on behalf of doing what we can to bring about significant child care legislation in this session of Congress.



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Redbook

June, 1997

SECTION: No. 2, Vol. 189; Pg. 69; ISSN: 0034-2106

IAC-ACC-NO: 19441273

LENGTH: 1471 words

HEADLINE: Childcare 911: survival tips for the stressed; tips for the working mother with a babysitter crisis: includes a related article on bringing a child to work during a childcare crisis

BYLINE: Wiley, Kim Wright

BODY:

It's every working mother's nightmare: You've got a killer deadline and a. the kids are sick, b. there's no after-school program this week, or c. your babysitter's on vacation. Here's how to deal.

Every working mother has a story that goes something like this: After months of overtime, Leslie, an advertising executive from Boston, was finally ready for her big presentation to a client in Phoenix. On the morning she was scheduled to fly out, you guessed it: The sitter didn't turn up. "I was beyond hysterical," Leslie recalls. "My husband was out of town, we had no family nearby, and I sure couldn't turn to the neighbors with three kids under the age of 5."

Leslie wound up calling the client to reschedule, saying she'd slipped on her icy driveway and sprained her ankle (something people in Phoenix are always willing to believe about Bostonians). Why the lie? The sad truth is a woman would rather fake being sick herself than admit she's not coming to work because she's a mother. Bet you know this scenario firsthand: Whether your child is sick or simply off from school, you feel torn and stressed out--even unprofessional for not being able to juggle the different roles in your life.

While childcare crises are inevitable, they're more manageable than you think. Granted, an empathetic boss is a huge plus, but even lacking that, you can still cope using these savvy tips.

The Best-Kept Survival Secret

* Don't let an emergency happen. Or at least limit their occurrence by lining up your resources now (the specifics follow). "Force yourself to have a fire drill," advises Monica, a mom of two grade-schoolers in Lake Geneva, Wisconsin. "Ask yourself, 'What would I do if today were a snow day?' It forces you to do research and prepare a backup plan, so you don't have to do the



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headless-chicken thing when a real emergency hits."

When Your Child Is Healthy

* Canvas the usual suspects. Your kids' school is closed for Martin Luther King Day; your office isn't. Or a snow day strikes. What to do? "If the elementary school is closed, odds are, the high school will be too," says Diana, a single mom of 8-year-old twins in Atlanta. "I book my favorite Friday-night babysitter for the day." You can also assume other parents in your neighborhood are in the same fix, so join forces: Either hire a sitter en masse or rotate staying home on holidays, teacher workdays, and those days between the end of school and beginning of camp. Or resort to bribery, as Stephanie, a medical secretary who lives in Virginia Beach, does. "If I've really got to get to work, I'm not above throwing myself on the mercy of an at-home mom on my block who I'm friendly with. I offer to buy her a banquet of Chinese takeout if she'll look after my son, and then follow up with flowers the next day."

* Network in your neighborhood. If you're still in a fix--and if your child doesn't suffer from stranger-anxiety--check out the neighborhood Y and scouting groups, which usually offer fun, single-day "camps," says Nina Sazer O'Donnell, senior associate at the Families and Work Institute in New York. Or try the growing ranks of emergency childcare centers, which accept unscheduled drop-offs in addition to enrolled kids. Unless you work for a big, progressive company that has one on the premises, track down one of these centers in your local yellow pages, or call the Child Care Aware Hotline, 800-424-2246, administered by NACCRRA, a Washington, D.C.-based Organization whose members provide childcare referrals nationwide.

When Your Child Is Sick

* Don't let panic interfere with your priorities. It's the true nightmare: The boss has blocked out the whole morning for a critical work session, and your daughter wakes up spiking a 102-degree fever. No getting around it--if your child is really sick, you want to--and have to--be with her. "Even though I've got a live-in sitter, when Annie's really sick, I want to be the one to take her to the doctor and stay with her," says Maureen, who manages a travel agency in Corning, New York. "No work commitment is going to take precedence."

