

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	FLOTUS, Wednesday, January 28, 1998 [partial] (3 pages)	01/28/1998	b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Jennifer Klein
OA/Box Number: 13529

FOLDER TITLE:

Hartford [2]

2014-0536-S

kc1544

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]

Withdrawal/Redaction Marker

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**SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998**

FINAL*

WASHINGTON, D.C./HARTFORD, CONNECTICUT/WASHINGTON, D.C.

TRAVELING PARTY: THE FIRST LADY
KELLY CRAIGHEAD
JENNIFER KLEIN
MARSHA BERRY
JULIE MASON
BARBARA KINNEY

HARTFORD

LEAD ADVANCE: ERICA ROSE ROOM 1811
HARTFORD SHERATON
860/728-5151 PHONE
860/240-7247 FAX

SITE ADVANCE: WHITNEY WILLIAMS ROOM 1204

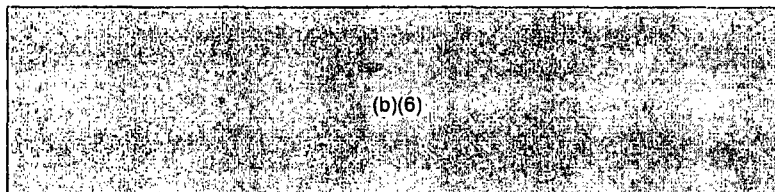
PRESS ADVANCE: STEVE GRAHAM ROOM 510
888/210-9288 PAGER
305/205-5265 CELL

SCHEDULER: WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
202/518-8209 HOME
800/759-8888 PAGER
PIN #216-8184

PREV RON

The White House

6:15am



8:02am - **LIVE INTERVIEW ON "GOOD MORNING AMERICA"**
8:19am Diplomatic Receiving Room
Interviewer: Lisa McRee
ABC CAMERA ONLY/WH PHOTO

Contact: Marsha Berry 202/456-2960

8:20am - **DOWN TIME**
10:00am

[001]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998
PAGE 2

10:00am **DEPART** South Portico
 EN ROUTE Andrews Air Force Base
 [drive time: 20 minutes]

MOTORCADE MANIFEST:

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, KINNEY, KLEIN, MASON

10:20am **ARRIVE** Andrews Air Force Base

10:35am **WHEELS UP** Andrews Air Force Base
 EN ROUTE Hartford/Bradley International
 [flight time: 50 minutes]

11:25am **WHEELS DOWN** Hartford/Bradley International
 Hold: Lt. Commander McCusker's Office
 Phone: 860/292-2360
 Fax: 860/292-2333

GREETERS: Attorney General Richard Blumenthal
 Secretary of State Miles Rapoport
 and son Jeffrey Luciano
 Deputy Comptroller Mark Ojakian
 Deputy Mayor Frances Sanchez
 Senate Majority Leader George Jepsen

11:40am **DEPART** Hartford/Bradley International
 EN ROUTE
 Trinity College Community Child Care Center
 [drive time: approx. 25 minutes]

(b)(7)e

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JANUARY 28, 1998

PAGE 3

12:05pm **ARRIVE** Trinity College Community Child Care Center

GREETERS: Diane Zannoni, Acting Director,
Trinity Child Care Center
Evan Dobelle, President, Trinity College
Kevin Sullivan, VP, Trinity College

12:10pm - **CHILD CARE CENTER VISIT**
12:30pm Trinity College Community Child Care Center
Hold: Main Office
Phone: 860/297-5291
Fax: 860/299-5268
POOL PRESS/WH PHOTO

FORMAT:

- Diane Zannoni escorts The First Lady and Representative Kennelly to various children's activity stations.
- The children sing a song.
- Upon conclusion of the song, The First Lady and Representative Kennelly join an arts and crafts station for drawing.

