Invite
Mona Lee Locke
(FL of Wash State)

April 6, 1998

The Honorable Joan K. Christensen
Member of the Assembly of the
State of New York
Room 502
Legislative Office Building
Albany, New York 12248

Dear Joan:

Thank you for your letter. I appreciate your support for my Administration's efforts to improve child care. You have raised some interesting issues, including benefits for parents who stay at home, and I have shared your letter with members of my staff in the Domestic Policy Council.

It is crucial that parents be able to find child care that is affordable, accessible, and safe; and all of us have an important stake in making sure that children of all ages have the best possible care available. We know that children can learn and thrive in any setting with the right care, attention, and education.

My Administration is working hard to evaluate the costs and effects of the numerous proposals in Congress that will benefit stay-at-home parents. We should respect and support parents in whatever choices they make, whether they work or stay at home. I've supported this issue in the past through a variety of actions to increase family income, such as expanding the Earned Income Tax Credit, increasing the minimum wage, and passing the $500-per-child tax credit.

As you know, at the White House Conference on Child Care this past October, I announced specific proposals, including a scholarship program for child care providers and legislation to make it easier for states to get background information on child care workers. My fiscal 1999 budget request also includes a child care proposal to help working families pay for child care, to build the supply of good after-school programs, to improve the availability, quality, and safety of care, and to promote early learning.

Working with Congress, nonprofit organizations, government officials, and the corporate community, we can address the need for safe, affordable child care. I value your work and your commitment to improving the lives of America's children, and I look forward to continuing our efforts together.

Sincerely,

BILL CLINTON

BC/DIA/RSM/RLM/ws-ws-ech (Corres. #3859880)
(3.christensen.jk)

cc w/copy of incmg to J. Klein, 2FL/WW
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THE ASSEMBLY
STATE OF NEW YORK
ALBANY

JOAN K. CHRISTENSEN
Assemblywoman 119th District

CHAIR
Administrative Regulations Review Commission

Legislative Women's Caucus, Inc.

Assembly Task Force on
Women's Issues

COMMITTEES
Housing
Labor
Higher Education
Insurance
Small Business
Real Property Taxation

MEMBER
Assembly Task Force on
Workers' Compensation Reform

Assembly Welfare Reform Working Group

January 7, 1998

President William J. Clinton
United States of America
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Dear President Clinton,

Allow me to start by congratulating you and the First Lady on the White House Conference on Child Care. Your leadership on this critical issue is both necessary and appreciated.

As Chair of both the New York State Assembly Task Force on Women's Issues and the Administrative Regulations Review Commission, which continues to examine the rules and regulations of child care, I am committed to working toward safe, nurturing and affordable child care for all of New York's working families.

At the same time, I believe that the critical component of improved child care worker training and standards that came up during your conference must be included in any plans or projects for the future. I truly believe that if we do not improve and expand the education, salaries and benefits of those who care for our children, our efforts to improve and expand child care will be fruitless.

Please know that I am interested in working with the White House and the federal government to coordinate efforts. I respectfully ask that I be provided with information pertaining to child care, especially as it relates to state responsibilities.

In addition, I am interested in learning what, if any, initiatives you are proposing that might benefit families where a parent opts to stay at home. Knowing that recent studies have indicated that critical development of cognitive, social and emotional patters occur when children are under three year of age, I believe it critical to foster necessary nurturing relationships, whether the nurturer is a parent or a caregiver. In my mind it is necessary to provide options for all parents to achieve this critical goal.

Once again, thank you for your leadership on this issue. I am hopeful that we in the states can follow your lead and improve the availability and quality of child care throughout this country. I look forward to hearing from you.

Sincerely,

JAN 15 1998

Joan K. Christensen

Joan K. Christensen
Member of Assembly

Room 502, Legislative Office Building, Albany, New York 12248, (518) 455-5383, FAX (518) 455-5417
4317 E. Genesee Street, Room 103, Syracuse, New York 13214, (315) 449-9536, FAX (315) 449-0712

April 13, 1998

Ms. Martha Daley
Director
Office of Child Care Initiatives
City and County of Denver
Suite 150
First Western Plaza
303 West Colfax Avenue
Denver, Colorado 80204

Dear Martha:

Thank you so much for your thoughtful letter. I regret that I was unable to respond sooner. You've made some important points, including the need for increased funding for training and salaries of child care workers, and I've shared your letter with members of my staff in the Domestic Policy Council. I'm glad that you were able to join me for the first White House Conference on Child Care.

It is crucial that parents be able to find child care that is affordable, accessible, and safe. All of us -- business and religious leaders, child care providers, physicians, policymakers, and elected officials -- have an important stake in making sure that children of all ages have the best possible care available to them. We know that children can learn and thrive in any setting with the right care, attention, and education.

As you know, I announced specific proposals at the White House Conference on Child Care this past October, including a scholarship program for child care providers and legislation to make it easier for states to get background information on child care workers. My fiscal 1999 budget request also includes a child care proposal to help working families pay for child care, build the supply of good after-school programs, improve the availability, quality, and safety of care, and promote early learning.

Working with Congress, nonprofit organizations, government officials, and the corporate community, we can address the need for safe, affordable child care. I value your work and your commitment to improving the lives of America's children, and I look forward to continuing our efforts together.

Sincerely,

BILL CLINTON

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December 31, 1997

President Bill Clinton
The White House
Washington, D. C. 20500

Dear President Clinton,

I was privileged to attend your White House teleconference on Child Care October 23, 1997. With the economy rolling along and no major nuclear enemy to focus on, what this country needs now is attention to the care, education and brain development of our youngest citizens. Medical professionals have known for years that brain development occurs almost entirely before age 5. However, it took film footage showing actual neural synapses connecting to get the public's attention. Both Newsweek and Time covered brain development extensively. We truly are a visual society.

Now that we know the importance of stimulating a child's brain in the first 3 years of life it is unconscionable to continue to accept mediocre care of our children. A 1995 national study spearheaded by the University of Colorado of four states showed the norm for child care was not good quality. Most children in the U.S.A. are left in mediocre care during the years when excellent care and education is most desired.

While some prefer to ignore or misrepresent the facts, we can not deny that children in the industrialized world spend their formative years in care outside the home. The disinformation campaign promoted by the Cato Institute and other right wing think tanks has pulled the wool over the eyes of some. Both Denver newspapers's editorial pages cited the Cato Institute data that most children stay home with their mothers and both newspapers failed to cite the research was done in 1979!!! Of course 20 years ago more mothers were caring for children at home. We are glad you know what is going on and have taken leadership in this area.

While we approve your plan of tax credits for parents or earned income tax refunds, increasing salaries and training of workers is where our energy and money should go.

Colorado is experiencing a crisis in hiring staff for child care. While Colorado has the highest per capita population with college degrees in the country, we get the least qualified people in the labor pool because we pay the least. Our workers need a high school diploma, experience **and** training, all for $5.25 hr.. Most people with high school degrees would rather make $10 hr. at a shopping mall or flip burgers and get benefits rather than try to educate and stimulate a child's brain development. PLEASE PUT MONEY INTO TRAINING AND SALARIES OF CHILD CARE WORKERS. Good quality is directly linked to these factors.

Again, thank you for your understanding and leadership in this most important cause: the health and development of our children.