* Don't exaggerate your child's illness. A word about placing the "I won't be coming in today" call to the boss. My friend Janine wanted to stay home when her infant had a bad cold, but felt he wasn't sick enough to merit this. So, she tended to, uh, exaggerate, and say the cold was bronchitis. "Bad plan," Janine admits now. "My boss began to see me as someone whose personal life was so demanding that I couldn't handle more responsibility. Now I make it a point just to say my son has a bad cold, but I'm sure I'll be working full-tilt again tomorrow."

* Split a sick-kid day down the middle. Also known as, don't let your husband disappear. Follow this example from Carole, a mom of two in Austin, Texas. "Unless one of us has an office emergency, my husband and I cover an ailing child in shifts. Going to work for a half day keeps either of us from falling hopelessly behind."

* Work from home. Often the best option if you know you're going to need



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several days out of the office. Granted, you're not going to get all your work done in between doling out orange juice and playing games, but it's a nice compromise. Anne Weisberg, a Westchester County, New York--based work-family consultant and coauthor of *Everything a Working Mother Needs to Know*, advises, "Call your supervisor and share your plan for getting your work done--'I can come in Saturday morning to finish the billing,' or 'I can return calls as soon as we're back from the doctor.' Your boss will be relieved that you've figured out some ways to stay up to speed."

* **Hire care for the little patient.** What if you're faced with nothing more than a runny nose and a low fever, or the last, noncontagious days of chicken pox? You can get to the office, relatively guilt-free. What's known as sick-child care or "get well" programs are springing up in many communities, both as independent businesses and attached to standard childcare centers, hospitals, and Ys. According to Ruth Anne Foote, director of special projects for NACCRRA, they're for kids who've seen the doctor and are past the contagious stage. Look for a program where they give your child the chance to play or loll around, under the watchful eyes of trained caregivers. In-home care is also an option, albeit a pricey one, in which a nurse or trained nanny will look after your little one. To find these resources, check with your pediatrician's office or call the **Child Care Aware Hotline**.

* **Bend the truth, if you must.** Finally, the crucial question of honesty. How many times can you slip on the ice before the jig is up? Some mothers swear by coming clean: "Lying just compounds what's already a very stressful situation," says Randi, a Greensboro, North Carolina-based sales manager and the single mother of a 4-year-old with asthma. But, say many women in the trenches, a lie can be a must, like when staying home with your child for one more minute would make you look like a serious shirker. Consider the case of Vicky, an accountant and mom of three in San Diego: "We took a two-week vacation during income-tax season, and I knew my boss was peeved. Then, the night we got back, my daughter came down with a stomach virus, so I claimed to have a bug myself." A fairly small fib, it turned out, considering that by the next day, she did.

RELATED ARTICLE: CAN YOU BRING YOUR CHILD TO THE OFFICE?

Your daughter's off from school for a day, or her bout of the flu is lingering. Can she camp out in your office for the day? Here, six ways to tell.

* **DID YOU CHECK WITH YOUR BOSS FIRST?** Call as early as possible and say, "I'd like to bring Julie to work today so I can get this month's mailing out, but would you prefer I stay home with her?" Never simply turn up with a child in tow.

* **IS YOUR CHILD CONTAGIOUS?** Then do everyone a favor and keep her home.

* **HOW OLD IS YOUR CHILD?** If she's 4 or older, she can probably entertain herself; any younger, and she's probably so high-maintenance you won't be very productive.

* **WHAT'S THE MOOD AT YOUR WORKPLACE?** It's fine to bring a kid to a friendly mom-and-pop operation, but not to a tense, fastpaced brokerage house or a medical office.



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Redbook June, 1997

* DO YOU HAVE A PRIVATE OFFICE? You'll be in much better shape than if you're in an open workplace, where your child's Legos may trip up traffic.

* HAVE YOU WORN OUT YOUR CHILD'S WELCOME? Signs include usually open doors suddenly shutting, thinly veiled "jokes" circulating about your kid paying rent, or coworkers rolling their eyes and muttering under their breath. It may not be nice, but hey, they're just trying to get their job done too. Take a hint.

Kim Wright Wiley is a freelance writer who would call in sick, if she could.