PARTICIPANTS:

The First Lady
Representative Barbara Kennelly

12:30pm **DEPART** Trinity College Community Child Care Center
EN ROUTE Mather Hall
[drive time: 5 minutes]

MOTORCADE MANIFEST:

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, KINNEY, KLEIN, MASON

GUEST VAN 1: KENNELLY, DOBELLE, SULLIVAN

12:35pm **ARRIVE** Mather Hall
PROCEED to Panelist Meet and Greet

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998
PAGE 4

12:35pm - **PANELIST MEET AND GREET**
12:45pm Terrace Room C
Mather Hall
CLOSED PRESS/WH PHOTO

FORMAT:

- Informal meet and greet with child care panel participants.

12:50pm - **CHILD CARE PANEL DISCUSSION**
2:20pm Washington Room
Mather Hall
Trinity College
Hold: Women's Center
Phone: 860/297-2408
Fax: 860/297-5206
OPEN PRESS/WH PHOTO

FORMAT:

- Evan Dobelle, President, Trinity College, makes welcoming remarks, and introduces The First Lady and Representative Kennelly on stage.
- Evan Dobelle then introduces Elaine Zimmerman as the moderator and turns the program over to her.
- Elaine Zimmerman introduces Representative Kennelly who makes brief remarks.
- Representative Kennelly introduces The First Lady who makes brief remarks.
- Elaine Zimmerman introduces the panel and facilitates the discussion.
- Audience Q & A follows discussion.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998
PAGE 5

- Upon conclusion of Q & A, The First Lady and Representative Kennelly depart.

PARTICIPANTS:

The First Lady
Representative Barbara Kennelly
Elaine Zimmerman, Executive Director,
Connecticut Commission on Children (Moderator)
Ed Zigler, child care expert, Yale Psychology Dep.
Angela Crowley, R.N., Yale School of Nursing
David Carson, CEO, People's Bank
Dr. Eddie Davis, Superintendent,
Manchester School System
Pam Ryder, Director,
Mother Goose Child Care Center
Lisa Edmunds, mother of 3 year old,
Kindergarten teacher
Joyce Thomas, Commissioner,
Connecticut Social Services

2:25pm -
2:35pm

STUDENT DROP-BY
Cafeteria
Mather Hall
POOL PRESS/WH PHOTO

FORMAT:

- A stand-up microphone will be available for brief remarks.

PARTICIPANTS: 600 Trinity students

2:40pm -
3:00pm

MEET AND GREET
Hamlin Hall
Mather Hall
CLOSED PRESS/WH PHOTO

FORMAT:

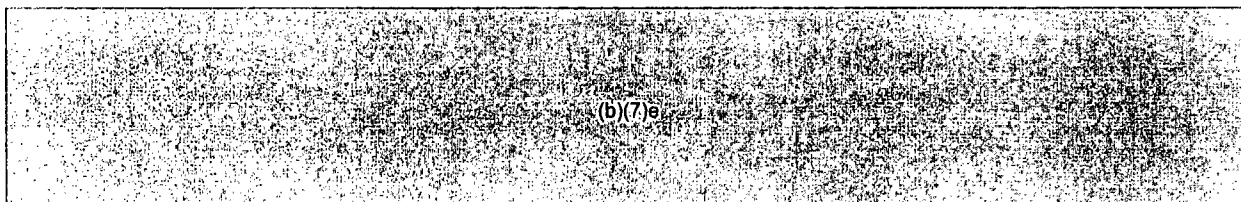
- Photo receiving line

PARTICIPANTS: approximately 40 people

[001]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998
PAGE 6

3:00pm **DEPART** Trinity College
 EN ROUTE Hartford/Bradley International
 [drive time: 25 minutes]



3:25pm **ARRIVE** Hartford/Bradley International

3:45pm **WHEELS UP** Hartford/Bradley International
 EN ROUTE Andrews Air Force Base
 [flight time: 1 hour, 5 minutes]

4:50pm **WHEELS DOWN** Andrews Air Force Base

5:05pm **DEPART** Andrews Air Force Base
 EN ROUTE the White House
 [drive time: 20 minutes]

MOTORCADE MANIFEST:

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, KINNEY, KLEIN, MASON

5:25pm **ARRIVE** the South Portico

RON The White House

WEATHER FOR WASHINGTON, D.C.: Cloudy with morning showers,
becoming mostly cloudy with a chance of isolated showers in the
afternoon. Wind northeast to north at 10 to 15 knots. High 45.
Low 35.