Sincerely,

Martha Daley

Martha Daley

JAN 5 1998

STATE OF COLORADO

EXECUTIVE CHAMBERS
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Ask Joan re reimb.

Roy Romer
Governor

Governor Romer's Office
Fax Transmittal

Date: 12/1/97

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Jen -
as per our conversation.

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A VISION FOR EARLY CARE AND EDUCATION IN COLORADO

Colorado cares about children and families. We want to make sure that all our children have the opportunity to learn and grow and become successful citizens. We want to support parents in their role as a child's first teacher. We also want to make sure that parents who must work are able to leave their children in safe, loving, learning early care and education programs. Making this commitment a reality means changing the way we do business. We must bring our systems of child care and early education together into a comprehensive, coordinated system of high quality services. We need a system that has the capacity to serve all of the children that need licensed care, that is flexible enough to meet the needs of many different families and communities, and that meets the unique scheduling needs of working parents. Our vision includes the following goals:

- *All families who need it should have access to quality early care and education programs.* Government subsidies should be available, on a sliding fee basis, to ensure that low-income families can access these services. Parents should have choices about the type of care they use and have easy access to information about available child care options.

- *Communities should be empowered to plan and implement a local early care and education system that meets the unique needs of their families and children.* Communities should be given the flexibility to use existing or new funds for child care and early education to support this system. The system should build on and strengthen the wide variety of existing types of care. Technical assistance and support should be made available to communities that request it.

- *The state's role should be to make it easier for communities to do what they need to do for children.* The state must ensure an equitable balance between freedom from prescriptive and rigid program regulations and a "big picture" perspective of what all children need to support their healthy development. The state must work to remove restrictive rules and regulations - without negatively impacting program quality -- seek waivers from the federal government to make existing funding more flexible and less categorical, provide technical assistance where needed, develop more integrated training and monitoring systems, standardize quality and staff standards and criteria, ensure accountability and work to ensure adequate funding.

- *The early care and education system should use scarce financial resources wisely.* Existing funds should be spent on meeting the needs of children, not on the bureaucracies that grow up around programs. Further, a*dministration of early care and education services should be simplified* so that communities, subsidy administrators, owners and directors can focus on delivering services and improving program quality rather than managing paperwork.

- *The system should provide incentives to attract and keep good teachers and administrators in the field* by ensuring access to ongoing training and professional development, and addressing the critical issue of wages and benefits.

Why Do We Need A New Approach?

Because we now know that learning begins at birth. New research tells us that during the ages of 0-10, the brain is more densely "wired" than at any other time in the human life cycle. Based on this research, it is clear that policy and action must be made in response to the immense capacity of the young brain for learning - child care must be safe, stimulating and nurturing for all children whose parents need this service. Teachers who are trained to understand how young children develop, create learning environments that stimulate and nurture the brain.

Because families have changed. In Colorado, over 60 percent of mothers with children under the age of six are in the workforce; this number is increasing even among those with very young children. Single parent families are growing. And extended families are no longer nearby to help out. As a result, many children spend long hours in child care programs run by community-based organizations and schools, or in family child care provided in the homes of neighbors and friends, or with nannys and baby-sitters that come to their home. In Colorado, over 100,000 children are in licensed child care programs alone. Because of the high cost of child care many low and middle-income parents struggle to afford this service.

Because our welfare system has changed. In Colorado, we believe that all children deserve the gift of growing up in a home in which their parents work. As a result of the new federal welfare policies, more and more families will be leaving welfare to enter the workforce. An overwhelming number of these families will need someone to care for their children while they work. We estimate that a minimum of 40,000 children that are not now in care will seek licensed child care by 1999. But changing welfare as we know it doesn't just mean finding baby-sitters. It means ensuring that children who are on welfare receive the early education and support they need to succeed in school and break the cycle of welfare dependence. It also means that parents need programs that make it easy for them to stay in the workforce. This means full-day, full year programs as well as child care that is offered in the evenings and week-ends.

Because devolution makes sense. We support the belief that decisions are made better when they're made closer to home. As the federal government continues to support the devolution of key social welfare programs, including the new child health insurance, states must have the flexibility and authority to make decisions that ensure successful implementation of these policies. We believe that devolution represents an opportunity for a broad range of community partners to come together and invest themselves in developing an early care and education system that is uniquely their own. Flexibility of available funding ensures community responsiveness.

What Stands in the Way of Change?

An inflexible, fragmented federally-controlled system. There are currently 90 federal programs funding early care and education. These programs sit in 11 different federal agencies and 20 offices. These publicly funded services are largely categorical in nature, meaning that access to services is determined by a particular characteristic of the family (i.e., poverty, ethnicity, disability). As a result, programs come to the state, and are passed on to community providers, each with its own prescriptive eligibility guidelines and staff qualifications, program rules and regulations and accountability and monitoring systems. Further, over time, many publicly supported early care and education program have developed strong and vocal constituencies that are opposed to change and advocate to protect their specific program. Efforts to promote early learning must integrate, not continue to compartmentalize, programs.

Inadequate resources. Because of the prescriptive, categorical nature of the funding base for early care and education programs, the estimated $207 million available in Colorado to pay for these programs is directed at specific children, with specific needs, for specific periods of time. At the same time that parents need care that meets their work schedules - less than 40 percent of these dollars are available for full-day, full-year care. Funding dictates, which are passed on from the federal government to states and then to communities, prohibit funds from being spent on improving the quality of care, meeting the needs of children more comprehensively, or more responsively to meet local need. Further, it is clear that significant new resources must be infused into the system if children are to receive quality care. While the market rate for child care in Colorado is $4,800, the full cost of quality care is estimated to be $8,200.

Unresponsive programs. As demands on programs change, programs have a duty to respond to what the consumer needs. Many programs developed in the 60's and 70's no longer fit the needs of today's family. For example, preschool programs, like Head Start or the Colorado Preschool Program, that offer part-day, part-year programs may not support the needs of parents in the workforce. Program requirements for extensive parent involvement may no longer be feasible given a demanding work schedule. In addition, given our new understanding about brain development in the first three years of life, programs that serve at-risk 4-5 year olds, may need to shift their focus to infants and toddlers.

Lack of consensus within the field around quality. Although a substantial body of research on "what constitutes quality early childhood programs" is available to professionals in the field, there is not universal acceptance of what factors are critical in determining quality. Key quality indicators such as staff-child ratios, class size, teacher training, child-directed v.s. teacher-directed curriculum have implications for the financial viability of early childhood programs, for investment in on-going training for teachers and one's individual value system. Policy-makers often confuse "baby-sitting" with early childhood care and education and, as a result, may be hesitant to fund quality infrastructure components.

Lack of governance structures at the state and local levels: While both the K-12 and Higher Education systems have a public/private sector oversight-body in place to set policy and budget, Colorado has no such governance structure in place for early childhood programs. Accountability and decision-making for programs is the responsibility of the particular department that administers it. Likewise, there are only a handful of communities that have in place a group of people that are charged with oversight and planning for early childhood services. While the state department of Human Services has a Division of Child Care Services, their is no division that serves as an umbrella for early childhood issues.

Colorado Creates an Early Childhood System

Over the past few years, Governor Romer, the Colorado General Assembly and thousands of children's advocates, have made a number of changes in our state governance structure to promote shared decision-making and to bring child care and early education policy closer together. Last year, the Governor proposed several sweeping changes that were implemented this year. The most significant changes included:

- Block granting all available child care funds to counties, under the direction of County Commissioners.