GRAPHIC: Illustration; Photograph

LANGUAGE: ENGLISH

IAC-CREATE-DATE: July 1, 1997

LOAD-DATE: July 02, 1997



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LEVEL 1 - 1 OF 2 STORIES

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Redbook

November, 1997

SECTION: No. 1, Vol. 190; Pg. 144; ISSN: 0034-2106

IAC-ACC-NO: 19911539

LENGTH: 5098 words

HEADLINE: It's 10:00 a.m. Do you know what your sitter's doing? **child care;**
includes related article on day care dangers

BYLINE: Connor, Lee Lusardi; Gilbert, Susan

BODY:

Across the country, more and more parents are spying on their sitters with hidden video cameras. Out-and-out abuse, like that hyped on TV, turns up infrequently. But there's much more widespread problem that's leaving families outraged.

After Sydelle Tabrizy learned she was pregnant, she looked into several different childcare options for when she returned to work, and eventually decided on an in-home caregiver. She proceeded cautiously, hiring the babysitter before she even gave birth so that she had plenty of time to observe her. The woman had been completely reliable and Tabrizy, 31, a psychotherapist in Irvine, California, had grown close to her. But a year and a half later, she still felt uneasy about leaving her child. When she heard about Babywatch, a nanny videotaping service, from a friend, the temptation was too great--Tabrizy signed up. "I was hoping to see great things on the tape," she recalls.

What Tabrizy saw instead: "Six hours of silence."

She was stunned as she viewed her caregiver reclining on the couch, watching TV, while her 18-month-old daughter amused herself by walking around an ottoman and playing with her toys. Tabrizy had specified that her daughter could watch only public television, in limited amounts; the sitter had Spanish-language TV on all day. The woman fed the child, put her down for her customary two-hour nap, but barely spoke to her.

"When my daughter woke up and cried, the sitter went to get her. The baby could walk down the stairs at the time, but she needed help--and the caregiver just kind of grabbed her hand, dragged her down the stairs, ordered her to put her shoes on in a tone different than any I'd heard her use. And that was the main interaction on the tape," Tabrizy recounts. Deeply upset, she fired her sitter the next day.



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THE "OTHER" ABUSE

With that experience, Tabrizy joined the growing ranks of parents who check up on their in-home caregivers by using hidden video cameras, only to find out that the sitter is not behaving the way they expected. Not by a long shot. In fact, 70 percent of the parents who tape their caregivers through Babywatch end up firing them, according to the service. But not because the sitter has physically abused her charges. The horrifying clips shown on Primetime Live, Oprah, and other news and talk shows make riveting TV, but, say experts, they misrepresent the true problem parents are finding with their sitters. "The fact is, only 1 to 2 percent of these cases are outright physical abuse," notes Richard Heilweil, vice president of Babywatch Corporation, the leader in the nannycam field with providers in more than 25 U.S. cities. "The real issue is poor job performance by caregivers: neglect, lack of interaction, or simply misleading the parents."

Neglect can take many forms. "Some of my clients have seen that their child was only given one bottle during the whole day," says Deborah Truncale, who operates Babywatch of Morristown, New Jersey. "They've seen a child put in the crib even when it wasn't nap time, while the sitter went downstairs and slept on the couch or watched TV. They see their child go up to the sitter with a book in his hand, and the sitter throws the book across the room and tells the child to go away."

Such indifferent treatment may not formally qualify as "child abuse." But clearly, children in such cases are not receiving the kind of positive, frequent verbal interaction that widely publicized new research shows is important to a young child's intellectual and language development. And parents don't need to have read the latest studies to be appalled--or spooked. Owners of "nannycam" services insist that the majority of their clients are parents who believe they have a good caregiver but--frightened by news reports--just want to make sure. Time and again, the services say, new clients explain that their sitter is wonderful, warm, and loving to their child. That she provides wonderful activities--taking him to the park, reading books about colors and shapes, doing puzzles. "She is," they say, "a part of our family."

Instead, close to three-quarters of the tapes reveal that none of those warm and enriching activities actually took place. And, in one of the creepiest aspects of the whole phenomenon, the tapes show that a caregiver who is loving and attentive when a parent is present shifts into a new and indifferent mode as soon as the parent leaves. "It's like a switch going off," says Heilweil. "The caregiver thinks her audience is the parent, not the child. And when Mom and Dad walk out the door, the performance is over."

WHO'S MINDING THE SITTER?