WEATHER FOR HARTFORD, CT: Mostly cloudy. High 39. Low 25

WASHINGTON, D.C. EVENTS:

THE KENNEDY CENTER

- Dreamgirls
- National Symphony Orchestra
- Washington Opera - L'Elisir D'amore
- Shear Madness

Manchester Public Schools
45 North School Street
Manchester, Connecticut 06040

Office of the Superintendent
Phone: 647-3441
Fax: 647-3327

DATE: January 27, 1998

TO: Neera Tanden

FROM: Eddie L. Davis
Superintendent of Schools

RE: Thoughts/Comments on Early Childhood Education

The foundation for successful early childhood education is the collaboration between school, parents and community.

With a mission of: Success For All Children from committed adults who put Children First, through the belief of a Fresh Start, which will assure a Brighter Future.

Best Practices:

- Community commitment to quality child care
- Parental participation and adult education
- Public schools linked to community preschool programs
- Success is through collaboration
- Leadership from decision-makers
- Prevention is cost-effective
- Foster family growth and development

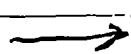
Important to Schools:

- Early childhood assures that a child
 - will be ready for school
 - the school will be ready for the child
 - develops verbal skills, reading and writing skills
 - will develop social skills
 - will not need special education
 - will be healthy

1-27-98

My name is Lisa Edmonds. I am 33 yrs. old. I live in Suffield Connecticut with my husband Kevin and two daughters Whitney 9 yrs. old and Myra 3 yrs. old. I work at Parkville Elementary School in Hartford. My husband is an insurance broker.

Both of my children were born premature due to my toxemia. I was able to stay home with my first born but I had to return to work after my second child. Myra was 1 pound and 9oz. at birth. My first challenge was to nurse her back to health. My second challenge was to find a quality daycare that would be able to accommodate my daughters special needs. I found this program at the Women's League Inc. The Women's League has been in operation since 1917. It is the oldest childcare program in Hartford. I consider the Women's League to be a quality daycare because it is affordable, the teachers have their degree in Early Childhood Education, there is a ~~RN~~ (Nurse) on staff and a full-time social worker. 80% of the children's nutrition is received at the center. Before entering the center Myra would not eat solid foods. Now she is eating everything and doing well!



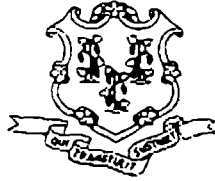
- 2 -

I would not have been able to return to work and be productive if it were not for this excellent daycare center.

Sincerely,

Lisa Edmonds
Lisa Edmonds

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

18 - 20 TRINITY STREET
HARTFORD, CONNECTICUT 06106
PHONE: (860) 240-0290
FAX: (860) 240-0248

FAX TRANSMITTAL

TO: Neera Tanden

FAX: 202-456-2878

FROM: ELAINE ZIMMERMAN

DATE: January 21, 1998

Number of Pages: (INCLUDING COVER SHEET) 17

Enclosed please find a summary of our School Readiness
Legislation detailed in the Newsletters. I look forward to working
with you.

UPDATE

School Readiness



The Connecticut Commission on Children Vol. 1 No. 1 October 1997

Newsletter on School Readiness Legislation

Overview of the School Readiness Legislation

By Elaine Zimmerman,
Executive Director, Connecticut Commission on Children

The School Readiness initiative passed this June was landmark legislation supported by the Governor, the Legislature, Commissioners of Education and Social Services and the public. With unanimous support, this legislation represents Connecticut's commitment to quality, equal access and growth in the interests of young children's health, safety and learning.

The legislation is touted nationally for its pooling of funds, upholding of quality standards, commitment to a career ladder and training for providers, as well as financing of growth through significant low interest funds.

Key components of the legislation include:

Children's Ages— Provide a preschool program for both three and four year olds. Most states have expanded only to four year olds.

Full Access— Provide a program for families across incomes with a sliding scale mechanism to allow both state and personal payments.

Pooling of Funds and Resources— Provide school readiness dollars that can be wrapped around child care dollars to provide a full day opportunity for children.