- Providing incentive grants to localities to create Early Care and Education Councils that will oversee and develop local systems plans for early childhood services.

- Creating the Colorado Commission on Early Care and Education to coordinate budget and policy statewide, and assist local boards.

- Allowing counties to raise the income ceiling for working parents from 140 percent to 185 percent of poverty so that more low-income working families can get the help they need to pay for child care.

- Allowing counties to raise the reimbursement rate to child care providers who serve subsidized children an average of 18 percent.

- Directing $3 million in funding to rural counties that wish to renovate or build child care centers.

These policy changes are supported by several key initiatives including:

A cross-state agency Children's Cabinet has been established. The Cabinet holds regular meetings and has developed an effective communication structure for leaders in state agencies that deal with early childhood services. Additionally, the Cabinet has taken steps to pool funds and/or coordinate resources and services, consolidate and integrate services, and develop a comprehensive Children's Budget.

A Business Commission on Child Care Financing was established. This Commission was comprised of business leaders and charged with developing a long-range funding strategy for early care and education. The group worked closely with the Executive and Legislative branches, and helped advocate for several new laws that were passed in the 1996 session, including an income tax check-off to raise funds for early childhood professional development, and a new state child care tax credit.

Based on almost two years of input from communities, uniform quality standards for all early childhood care and education programs have been developed. The Colorado Quality Standards, which are based on - and incorporate the elements of - Head Start Performance Standards and NAEYC Accreditation Standards, CDA standards and Child Care Rules and Regulations - provide a mechanism to standardize criteria by which programs are measured and monitored.

A community-based system of Child Care Resource and Referral Agencies has been established. Eighteen agencies across the state help over 42,000

Programs are delivered by for-profit and nonprofit public and private sector providers in child care centers, family child care homes, community centers, schools, and religiously-based facilities. The state's Child Care Licensing Act requires that programs be licensed and monitored by the Department of Human Services' Division of Child Care. The state's licensing and monitoring functions are paid for by federal and state general fund dollars, and a cash fund generated from licensing fees. Twenty-five FTE licensing specialists are currently on staff with DHS; the total licensing budget is $1.8 million. Licensing governance covers health, safety, nutritional, facility and programmatic aspects of operation. In addition, child care centers must meet local Health, Fire and Building codes. Licensing addresses facility issues, but does not license personnel to work in the program.

Child care is supported mainly through parent fee for service, but government, at all levels, also pays for care for children from low-income families. The Division of Child Care administers the Child Care Assistance Program (CCAP), Colorado's child care subsidy program which supports the child care needs of approximately 20,000 children, monthly. Financial assistance is made available to all low-income families in Colorado whose incomes are below 130 percent of poverty ($1,400 monthly for a family of 3). Eligible families include those receiving welfare assistance and engaged in approved work activities, those families transitioning off welfare, and those working poor families at-risk of going on welfare if they don't have help with child care.

Federal and state child care dollars are being block-granted to counties with lots of flexibility to address local needs and conditions. Counties may increase the child care eligibility as high as 185 percent of poverty ($2001 monthly for a family of 3), and negotiate the amount of payment for child care services. Federal child care funds for Colorado have increased from $23 million to $33 million this year. This funding currently comes to the state through the Child Care and Development Fund, which is part of the federal welfare reform law passed by Congress in 1996. State general fund and county contributions make up the remainder of the annual budget.

Traditionally, child care has not been adequately funded at the state or national level. Policy-makers have, in the past, been more responsive to funding preschool programs, like Head Start, or the Colorado Preschool

Program, for disadvantaged children. For example, the state directs $17 million annually to serve 8,500 children in the part-day, part-year Colorado Preschool Program, while it provides $19 million to serve approximately 10,000 children in full-day, full-year child care. Head Start, a federally funded part-day, part-year program for low-income families, is funded at an average of $4,300 per child, while full-day, full-year child care can be purchased for a market rate of $4,940. Reimbursement rates to child care providers serving subsidized children are well below market rates in many localities, making it cost prohibitive for many licensed providers to care for these children. This ambivalence toward funding child care also filters down to the issue of quality - many policy-makers understand the need for good teachers, curriculum and compensation for preschool programs, but do not place the same expectations on child care programs.

Nationally, child care will become the 6th fastest growing industry in the next decade. Between 1994 and 2005, the number of child care workers will grow 59 percent. In Colorado, child care is an industry that generates a significant tax base and employs over 26,000 people at any given time. In metro Denver, licensed child care generates $375 million in sales annually. This compares to $683 million in sales from the construction industry and $494 million from hotels and lodging.

ISSUES

Quality

In Colorado, studies have shown that 87 percent of child care is mediocre and that only four percent of centers provide care that will enhance a child's growth. Forty percent of our youngest children -- infants and toddlers -- are in settings that don't even meet their most basic health and safety needs. States, like Colorado, however, that have more demanding licensing standards have fewer *poor quality* centers (nine percent) than states that have weak regulations. Centers that comply with additional standards beyond those required for basic licensing, such as those required for accreditation or funding, provide higher quality services. About 130 centers in Colorado are accredited by the National Association for the Education of Young Children.

Quality programs are those that provide safe and nurturing environments and promote growth in all areas of development: social, emotional, language, cognitive and physical. They are staffed with teachers that understand child development, respond to children in a nurturing and sensitive way, use positive non-punitive discipline, challenge them to learn and excite them about learning, and value the role and responsibilities of parents. A quality program offers learning activities, encourages learning through play, provides nutritious meals, follows a consistent schedule of daily routines, and offers opportunities for individual activities, as well as group activities. The environment is safe and clean, provides a comfortable, calm atmosphere indoors with a variety of spaces and play materials, and has a stimulating outdoor space.

We know that a key element of quality programs is the level of understanding that a teacher brings to a classroom - understanding about how children develop and grow and how to enhance that growth. Career development, or teacher training, improves their ability to support children's healthy development. A recent national study by the University of Colorado at Denver found that the quality of child care is primarily related to higher staff-child ratios, staff education and administrators' prior experience. In addition, certain characteristics distinguish poor, mediocre and good-quality centers, the most important of which are teacher wages and specialized training.

While it is commonly accepted that the caliber of the early childhood teacher is crucial to program quality, working conditions discourage many bright and ambitious people from pursuing work in the field. Child care teachers are poorly paid -- in Colorado, the average annual salary of early childhood teachers is $12,615, for assistant teachers it is $10,400. In most cases, early childhood personnel receive few, if any, benefits. As a result, turnover rates are very high -- 51 percent annually for those working in child care centers and 60 percent for those in family child care homes. Approximately 38 percent of center staff have had no training related to early childhood education.

Affordability

In Colorado, 62 percent of mothers with children under the age of six are employed outside their homes. For most, this is a cut and dried economic reality - nationally, two-thirds of women employed outside their homes are either the sole support of their families or have husbands that make less than $15,000 a year. While parents must have child care in order to work, it is quite expensive. On average, families pay ten percent of their family income on child care; lower-income families (under $25,000) pay 23 percent.