No one is really certain how many in-home caregivers are at work in the U.S. today--the best estimate is between 1 and 3 million. "The numbers are constantly shifting as mothers go in and out of the workplace," explains Wendy Sachs, former president of the International Nanny Association in New Jersey. And numerous nanny jobs go unreported because many parents pay their sitters "off the books" to avoid paying Social Security and other taxes.

Only a small percentage of parents who employ in-home caregivers videotape



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them--Heilweil estimates that perhaps 1,000 clients have used his services so far--but anecdotal evidence suggests that number is growing. "There are two reasons," says Kevin Hooks, owner of Interprobe, a private investigative firm in Fairfax, Virginia. "Parents are becoming more aware that these services are available. And the technology is becoming cheaper as time goes on, making this a more cost-effective way of getting answers." Even now, videotaping sitters is relatively affordable, with equipment rental prices starting at \$ 50 a day.

And it's legal. To date, federal law doesn't address videotaping in the workplace, according to Rebecca Locketz, legal director of the American Civil Liberties Union's workplace rights project, though some restrictions apply in a few states. However, audiotaping of private conversations is illegal--meaning that if you inadvertently tape a sitter's private phone conversation, you have technically broken federal law. Parents who use videotape without sound are, in general, on safe ground.

"SHE WAS OUR BEST BABYSITTER YET"

Still, most parents play it safe and tape in secret. "Eileen Adams," one of the many parents who refused to give her name because she fears reprisal from her former sitter, videotaped her children's caregiver after the woman had been working for the family for a year and a half. A suburban Boston mother of three, Adams had had three previous nannies in her nine years as a working mother, and this one, she believed, was her best yet. "As far as I was concerned, the caregiver was as crazy about my kids as I was," Adams recalls.

Nonetheless, something--a chance comment by her 4-year-old that indicated he'd been told to "shut up," an increasing sense of unease--led Adams to arrange for two days of taping with a hidden "nannycam." On day one, after the kids had gone to bed, Adams and her husband settled down to watch the videotape. Adams saw herself kissing the baby good-bye and heading out the door at 8:30 that morning. The tape shows the sitter and 16-month-old baby at the front door, waving good-bye. Door closes. Sitter takes baby upstairs, presumably to put him in his crib. Moments later, she comes down, gets herself a bowl of cereal, and begins watching television.

It was at this point that Adams felt her blood begin to run cold. Why was the baby being put down for a nap when he'd only gotten up an hour and a half before? Almost equally upsetting were the cereal and the TV. "Is that so heinous? No. I don't care that she sits on my couch and eats cereal. But I offered her food many times and she always refused. She also said she never watched TV. She created an image for me that was totally false. It made me crazy. What else was she lying about?"

The caregiver's lackluster performance continued for the rest of the day. The baby was left in his crib for most of the morning; he was eventually retrieved, given his bottle, had his diaper changed. The sitter then rested on the couch and watched more TV while the baby "milled around," Adams recalls. "At one point he playfully poked her in the head--remember, he's a year and a half old--and she takes her finger and pokes him right back. You even see his head jerk."

At noon, the sitter answers Adams's check-in call and assures her that she and the baby played in the backyard all morning and the baby loved it. A while



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later, Adams's 4-year-old arrives home from preschool on a bus. "He plopped in front of the TV and she went about her business, didn't try to play a game with him, read a story, or whatever. It was clear that her MO was to ignore him as much as possible. And at his age, he couldn't really tell me what happened when I wasn't home."

Adams is galled by her sense of having been fooled despite her best efforts. She'd checked out her sitter's reference, a respectable professional couple with four children, who sang the woman's praises. Adams spent days with her sitter while on maternity leave with her youngest child; back at work, she called regularly to check on how things were going. And her oldest child, 11, was of an age to be able to report any problems. "But my sitter was shrewd," Adams says. "She was perfectly fine to the younger children when my oldest was around." Adams now believes that the reference the sitter gave was either faked--the couple were friends of hers--or that her sitter pulled the wool over her previous employers' eyes as well.

"I really believe that if I, being such an experienced working parent, could be hoodwinked, anybody could," Adams says. "And it haunts me to know that that woman is probably watching somebody else's children right now."