Contemporary Time Frames— Stress priority for full day, year round programming to address both the child's learning needs and workforce trends.

Service Integration— Require linkages to health care, literacy, parent involvement, employment and job training, addressing the needs of the whole family in the interests of the child's learning.

Parent Involvement— Encourage participation from parents as key decision makers for their children. Service providers are expected to work in partnership with parents

Transition to Elementary School— State that each school readiness plan must prepare for transition to ensure that the gains of preschool do not get lost upon entry to kindergarten or the early grades.

Quality— Stress that preschool programs must be accredited or in the process of accreditation with National Association for the Education of Young Children (NAEYC), Head Start standards or other like standards determined by the SDE. The Department of Social Services will give more dollars to programs reflecting excellence through these national standards.

Local Coordination and Planning— Establish school readiness councils to determine the assets, gaps and needs within community. They report to the mayor and superintendent of schools who submit the local plan to the state.

A Career Ladder and Accreditation Training— Support a career ladder to have work experience, training and diverse courses as part of a substantive career path. Programs will be assisted towards accreditation through five accreditation sites throughout Connecticut.

Health Care is part of Early Care and Education

Acknowledge that health needs and care giving are better coordinated through the care givers asking and reporting on Early, Periodic Screening and Diagnostic Treatment (EPSDT) screens of the preschoolers. We will soon know which children have had medical screens and which have not, speeding up health access and intervention.

Safety— Protect parents and children from undue anxiety through a series of worker criminal background checks to protect children from child abuse.

Upgrades and Expansion— Make low interest loans available for small, medium and large building and renovation goals to uphold excellence, increase openings and expand programming. The business sector has joined in a public-private partnership with the state to grow the early care and education industry.



School Readiness **UPDATE**

What Every School Readiness Council Should Know When Developing Its Two to Five Year Plan

By Thomas D. Ritter, Speaker of the House

Landmark Legislation

I am extremely proud of Public Act 97-259 An Act Concerning School Readiness. This landmark legislation is the response to what many parents, educators and government leaders know is needed in terms of early care and education. It is the result of a huge, personal investment by many people including child care providers, legislators, staff members from the Departments of Social Services and Education and it is bound to make a difference in the lives of our youngest citizens. I believe the success of this School Readiness initiative is now up to the local School Readiness Councils that are being organized throughout Connecticut.

School Readiness Council Membership

In my opinion, one of the key components of an effective local School Readiness Council is wide representation from all sectors of the community. Representatives



from local for-profit child care centers, child care programs associated with religious organizations and family day care homes, schools, libraries, the health care and business communities together with parents can make significant contributions to your local School Readiness plan.

Large and Small School Readiness Councils

Connecticut's fourteen larger cities, the priority school district cities, have already organized their School Readiness Councils. Other smaller municipalities, those with one or more severe need schools applying for the competitive grants, have also organized local or regional School Readiness Councils. But, all communities that care about improving and expanding programs for pre-school children should form a local or regional School Readiness Council. I would urge any municipality that may not be awarded a competitive grant this year to plan ahead and

organize a School Readiness Council. Your planning will be extremely helpful to your community and should enhance your competitiveness in future funding rounds.

Five Year Funding Plans

As local School Readiness Councils prepare their "Planning and Implementation Submission" for years 2, 3, 4 and 5, it may be helpful to know that the General Assembly planned that funding increases would be phased in over a five year period at 20% per year. Funds have been appropriated for the first two of these five years using this 20% per year phase-in for:

- the Department of Education early education component, and
- the Department of Social Services (DSS) Early Care "Wrap-Around."

While planning for years 3, 4, 5, remember that the 20% increases planned for in 1997, can only be appropriated by the General Assembly in Fiscal Years 2000-2002. But, in my opinion, it would be reasonable for your council's plan to reflect this planned increased level of state funding for years 3, 4, 5.

Capacity Expansion

Many cities will only be able to expand early care and education capacity in years 2, 3, 4, 5 by constructing additions to existing programs or building new child development centers. For these cities and programs the child care financing provisions of the School Readiness legislation will be a critical component of your 2 - 5 year plan.