For the most part, child care programs are paid for by parent fees and underwritten by the low wages of child care personnel. The annual expended cost to provide services for one child is estimated at $4,940 per year. If centers had to pay market prices for the same resources, the annual full cost per child would be $6,622. The foregone earnings of the child care workers make up 19 percent of the full cost of care (the other six percent comes from donations). The average foregone wages given up by teachers is $5,238 per year; assistant teachers give up $3,582 per year. Foregone wages are calculated on the difference between what an employee could earn in other jobs - based on gender, race, age, years of education and location - and what she earns in early care and education.

Even at the low rate of pay, wages consume an average of 59 percent of child care facilities expenses - this is because young children require individualized attention from a caring adult, making adult to child ratios high. Facility costs average 16 percent. Profit margins of child care facilities fall within a range of two to four percent. The balance between quality and cost offers few opportunities for innovation and productivity gains.

Availability
Child care is an industry that is not responsive to market pressures. As a result, slots for children have not expanded in accordance with typical economic expectations. The Business Commission on Child Care Financing has speculated that "any elasticity was due to the high number of child care consumers approaching the median wage of about $30,000. With little inflation in the median wage as adjusted for inflation over the past two decades, the ability of parents to absorb the increased costs that would lead to industry expansion is limited."

As a result of this and several other complicating factors, the child care system is increasingly hard-pressed to serve all of the children requiring care. Last August, several child care center directors from across the state began meeting to discuss what they perceive to be a crisis in child care. They report that they cannot find staff who will work for the wages they can offer and that the minimum wage hike has prohibitively increased their personnel costs. There is discussion in the child care community about the need to strike, or "shut-down" to publicly communicate the severity of this issue. This discussion is particularly disconcerting in the context of the state's commitment to welfare reform - work requirements over the next three years will move an additional 40,000 or more children into a child care system that is already taxed to the limit.

Although an estimated 177,000 Colorado children under six have no parent at home because both parents (or their sole parent) are working, not all of these children need formal child care -- some rely on one parent at home, shift schedules, or extended family members. For the many Colorado families requiring more formal arrangements, the availability of care differs from county to county and neighborhood to neighborhood. For example, Costilla County has no licensed child care slots, seven counties have only one slot available for every four children needing care. Our most populous counties, Denver, Jefferson, El Paso, Weld and Larimer, have a licensed space for every 1 to 2 children needing care. Only one county, Pitkin, has a child care slot for every child needing care - this is largely because of a ballot initiative passed in Aspen that puts money into child care. These statistics do not reflect the enormous imbalance between demand for, and supply of, infant and toddler care.

It's important to recognize too, that a growing number of Coloradans don't work traditional work weeks. Many employed adults work evenings, week-ends, part-time, split-shift, and many employers require over-time. The child care system's inability to accommodate these schedules is problematic. Only 13 percent of providers offer care to children in the evening and 11 percent accommodate overnight schedules; only six percent of providers offer 24 hour a day care and six percent provide care on the weekends. In addition, these are by and large the same providers. Parents with mildly-ill children who are in must-work situations, or parents who have children with special health and mental health needs are faced with very limited choices. Welfare reform will intensify the need for non-traditional care at night and on weekends as well.

Systems issues

State policy-makers and children's advocates recognize the flaws inherent in the current service delivery system of early childhood programs. These broader systems issues complicate our efforts to improve child care. For example: the Department of Human Services, Division of Child Care, administers child care programs. The Department of Education administers the Colorado Preschool Program, Title I, Individuals with Disabilities Education Act (IDEA) - including Part H, Even Start, and migrant programs. Head Start is administered through the U.S. Department of Health and Human Services. The barriers created in this kind of categorically defined, discrete programmatic approach make it difficult to blend funding, serve children in a common location, consolidate the considerable paperwork involved with serving government subsidized children, and support communities' need to care for their children. Following are several key issues that make integration of services challenging:

- There are dramatic and inequitable differences in staff qualifications, pay scales, and on-going training requirements across programs.
- Programs, like Head Start and the Colorado Preschool Program, have built an infrastructure that is largely made up of part-day, part-year programs operating in facilities of their own.
- Multiple monitoring systems are cost ineffective and time-consuming for program administrators.
- Rules and regulations governing early childhood programs differ from program to program.
- There is no consistent, commonly used set of Quality Standards that is used and enforced across programs.
- Government funding for low income, special needs or at-risk children is prescriptive and dictates specific profiles of children that can be offered services.

ACCOMPLISHMENTS

Over the past nine years, Colorado has taken the following actions related to child care:

- The Division of Child Care was created in the Department of Human Services to consolidate child care services and programs in one location. This division has streamlined, and will continue to improve, the licensing parents find care annually. In addition, the R&R agencies recruit new providers into the system, connect providers with early childhood training opportunities, and collect supply and demand data.

An Early Childhood Career Development System, developed by practitioners across the state, that encourages and supports early childhood practitioners in all settings - community-based child care programs, Head Start centers, schools and others - has been planned. This system will allow early childhood teachers and staff to improve their skills, professional qualifications and employment opportunities. An early childhood credential is also being put in place to acknowledge the expertise and knowledge of people working in the early childhood field.

A community-based system of Early Childhood Learning Clusters has been established. This initiative brings together all of the early childhood practitioners in a community and assists them in conducting an assessment of their own learning needs, developing a plan to meet those needs, and implementing the plan. Pooled funds, which draw on a variety of state and federal funds, are made available to the local training clusters to help implement the plan.

A strategic plan for an Integrated System of Early Care and Education has been developed by a broad-based group of early childhood providers, under the auspices of the Head Start-State Collaboration Project. The plan provides a blue print for initial consolidation and program integration.

What Changes are Proposed?

Colorado has accomplished a great deal in recent years. But much more needs to be done. Our system is still too rigid; our funding streams still too categorical. We require local early childhood programs to deal with too many separate government agencies, each with its own set of rules, regulations, and procedures. Too often government agencies focus on preserving specific programs rather than meeting the real needs of children and families. These barriers persist because we have not demanded that they change. We have tried to support shared decision-making while maintaining multiple government agencies and structures. This must change.

Empowering communities to build comprehensive early childhood care and education systems will require changes in the current system that support the vision described in this brief and that give communities the resources, support, and flexibility they need to succeed. Following are initiatives that are in the early stages of implementation:

The Colorado Commission on Early Care and Education was established by Executive Order. The Commission is comprised of leaders in business, the media, and religious fields, parents and children's advocates. The Commission, which is being referred to as a "barrier-busting" group, will hold 5-6 public hearings across the state to take testimony on what is not currently working, and make recommendations to the Colorado Congressional delegation, the state legislature and the Governor on what needs to change to improve early care and education services.

A State Early Childhood Care and Education Division will be established in the Department of Human Services. The Division will better integrate early care and education programs at the state level, will provide statewide planning, establish statewide outcome measures and monitor progress in achieving outcomes.

Local Early Childhood Care and Education Councils will be established in communities across the state. Councils will be responsible for planning, implementing, and overseeing a local system of early childhood care and education services. Technical assistance and training will be made available through the Governor's Office and key departments. Local councils would have broad representation from the public and private sectors and would build on existing interagency and collaborative groups.

The Colorado "Educare " initiative is a private sector initiative that will direct its energies to the key issue of resources. Business leaders will build on the work of the Business Commission on Child Care Financing to develop an action plan that pilots a universal, high quality, fully funded early childhood care and education system that is able to be broadened and sustained over time.