WHOSE FAULT IS IT?

There are people who would say Adams and other parents who've had neglectful sitters simply didn't hire right. Wendy Sachs, who also owns a nanny placement agency in Philadelphia, thinks videotaping is largely media hype and says only one or two families who've used her placement service have ever expressed any interest in it. "When I see those film clips of abusive nannies on TV, my thought is, Where did they get this person? The families who are having problems are the ones who are not using the really pristine agencies," claims Sachs.

Jeff Jones, owner of the Elite Alternatives nanny placement agency in Dallas, offers hidden videotaping to any of his clients who want it, but says in three years only three families have used it. And the result? "Everything was fine," Jones says. He attributes his successful placement record to his rigorous pre-screening of candidates, which includes a medical exam, a psychological evaluation, a detailed reference check, and Jones's own "gut feeling" about a person. His candidates, he says, tend to be highly motivated in their work because they do it in conjunction with other professional goals, such as getting a master's degree in child development.

Joy Shelton, founder and president of the American Council of Nanny Schools, says she's had no reports of videotaping from the 600 nannies who've graduated from U.S. schools. In any case, a nanny school graduate, she notes, would have nothing to fear. "They are trained to use the soundest behavior-management techniques for children," she says, "whether it's potty training, developing good eating habits, or building a sense of responsibility." According to Shelton, a professional nanny follows a structure much like that of a good day care center, with a varied schedule, creative thinking exercises, and activities designed to build gross and fine motor skills.

"The real problem," Shelton says, "is that there are many more placement agencies than there are [trained] nannies to place. I think many times, parents are so desperate for childcare, they settle for far less than they should."



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She's got that right, says Judith S. Lederman, a suburban New York mother of three and a public relations executive. In the past decade, she has had more than 25 childcare situations, including nannies, au pairs, day care centers, and family day care setups, and she admits her choices were often driven by pressure. "Working mothers don't have the luxury of waiting for the perfect person to finally surface," she says. "Who can wait three or six months for childcare when you work for someone else?" According to Lederman, author of *Searching for Mary Poppins: Childcare Chills & Nightmare Nannies*, due to be published next spring, "There's a real temptation to hire somebody just because she's living, breathing, and can start on Monday."

As for training and education--well, the paragons cited by Jones and Shelton are few and far between. And they're being snapped up by families who can offer handsome salaries and cushy benefits. By contrast, many in-home sitters are simply local women or moms who need to earn extra money. And since most parents haven't had child-development training themselves, they're willing to cut their sitter some slack on this point. They count as experience the fact that she may have raised children of her own--even though they might not know how she raised them.

"If you look at who many caregivers are, and how they brought up their own children, that would be strikingly different from how the average middle-class American parent raises her children," says Julia Wrigley, Ph.D., associate professor of sociology at the City University of New York Graduate Center and author of *Other People's Children*, one of the few in-depth studies of the modern American nanny setup. "For example, intensive language use is a class-related phenomenon. A middle-class view of what constitutes good childcare is to talk to the children a lot, joke with them," Dr. Wrigley explains. A babysitter from a lower socioeconomic class, on the other hand, may believe she's doing a fine job even though she doesn't speak much to the child.

Even the parent who signs up with what she believes is a reputable agency--assuming she can afford the hefty fees--gets limited guarantees. References, as Eileen Adams found, can be wildly misleading. Moreover, the criminal checks so proudly advertised by agencies are usually inadequate, because most cover only the state in which the caregiver currently claims residence. Therefore, a person who has, say, shoplifting, traffic violations, or even child molestation on her record in Illinois can move to Texas and come up with a clean criminal check--unless a private investigator is hired to look closely into her past.

GOOD PARENTS, BAD BOSSES?

"Ken Unger," father of a 7-month-old boy, rejected the agency route when it came time to hire childcare for his son. "I wouldn't have minded spending the \$ 1,000 or \$ 1,500 fee if I thought there was a guarantee," the Hackensack, New Jersey, sales executive says, "but the best they would promise is a replacement in 30 to 60 days if the sitter you hired didn't work out." Instead, he and his wife chose their first caregiver--the sister of a good friend's sitter--on the enthusiastic recommendation of the woman's former employer.

"She'd been with us for a month, and we thought she was excellent," Unger recalls, "but then another friend of mine told me they had videotaped their



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sitter and couldn't believe what they saw. She was berating their 2-year-old daughter, really making her feel bad, whenever she had a bowel movement in her diaper. When we heard that, we figured we'd better use the videotape," says Unger.

"Within the first hour of the tape, we knew this was not the babysitter we wanted," says Unger. "I saw her lazing on the couch, watching *The Price is Right*, while the baby cried in the background. At one point she was on the floor interacting with him and he started to have one of his fits--he was very colicky at that time--and she slapped him on the legs." Unger called the caregiver and told her not to bother coming back the next day. "Later, when I looked closely at our phone bill, I saw that she was on the phone to her sister several times a day, for 20 or 30 minutes at a time."

"I'm not surprised that so many parents are disappointed when they videotape their sitters," says Dr. Wrigley, who interviewed both caregivers and their employers for her book. "Parents do construct a fantasy that this sitter is solving their problems about being in the workplace and needing to leave their child with someone. They feel they know her, but they only know her fractionally. They may also have a very demanding set of expectations which they themselves can't always live up to."

Some experts think that parents are simply poor managers. "Too often, people go to work and leave the caregiver alone on her very first day," says Sachs. "Parents think, 'She's done this before, she'll know what to do,' but they don't take the time to train the caregiver in the ways of their household."

Employees need direction, Sachs stresses. "A lot of parents tell the caregiver, 'I want you to do all kinds of activities with my child.' In the parent's mind, that translates into 'I told her what I wanted her to do.' But that's different from, 'On Thursday, go to story time at the library. On Friday, do painting,'" she says.

No doubt many parents do make mistakes when it comes to interviewing, hiring, and monitoring their caregivers. That still doesn't let some sitters off the hook. "Overall, there's no excuse for what we see on the tapes it's horrible," says Christine Casey, who founded the Child Watch nannycam agency in Seattle and Tacoma, and is about to expand to Santa Monica California. "I'd say 90 percent of our findings come back in some negative fashion. There have been cases where a sitter has left an infant in a crib for the entire day. One tape showed that a sitter had her boyfriend over and had intercourse in front of a 3-year-old. You name it, we've seen it on tape."

Darcy Donnelly, who until last summer ran her own nannycam company, Baby's Private Eye, in suburban Detroit, says her clients have seen children left alone in the house while the sitter went out to have a cigarette, ignored as they stood crying for their mothers, and threatened or called names: stupid, fat, ugly. Yet even preschoolers seem to accept this behavior--not that they have much choice--and never mention it to their parents. Babies, of course, are too young to tell.

A MATTER OF LUCK?

So far, the news from the nannycam front is not as reassuring as many working



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parents had hoped. But the reports aren't all bad. Some clients are indeed delighted to discover that their instincts weren't wrong after all. "Ann Brown" agreed to talk about her experience only on the grounds of strictest confidentiality, because she and her husband can't bear the thought that their sitter might find out what they did, get mad, and quit. The Browns videotaped their sitter after watching a news program that showed a video clip of a caregiver abusing her charge. The couple couldn't sleep that night. They thought the world of the* sitter--but so had the parents interviewed on TV. Reluctantly, the Browns decided to go ahead.

And they were delighted. "I saw love on the tape," Brown says. "She hugged him, told him she loved him, was constantly paying attention to him. She read him books, they threw the ball, they did ABCs. At one point he was acting up, being a bit of a devil--which I know he can be--and she handled him beautifully.

"I had wondered, all this hugging and kissing she did with my child when I was there--could it be an act? But it went on all day." And for the second and third days of taping, too.

"So now," Brown says cheerfully, "I go out the door in the morning and I feel great about the person I'm leaving my child with. We're not like the people we saw on TV. We got lucky."

The problem is, it shouldn't have to be a matter of luck. In the long run, consistently high standards of childcare will require major changes in society: More respect for childcare issues on the part of employers. Training and certification requirements for caregivers. Access to accurate criminal background checks. Higher pay and more respect for the childcare profession in order to make it an appealing career option for bright, capable people.