An Early Childhood Credentialling system will be implemented in early 1998. The Credentialling system is one component of the Governor's Early Childhood Professional Development initiative. Once in place, early childhood educators and others will, voluntarily, be able to pursue a credential that is consistent with their educational level, their experience in the field, and their prior training.

The Community Child Care Pilot project is being implemented based on legislation passed by the General Assembly in the 1997 session. Under the auspices of the Department of Education, twelve communities have been selected to participate. The intention is to create "seamless" systems of care that integrate early childhood services, create consolidated funding opportunities, and seek waivers for barriers to integration. This year, 2,000 will be served.

The Bright Beginnings "Parent-Friendly Workplace" initiative will focus efforts on increasing private sector interest and involvement in workplace policies and programs that support families. This year, Bright Beginnings will host the 2nd Annual Employers Summit on these issues. Last year's summit attracted over 500 prominent business leaders and significantly heightened corporate interest in the concept of "parent-friendly workplace."

A $25 million Early Childhood Community Block Grant will be introduced as legislation to the General Assembly during the 1998 session. This significant infusion of funds will be allocated to communities who will have broad discretion related to the way that they are spend. Communities will be evaluated on a "results-based" accountability contract.

Strengthening the early care and education infrastructure

In addition to establishing new governance structures for the early care and education system, identifying new resources and working to improve quality, additional supports must be established by the state that enable communities to make this work. These include, among others, the following:

- All state and federal funds that are available to support early care and education should be tapped and maximized. This may include, over the period of the next three years, transferring funds from the new federal Temporary Assistance for Needy Families (welfare) program into child care; redesigning existing preschool programs to meet the need for full-day, full-year child care; seeking waivers from the federal government to loosen restrictions on categorically funded programs.

- All state child care and early education policies should be reviewed to ensure that they promote local flexibility as well as a commitment to high-quality services.

- Tax policy should be revised to help families care for their children. This could address the demand to pay for child care services or to stay at home to care for their children. Further, changes in policy could provide incentives to improve the quality of early childhood care and education services. This includes instituting a refundable tax credit as well as a tax credit for individuals who work in the child care field

- Additional resources should be made available to help communities support capital construction through both a grant and loan process. Building or renovating facilities to house early care and education programs can be a costly undertaking, yet Colorado must be strategic and diligent in ensuring that child care supply meets demand for services.

Who Benefits?

Everyone will benefit from this new approach. Families will benefit by having greater access to child care assistance, and a coordinated system that can meet their complex and varied needs. Children will benefit by having the opportunity to participate in a high quality early childhood care and education *system*, not just one preschool or Head Start program that they were able to attend for ten months for one year of their life. The early childhood system that we envision will be able to provide a continuum of services, supports for families and children that begin in the very first months of life through kindergarten entry. Communities will benefit by being actively involved in planning and implementing a comprehensive service delivery system that can respond and adapt to their changing needs. Child care and early education programs will benefit by having one, coordinated system instead of multiple funders with duplicate sets of financial and program reports, performance standards, eligibility criteria, and so forth.

Teachers, directors, and staff will benefit by having access to a coordinated system of professional development that allows them to learn and grow and expand their employment opportunities in all sectors of the early care and education system. Government will benefit by seeing its funds spent in a coordinated, cost -effective manner - economic benefits come from eliminating the costs of separate bureaucracies, eliminating duplicative record keeping, monitoring, fiscal management, staff, equipment purchase, etc.

Colorado Child Care Brief

September 1997

SUMMARY

Child care is of major concern to Coloradans - the quality of child care is suspect, it is unaffordable to many working parents, and it is often unavailable. In a series of community-based focus groups held across the state in 1995, child care ranked third on the list of top concerns for participants; 52 percent of parent representatives identified child care as their top concern - more often than economic needs, housing, or any other issue. It is evident that the Colorado General Assembly is responsive to this issue: in the 1996 session, the legislature passed an $8 million child care income tax credit bill and an income tax check-off bill which will direct funds to improving program quality.

Concern about child care is being driven by several social and economic trends:

- American family life has changed dramatically - in Colorado, over 60 percent of mothers with children under the age of six are employed outside their homes.
- The passage of the federal welfare reform bill will place unprecedented demands on an already stretched-to-the-limit child care system.
- There is a growing body of research that shows high quality early education programs support the healthy development of at-risk children.

Colorado is recognized nationally for its aggressive work in child care -- the state has made great strides in addressing the need for quality, affordable and accessible child care. Over the past nine years, Colorado has created the Division of Child Care, in the Department of Human Services, which has co-located child care service functions in one location; established a community-based Child Care Resource and Referral system that last year helped 42,000 parents find child care; worked closely with the business community through the Business Commission on Child Care Financing; and put in place a nationally recognized career development model for teachers.

For four years in a row, Colorado was named one of the "Ten Best States for Child Care" by Working Mother magazine. This year, Colorado was selected as the state most committed to improving child care. In August 1997, the U.S. News and World Report headlined Colorado's child care efforts a "one state that tries to do it right.". These honors, however, may speak more to the inadequacy of child care nationally than to the high quality of child care in the state. A recent study conducted by economists at the University of Colorado at Denver found that 87 percent of Colorado's child care centers offer mediocre quality programs in which there is little opportunity for children to learn; nine percent of centers do not even meet a child's basic safety and health needs.

In addition to concerns about the quality of child care, parents have difficulty finding child care and paying for it. Working conditions for teachers in the field are dismal - they are the lowest paid professionals in the United States, making less than hair dressers, zoo-keepers and waiters. In addition, they are poorly trained and turnover is high. For owners and administrators child care is a difficult business to operate -- profit margins, at best, fall within a range of 2 to 4 percent. Additionally, the broader delivery system for early childhood education programs is fragmented and complicates efforts to improve child care services.

This brief provides an overview of the child care system in the state, describes key issues related to the affordability, availability and accessibility of quality child care, and outlines ongoing initiatives.

OVERVIEW: CHILD CARE IN COLORADO

In Colorado, over 177,000 children under six have all parents working. Of those children, 130,000 are being served in licensed child care programs; the other 47,000 children may need care that isn't available in licensed facilities. Under the workforce provisions in the newly enacted federal welfare reform bill, over the next four years, the system can anticipate an increase of 40,000 children whose parents are not now in the workforce.

There are 1,830 licensed child care centers and 6,206 licensed child care homes in Colorado, most of them concentrated along the Front Range.

process; rewritten rules and regulations; and increased the number of low-income children receiving financial assistance for child care.

- The Division of Child Care is working to computerize child care licensing files so that parents can have access to provider records. This accessibility, starting January 1997, will give parents greater control over the quality of child care programs in which they enroll their children.

- A statewide system of community-based child care resource and referral agencies has been established to help parents become informed consumers of child care. Last year, this system helped over 42,000 working parents find child care.

- The Colorado Preschool Program was established in 1988 to address the needs of four-year-olds. This year, 8,500 children will be served.

- The Colorado Children's Cabinet is comprised of representatives from the state's human services, health and education agencies that deliver or influence policy related to young children. The Children's Cabinet acts as a resource to the Governor and his cabinet in directing the development of policies and programs on young children and families, including child care.

- An easy to use, step-by-step guide has been developed to assist communities in their efforts to develop comprehensive local plans for early care and education.

- The Head Start-State Collaboration Project has been working with local communities to provide high quality wrap-around child care for Head Start children.