That's the long run. The reality is that parents have to go to work in the short run, like tomorrow. If the nannycam controversy proves anything, it's how hard parents have to work--asking the right questions, seeking documentation, seeing for themselves--to make sure their childcare arrangements are up to par. We all take a leap of faith when we hand our children over to another adult. The trick is to make that leap a little shorter--sometimes using any means at our disposal.

RELATED ARTICLE: Day Care Danger Parents Don't Hear About

Since the advent of day care, parents have worried about how their children will fare in such an environment. And last year, some good news finally came our way: The National Institute of Child Health and Human Development released some initial results from an ongoing study indicating that infants in day care were able to maintain a secure bond with their mothers. At last, reassurance for many that their babies would turn out okay.

But some negatives also came out of that same study: For one, caregivers in larger group environments were found to be less sensitive to the needs of infants than those in smaller centers. And the overall quality of child-care had to be high, or the intellectual and language development and language development of children under 3 years of age would be compromised, researchers discovered. So for the estimated 4.6 million children in licensed day care, and



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the many more who can't be counted in family day care arrangements, the grim statistics keep pouring in. Consider these recent findings:

- * Forty percent of the day care centers in this country don't meet minimal standards for health, safety, learning, and nurturing, according to a national study conducted by the University of Colorado at Denver.

- * While a child in an accredited center has a greater chance of getting high-quality care, it's not a guarantee; Nearly two in five accredited centers were rated mediocre by another study sponsored by the National Center for the Early Childhood Work Force. Part of the problem, according to many experts: Once centers become accredited, they are revisited infrequently, so there is little incentive to maintain those standards daily.

- * Kids in low-quality day care had poorer language, premath, and social skills, according to the University of Colorado researchers. And a study currently under way is indicating that the effects persist into elementary school, says Ellen Peisner-Feinberg, Ph.D., a developmental psychologist at the University of North Carolina in Chapel Hill who is doing the follow-up research.

"In run-of-the-mill childcare, there are lost opportunities," emphasizes Jay Belsky, Ph.D., a distinguished professor of human development at Penn State University and a longtime care researcher participating in the study. "There are not frequently devastating consequences, but that shouldn't be our standard."

Danger Signals

As with at-home sitter, the biggest problems in group day care are not the horror stories you hear on the news--the child whose drawstring hanged him on a playground slide, the toddler who wandered outside and was run down by a car, the baby who choked to death while lying in a crib--not that these incidents are to be taken lightly. But it is the smaller, more subtle care issues that can easily go undetected, gradually threatening kids' emotional health and well-being.

OVERCROWDING Many states allow day care centers and family day care homes to have fewer adults for the number of children served than is currently recommended for adequate care. The National Association for the Education of Young Children (NAEYC), the leading organization for early childhood education, which is also responsible for certifying childcare centers in the U.S., recommends that children under 2 be in groups of eight or less, with a ratio of at least one care provider to every four kids. Children ages 2 and 3 should be in groups of no more than 14 with a ratio of one to seven. And 4- and 5-year-olds should be in groups of no more than 20 with a one-to-ten ratio.

By contrast, some states, such as New Mexico and Louisiana, permit one adult to care for 6 infants, and they place no limit on group size. The larger the group and the fewer the adults, the greater the potential for accidents and other safety hazards, experts say. And the greater the risk to a child's development, especially during infancy.

Many babies manage to adjust to the lack of attention. They stop crying to be held and simply lie quietly in their cribs or infant seats. But their apparent contentment doesn't mean they're okay. Quite the opposite, says Debby



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Redbook November, 1997

Cryer, Ph.D., an early childhood researcher at the University of North Carolina in Chapel Hill. "Eventually, they become apathetic," she says.

And apathetic babies are at a disadvantage because they don't demand--and therefore don't get--the attention they need in order to learn how to speak, how to understand, and how to trust and play with others.

LACK OF STIMULATION Not only are many childcare programs unimaginative, they're downright boring. One of the most common problems with the licensed day care centers in the University of Colorado's national study was that "kids didn't have enough appropriate activities," says Mary L. Culkin, Ph.D., a principal investigator. "There was a lack of equipment, and not enough opportunities to learn."