- An Early Childhood Career Development System is being put in place to address the staffing crisis in child care. The system seeks to simplify access and increase opportunities for teachers to get specialized training, to coordinate credit transfer among voc-tech, two-year and four-year institutions, and to develop a professional credential based on job experience and training.

NEW INITIATIVES

Several relatively new initiatives are underway to step up Colorado's efforts on the child care agenda.

- Colorado Quality Standards for Early Childhood Programs have been developed based on extensive public input. These standards provide a set of program standards that could be used by all programs, regardless of setting.

- Legislation passed this year, establishing Consolidated Child Care Pilot Programs, will allow 12 communities across the state to blend child care subsidy money and Colorado Preschool Program dollars to give communities greater flexibility in creating early education systems that meet the needs of families.

- In 1997, the Governor earmarked $2 million through the Department of Local Affairs to help communities renovate or build child care centers in rural areas across the state. In addition, the Department of Human Services has made $1.5 million available to county departments of Social Services to increase child care slots for low-income families.

- Legislation passed last year, establishing a Neighbor-to-Neighbor Training and Education Pilot Program in DHS, seeks to train welfare recipients to be child care workers. DHS has issued requests for proposals from local public or private community-based agencies to train and educate welfare recipients.

- The Governor has just appointed a Colorado Commission on Early Childhood Care and Education to identify barriers to delivering quality, affordable child care services, and to make recommendations on how those barriers can be "busted."

- The Bright Beginnings child care subcommittee has published a resource guide for employers on "family-friendly" workplace policies. Bright Beginnings has hosted several child care meetings with employers across the state. The second annual statewide employer summit on child care is being planned for May 1998.

- The Head Start-State Collaboration project has completed a planning process to develop consensus around an integrated early care and education system in Colorado. This process attempted to tackle all of the difficult systems issues including the need to consolidate programs, licensing, standards, pay scales and requirements for teachers, etc., and will get needed buy-in of publicly funded and private providers to make fundamental changes to the way services are delivered.

- As part of Colorado's work on career development for teachers of young children, a non-traditional, early childhood credential is being developed that provides incentives to teachers to upgrade their skills and knowledge. This voluntary credential will be a source of professional recognition without depending exclusively on academic coursework.

- The T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood Project will bring over $75,000 from private sector donations into the state for training. In addition, Colorado has received a new Head Start grant of $50,000 to expand the T.E.A.C.H. scholarships. T.E.A.C.H. provides scholarships for early childhood staff to complete college course work in early childhood education. The unique aspect of this project is that it links education and compensation. The program establishes a partnership between the participant and the sponsoring early childhood program that provides a bonus or raise when the participant completes the training.

- In June 1996, Colorado received a $217,000 grant from the National Service Corporation to establish a Colorado Child Care Corps. The 15 Corps members have been placed in child care resource and referral agencies around the state. They serve to assist communities in identifying the need for child care, recruit new providers into the field, and assist providers through the licensing process.

Prepared by First Impressions, Governor's Office

Family - child care policy - general

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Memorandum To: Elena Kagan
Deputy Assistant to the President for Domestic Policy

From: Jeff Viohl
Federal Liaison

Date: January 8, 1998

Subject: Child Care/Early Learning Initiatives

cc: Fred DuVal
Emily Bromberg

Thanks for the conference call briefing and one-page summary you provided governors' representatives yesterday on the Administration's new child care and early learning initiatives. It was very helpful to receive this information in a timely manner.

I have enclosed for your information some background materials on initiatives Governor O'Bannon has undertaken in Indiana to promote programs similar to some of the President's proposals. Specifically, I have included information on the Indiana Child Care Fund(public/private partnership for improving the quality of child care in Indiana), T.E.A.C.H. Early Childhood(to provide scholarships and continuing education for child care providers) and Safe Haven Schools(before- and after-school grants to improve educational achievement and combat violence and substance abuse.

As you work to achieve implementation of the President's federal initiatives, I urge that you keep in mind programs already underway at the state level that may complement and strengthen your efforts.

OFFICE OF THE GOVERNOR
INDIANAPOLIS, INDIANA 46204-2797

FRANK O'BANNON
GOVERNOR

For release after 9:30 a.m. Tuesday, December 2, 1997

O'Bannon unveils new fund to make child care better, more available

Child care that's better and more available. That's the goal of a new public-private partnership announced today by Governor Frank O'Bannon.

"More than 60 percent of Hoosier families regularly have children in day care," O'Bannon said. "For the sake of those children, and their families, and all the rest of us, too, accessible, affordable, high-quality child care is essential."

That's why the Governor joined with corporate chieftains from throughout the state to unveil the Indiana Child Care Fund. They spoke at the Children's Museum of Indianapolis.

"Each contribution is an investment in our children's future and in our state's future," O'Bannon explained. Recent research, he pointed out, shows that *most of the growth and "wiring connections" in the brain occur during the first three years of life, and can be enhanced by basic actions such as holding, reading to, and making eye contact with a child.*

As soon as next February, the Indiana Child Care Fund will distribute child care "tool kits." These information packets will help community planners outline how family-friendly efforts including child care support can make a business more productive. They will also guide businesses—both large and small—to resources for establishing their own programs, all to increase both the quality and availability of child care throughout Indiana.

Coming later will be an early childhood project called TEACH (Teacher Education and Compensation Helps), an initiative to improve the caliber of

child care by providing scholarship opportunities for those who work in a
variety of child care settings. Organizers hope TEACH will also increase the

-more-

pay and reduce turnover among child care workers.

The corporate members of the new partnership will sponsor the "tool kits" and get TEACH rolling. Earlier this year the state channeled $3 million in grants to community efforts to expand child care.

Judy O'Bannon, Indiana's First Lady, and Charlene Lugar, wife of U.S. Senator Richard Lugar, are honorary co-chairs of the Indiana Child Care Fund. Joining in today's announcement were the following leaders from business, health care, higher education, and philanthropic organizations:

- **Doug Bakken and Kenneth Gladish, Indiana Donors Alliance;**
- **Meredith Carter, Ivy Tech State College;**
- **Martha Lamkin, USA Group;**
- **Brenda S. Pitts, Cummins Engine Company;**
- **James Rogers, Cinergy/PSI Foundation;**
- **Carol Rolland, Lincoln National Insurance;**
- **Lorene Salsberry, The Dekko Foundation;**
- **Evan W. Steger, III, Ice Miller Donadio & Ryan;**
- **Peter V. Sterling, Children's Museum;**
- **Randall L. Tobias, Eli Lilly and Company; and**
- **Doctor John Williams, Wishard Health Services.**

Steven Hilbert, Conseco Corporation, was unable to attend.

"Each of these leaders understands that there is no more important resource in Indiana than our children," Governor O'Bannon said.

"There is no single 'right' way to balance the needs of work and family," added Randall Tobias of Eli Lilly. "The only way to tackle an issue as complex, as sensitive, and critical as child care is to pool the resources and the brain power of the entire community."

Doctor John Williams of Wishard Hospital said, "We see today's announcement as a logical extension of what we are doing at Wishard, and are indeed very proud to offer our expertise to child care providers, parents, and, more importantly, to the children themselves."

"We want to be the employer of choice," James Rogers of Cinergy/PSI explained. "We want to create a nurturing environment where employees can do their best – displaying greater commitment and motivation, and producing better quality work with less stress and turnover."

For details: Phil Bremen or Steve Campbell, 317-232-4578

Invest in our Children, Indiana.

It's important that we preserve our wetlands and protect our peregrine falcons. But ironically, we often overlook safeguarding our own next generation. And while any natural resource is important, there is none more important than the very lives entrusted to our care. The lives of Indiana's children. Their parents know it. And for the 60% of Hoosier households with parents working outside the home, accessible, affordable quality child care is the single issue responsible for more anguish than national defense, the economy and the environment combined.

The key indicators of child care quality are clear: a caregiver who knows about children – how they learn, how they develop, how to keep them safe. A caregiver the child can come to know and depend on.

Yet, the reality is that over 70% of our children's caregivers have no formal education in child development. And in Indiana, the average yearly turnover of child care providers is over 40%. There is an urgent need for higher quality care for infants and toddlers – a group that is particularly vulnerable to poor quality care.

Child care is an issue for businesses as well. High quality child care allows parents to be able to focus on their work. Unplanned absence and turnover are reduced, and employees are more effective when assured that their children are in a healthy and safe environment.

Research studies tell us that high quality child care is nurturing to children. It can positively shape the way they think, learn and behave for the rest of their lives. But there is also chilling evidence of the impact of poor quality child care on our children's safety and development.

We want to improve the quality and availability of child care in Indiana. Join us to help protect Indiana's most precious natural resource – our children.

INVEST IN OUR CHILDREN, INDIANA...

The Indiana Child Care Fund

A group of Indiana leaders came together in 1995 to form a unique public/private partnership to address the critical issues of quality child care for our state's working families.

The fact that these leaders have come together at this time to focus on this issue is unprecedented. This partnership unites business, government, health, education, community networks, foundations and legal communities in an effort to respond to the child care issues that face local communities.

Through a three year needs assessment process, communities throughout Indiana have identified the lack of available, accessible and affordable high quality child care as the most crucial issue families face today. Parents' greatest concern, as they attempt to balance family and work, is the uncertainty of knowing whether their young child is in a healthy and safe environment.

The purpose of the Indiana Child Care Fund is to turn contributions into investments in the future of child care in Indiana. Our focus is on improving the quality of care and leadership in child care centers, family child care facilities, early childhood programs, and school age programs.

INDIANA
CHILD
CARE
FUND

T.E.A.C.H.

Early Childhood Project

Purpose

- To provide educational scholarship opportunities for people working in licensed child care centers and family child care homes;
- To increase the knowledge base of early childhood professionals working with young children, thus improving the care these children receive;
- To encourage child care programs to support the continuing education of their staff;
- To provide increased compensation that is directly related to increased education;
- To reduce staff turnover by supporting the above goals while also requiring from participants a one year commitment to child care after their scholarship year;
- To provide a sequential professional development path for teachers, directors and family child care home providers currently in the field; and
- To create a model of partnership for improving the quality of care that children in child care programs in Indiana receive.

Scholarship

- The T.E.A.C.H. Early Childhood (Teacher Education And Compensation Helps) Project provides scholarships for early childhood professionals, who work full time, to return to school part time as they work towards a Child Care Credential, a Child Development Associate (CDA), an Associate or Bachelor Degree in Early Childhood Education or to become an Early Childhood Model/Mentor Teacher;
- Each scholarship recipient receives a certain amount of money to help with the costs of college tuition, books, and travel; on some programs, recipients also receive paid release time.
- Scholarships are based on the principle of partnership with the participant, the sponsoring child care program and the T.E.A.C.H. Early Childhood Project all sharing in the cost.

Commitment

- Participants make a commitment to remain their sponsoring child care center or home for at least 6 months to a year beyond the contract period.

Compensation

- All participants receive a salary increase through either a raise or bonus after completing a certain amount of course work following the contract period.

Successes of the T.E.A.C.H. Model

- In North Carolina, over 2,390 teachers, directors and family child care providers have completed a Child Care Credential on a T.E.A.C.H. Early Childhood Scholarship.

- A study of a group of teachers on the Early Childhood Associate Degree Scholarship Program indicated gains in scores that measure a teacher's understanding of appropriate practice with young children and in the quality of their classrooms.

INDIANA'S "SAFE HAVEN SCHOOLS" PROGRAM

Need: Many parents have to be at work before classes begin or after school lets out each day. Too often there is no place for their kids to go where that time can be spent safely and productively. Too often students with nothing to do turn to drugs and crime. National studies tell us that juvenile crime is at its peak between 2 o'clock in the afternoon and 7 o'clock in the evening - the idle time after school when too many kids are roving the streets.

We need to provide alternatives to that life on the streets; alternatives which offer kids opportunities to learn and grow in healthy environments. Each child is entitled to a safe, positive environment; a chance to grow to the fullest extent of the child's ability; and the opportunity and encouragement for each child to be an important and successful participant in our schools.

By making more use of the school building beyond normal class hours, we can create a safe alternative for students, and at the same time help parents become more involved with their children in the school setting.

Record:

Governor Frank O'Bannon and Lt. Governor Joe Kernan fought to include $6 million for the Safe Haven Schools program in their biennial budget. The Safe Haven program enables participating schools all around Indiana to stay open longer hours, preferably 7:00 a.m. to 9:00 p.m. The extended hours programs feature efforts to reduce violent behavior and drug and alcohol abuse, and to improve academic performance.

Since September, 28 schools in 18 counties have developed safe haven programs making extended hours programs available to over 220,000 Hoosier students. These schools have taken the $3 per student awards and fashioned innovative programs to help students combat drugs and improve academic performance.

Another 288 schools with over 770,000 students have applied for $1.32 million in grants for programs to commence in the future.

For immediate release Tuesday, October 7, 1997

O'Bannon unveils Safe Haven school grants
in Pike Township, Fort Wayne, Gary

Governor Frank O'Bannon today visited schools in Indianapolis, Fort Wayne, and Gary to announce the first Safe Haven grants, designed to help school systems provide secure, supervised constructive surroundings for children before and after the normal class day. O'Bannon went to:

- Guion Creek Middle School, Pike Township, Indianapolis, which offers the respect-building "Boys II Men" program until 9 p.m. each Friday. It will use the new funding to add a similar program for girls till 9 p.m. each Tuesday, and offer supervised before-school study time at 7 a.m. each school day;

- Weisser Park Elementary School, Fort Wayne, whose grant will be channeled into tutoring, arts, and recreation_for neighborhood youth as well as its own students from all over the city_in conjunction with a new teen center being built next door (7 a.m.-6 p.m.); and

- Roosevelt High School in Gary, which will use its Safe Haven dollars for an entrepreneurship program after school and during the following summer. It should help students learn about community needs, set goals, work together, and develop useful work habits as student teams design and create school-based businesses or socially-responsible community projects. The school also hopes to use some of the funds to train students in the law, preparing them_among other things_to sit on a peer court to sit in judgment on the minor misconduct of fellow students.

Safe Haven grants are being awarded so far to nearly two dozen school corporations in a total of 18 counties, with more to come. During their additional hours, participating schools will offer programs to steer youngsters away from violent behavior and drug and alcohol abuse, and toward greater academic success. Safe Haven is administered by the Indiana Criminal Justice Institute.