What passes for "art" in low-quality day care programs is often a coloring book rather than blank paper to draw or paint on. And when children are engaged in a worthwhile activity, like putting together a puzzle, caregivers often do nothing to help them learn to do it better. "They don't get down and speak to the children at their eye level, they don't listen to or respond to the child," says Barbara Willer, spokeswoman for the NAEYC.

Without enough engaging activities and interaction, kids can tend to get into mischief. "You may see children who are out of control, acting disruptive," says Joan Benso, director of the Pennsylvania Partnerships for Children, a children's advocacy group in Harrisburg, Pennsylvania. The problem snowballs: Caregivers often try to keep the overactive kids in line, mainly by overusing time-outs, she says. Or they "sedate" them by turning on the tube.

INADEQUATE TRAINING Not surprisingly, the facilities with the best activities have the most experienced staff. Requirements vary from state to state. While a child-specific (education, psychology) degree is most desirable, parents should expect ongoing training in early childhood education, at a minimum, according to NAEYC. Such training helps caregivers nurture kids emotionally and intellectually. "They should listen to children, ask them open-ended questions, and offer a variety of activities," explains Willer. Like what? It seems painfully obvious: A mix of creative play (drawing and painting), manipulative play (puzzles and blocks), quiet activities (listening to stories), and energetic fun (climbing on a jungle gym), she says.

THREATENING ENVIRONMENTS Of all the problems with childcare, safety hazards should be the easiest to spot. But that's not always the case: "Even at 'good' centers, there's almost never appropriate cushioning under playground equipment," says Dr. Cryer. NAEYC recommends protective material like wood chips beneath outdoor swing sets and padding or well-cushioned carpet beneath indoor climbing toys. Other potential hazards: fountains and pools that aren't fenced in, toy boxes without safety hinges on the lids, the use of walkers--the most injury prone of infant equipment--and unsafe practices, such as putting young babies to sleep on their stomachs instead of their backs--a situation the American Academy of Pediatrics recently found to be occurring at least some of the time in nearly half of day care centers.

If you discover that your child is in one of these less than stellar centers, and the operators don't seem open to fixing the problem, the obvious answer is to find a better day care environment. And that tactic may work fine



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for your family in the short run.

But the bigger picture requires that government, businesses, and parents work together to develop better childcare programs and more stringent forms of control. Fortunately, that's beginning to happen: States like Florida, California, Colorado, Oregon, and Ohio are requiring staff-to-child ratios that match NAEYC recommendations and also that caregivers meet specific qualifications. And Colorado has become the first state to set up regional referral offices where parents can go to check computerized day care center records. Parents in other states can call the **Child Care Aware** toll-free hot line (800-424-2246) for the name of a local referral agency. Now, it's up to parents to do their homework, and to report bad experiences before they affect other families, too.

Susan Gilbert writes frequently on children's health.

RELATED ARTICLE: Smart Ways to Check on Your Sitter

Does the thought of using a nannycam go against your grain? Plenty of experts believe parents can keep on top of their childcare situation without cameras. Some tips:

- * BE VERY SPECIFIC ABOUT HOW YOU WANT YOUR CAREGIVER AND CHILD TO SPEND THEIR DAYS. Ask her to keep a written log of their activities, or make up a daily worksheet with spaces she can fill in for different segments of the day. Either way, a daily log is the sort of thing that's hard for a slacker to fake on an ongoing basis.

- * SET ASIDE TIME FOR A WEEKLY CATCH-UP. Talk about everything from whether there's been enough milk in the house to how to keep Johnny from climbing on the table.

- * OBSERVE THE SITTER IN ACTION AS MUCH AS YOU CAN, perhaps by working at home one afternoon a month with an ear open. The way a caregiver disciplines a child, or reacts under stress, can be picked up without a videotape.

- * ENLIST THE HELP OF OTHER OBSERVER. Candidly solicit the watchful eyes of trusted people in your neighborhood. Tell them you're trying your best to evaluate your sitter and would appreciate any input they can pass along.

GRAPHIC: Photograph; Illustration

LANGUAGE: ENGLISH

IAC-CREATE-DATE: December 1, 1997

LOAD-DATE: December 02, 1997



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