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"The state has given local school systems a chance to pinpoint their needs and design their own responses," Governor O'Bannon said. "With the limited funds available at the outset of this program, schools all over Indiana have come up with a variety of creative plans to safeguard and nurture their students outside the normal class day."

The Indiana General Assembly has budgeted $6 million for Safe Haven during this school year and the next. Each school is required to match 20 percent of the state contribution. The first wave of grants awarded by the Criminal Justice Institute is for more than $500,000.

Here are some of the other programs approved so far.

Allen County: Washington-Study Elementary School, Fort Wayne, expanding the current after-school hours from 4:30 till 7:30 p.m. with programs including tutoring, conflict mediation, and martial arts.

Floyd County: Lafayette Elementary School, Floyds Knobs, remaining open till 6 p.m. each school day for innovative, learning-enrichment child care. Open to St. Mary's of the Knobs Elementary students as well. Limited to the first 100 students who apply.

Marion County:

Perry Township: Winchester Village Elementary School, adding parental-involvement activities and expanding the current before- and after-school child care to enrich learning and build self-esteem;

Speedway: Wheeler Elementary School, with transportation provided from Speedway's other three elementary schools. Homework assistance, guidance in conflict resolution and problem solving, and activities including parents. Public funding supplemented by fees on a sliding scale.

Warren Township: Eastridge Elementary School, opening 6-9 p.m. Monday-Wednesday with classes for students and parents; Grassy Creek Elementary School, outreach to at-risk students and their families; Renaissance School, initiating classes between 2:30 and 5:45 p.m. daily, emphasizing basic academic skills, life skills, and school-to-work transition. For students in grades 6-12.

Washington Township: Fox Hill, Greenbriar, Harcourt, Nora, and Spring Mill elementary schools, all adding a half day of child care to the current half day of kindergarten for at-risk pupils, emphasizing conflict resolution and self-esteem building.

-more-

Monroe County: Clear Creek, Fairview, Highland Park, Templeton, and University elementary schools in Bloomington, providing decision-making and social-skills programs for at-risk youngsters within the current extended day (6:45 a.m.-6 p.m.).

Porter County: All eight elementary schools of the Valparaiso Community Schools, providing "safe haven scholarships" for children of families who cannot afford the after-school programs already in place. Till 6:30 p.m. each school day.

St. Joseph County:

South Bend: Coquillard, Darden, Harrison, Jefferson, Monroe, and Muessel elementary schools, each opening before classes (6:30-8:05 a.m.) to provide homework and studying assistance to 30 low-income students. Program includes free bus transportation to their home schools. (Harrison will also teach academic, athletic, and social skills after school Monday-Thursday.)

South Bend: Jefferson School, expanding from two to four days each week its after-school remediation and activity programs (2:30-3:45 p.m.). For grades 3-6.

Vanderburgh County:

Evansville: Washington Middle School, expanding the current after-school hours from 6 p.m. to 8 p.m. two days a week. Programs will help students resist unwholesome peer pressure and offer mini-courses to promote educational progress.

Evansville: Perry Heights Middle School, giving students supervised after-school access to computers and video equipment to gain technical proficiency and work creatively and cooperatively.

Evansville: Thompkins Middle School, offering a variety of skills and activities (from art to consumer science to weight training) between 2:45 and 5 p.m., two afternoons each week, in four, five-week cycles.

Vigo County: Deming Elementary School, Terre Haute, remaining open till 9 p.m. each school day. Offerings will include reading and computer literacy, anti-violence behavior management, and drug-abuse prevention training.

For details: Phil Bremen or Steve Campbell, 317-232-4578

SAFE HAVEN/SCHOOL $ AWARDS - 1ST DRAW	10/7/97		
COUNTY/SCHOOL SYSTEM	NUMBER OF STUDENTS	AMOUNT AWARDED	TOTAL AWARDED PER CHOOL SYSTEM
ALLEN CO			
Ft Wayne Comm Schools	31727		$64,771.00
Washington Study Elem Sch		$16,000.00	
Wesser Park/Young Elem Schs		$48,771.00	
CLARK CO			
Greater Clark Co Schools	9879		$31,345.00
Maple Elem Sch		$7,645.00	
Parkview Middle Sch		$23,700.00	
DEARBORN CO			
South Dearborn Comm School Corp	3126	$3,744.00	
Mooreshill Elem			
DUBOIS CO			
Northeast Dubois Co Sch Corp	1033	$3,099.00	$3,099.00
ELKHART CO			
Elkhart Comm Schools	12454	$36,000.00	$36,000.00
Mary Beck			
Hathorn			
Beardsley			
Roosevelt			
Monger			
FLOYD CO			
New Albany-Floyd Co Cons Schs	11503		$42,622.00
New Albany-Floyd Co Safe Schs		$42,622.00	
KOSCIUSKO CO			$17,334.00
Warsaw Comm Schools	6323	$17,334.00	
Lakeview Middle School			
LAKE CO			$65,037.00
Gary Comm School Corp	21679	$65,037.00	
Roosevelt High School			
MARION CO			
MSD Perry Twnsp	11831	$27,300.00	$27,300.00
Winchester Village Elem			
MSD Pike Twnshp	7595	$12,755.20	$12,755.20
Guion Middlecreek Middle Sch			
MSD Washington Twnsp	10093	$30,000.00	$30,000.00
Fox Hill Elem			
Greenbriar Elem			
Harcourt Elem			
Nora Elem			
Springmill Elem			
School Town of Speedway	1522	$4,566.00	$4,566.00
MONROE CO			
Monroe Co Comm Sch Corp	10555	$31,665.00	$31,665.00

MONTGOMERY CO				
South Montgomery Comm Sch Corp	2032	$1,600.00	$1,600.00	
PORTER CO				
Valparaiso Comm Schools	6009	$16,000.00	$16,000.00	
Central School Elem				
Cooks Corner Elem				
Flint Lake Elem				
Hayes Leonard Elem				
Memorial Elem				
Northview Elem				
Parkview Elem				
T.J.E. Elem				
PUTNAM CO				
Greencastle Comm Schools	2127	$2,000.00	$2,000.00	
Tzouanakis Intermediate School			-	
ST JOSEPH CO				
Penn-Harris-Madison Sch Corp	9508		$18,360.00	
Byrkit Interlocal Sch		$6,360.00		
Schmucker Middle Sch		$12,000.00		
South Bend Comm Sch. Corp	20951	$62,853.00	$62,853.00	
Harrison Elem				
Jefferson				
S BenD Sch Corp Safe Schools		$22,000.00	$22,000.00	
S Bend Comm Sch Corp Day Care				
SULLIVAN CO				
Southwest School Corp	2051			
Carlisle Elem/Jr High Sch		$7,500.00	$7,500.00	
SWITZERLAND CO				
Switzerland Co School Corp	1622	$4,000.00	$4,000.00	
Jefferson-Craig Elem				
VANDERBURGH CO				
Evansville-Vanderburgh Sch Corp	23763		$30,000.00	
Perry Heights Middle Sch		$10,000.00		
Thompkins Middle Sch		$10,000.00		
Washington Middle Sch		$10,000.00		
VIGO CO				
Vigo Co School Corp	16913			
Vigo Co Safe Schools		$25,000.00	$25,000.00	
TOTALS:	224296	$559,551.20	$555,807.20	

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May 19, 1997
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