The School Readiness legislation created three loan programs with an initial lending capacity of approximately \$70 million dollars. Seven major banks, the Department of Social Services, the Connecticut Health and Education Finance Authority (CHEFA), and the child care community have been charged with forming a new Child Care Loan Fund which will administer these loan programs. While the details of this new Child Care Loan Fund are still being worked out, it is important that each School Readiness Council fully appreciate how important this new source of financing can be to realizing your School Readiness goals. Your plan can access:

- CHEFA tax exempt bonds financing approximately \$50 million;
- Loan guaranteed by CHEFA (20% to 50%) with an initial lending capacity of \$10-20 million; and
- direct loan fund for loans up to \$10,000 which will be backed by an 80% CHEFA guarantee.

The School Readiness bill gives priority to those proposed loans supported by your School Readiness plan and which encourage "co-location" of School Readiness programs. Child Care financing can play a key role in expanding your cities child care capacity. It is also a vehicle for service integration.

I know this process has been intense in breadth and scope. Congratulations. The first year's work is closing and you will now have opportunity to design your 2 - 5 year plans your wish list for excellence for children.

School Readiness **UPDATE**

School Readiness Appropriations and Bonding

The Department of Social Services is responsible for the early care component of school readiness. The Department of Education is responsible for the early education component. Three and four year olds residing in the fourteen priority school districts* will receive an early education component with an early care component "wrap-around." New funding totaling approximately \$87.43 million for the first two years of a five year phase-in, is as follows:

School Readiness	FY 1997-98	FY 1998-99
■ Department of Education Early Childhood Program - Directs the use of education dollars to provide school readiness for 3- and 4-yr-olds in the 14 Priority School Districts and Priority Schools.	10,000,000	\$19,780,000
■ Department of Social Services Early Care "Wrap-Around"- directs the use of child care subsidy funds to provide early care services in the 14 priority school districts for 3 & 4 year olds.	\$8,780,000	\$17,560,000
■ DSS funding for state funded child care centers to provide child care services, increase rates paid to providers, increase the number of contracted child care slots in child development centers to be constructed.	\$8,760,000	\$12,420,000
■ Supplemental Quality Enhancement Grants- competitive grants awarded to local school readiness councils and child care centers to provide comprehensive services, buy educational equipment, enhance provider education, training and accreditation, and to conduct minor renovations for code compliance.	\$2,000,000	\$2,000,000
■ Regional Accreditation Project- funds five projects to assist licensed providers in becoming National Association for the Education of Young Children accredited.	\$600,000	\$600,000
■ Provider Training- funds grants/loans for training and resource and referral.	\$2,000,000	\$2,000,000
■ Provider Education- funds Connecticut Charts a Course, a career development program and scholarships administered by the Community Technical Colleges.	\$263,879	\$271,795
■ Provider Criminal Background Checks- funds criminal background checks of providers (may be transferred to the Department of Public Health)	\$100,000	\$100,000
■ Program Evaluation- funds a longitudinal study of child care and school readiness	\$100,000	\$100,000
■ Total Funds Appropriated	\$32,603,879	\$54,831,795

School Readiness Financing with the initial loan capacity of \$60 - 70 million:

1. Capitalizing Facilities- provides funds for debt service for the development of child care facilities through the Connecticut Health and Education Facilities Authority. This appropriation will service \$35-50 mil in tax exempt bond financing.	\$1,000,000	\$2,500,000
2. 1997 Bond Authorization for Guaranteed Loan fund State bonding will be transferred to CHEFA who will then issue loan guarantees of 20% to 50%. Seven banks will loan \$10 - 20 million to child care providers.	\$1,500,000	
3. 1997 Bond Authorization for Direct Revolving Loan Fund State bonding will be transferred to CHEFA, which will issue loan guarantees of up to 80% on loans up to \$10,000 made by seven banks. This will allow banks to loan up to \$2.5 million.	\$750,000	
4. Grants-in-aid for neighborhood facilities: child day care projects; elderly centers, multipurpose human resource centers, domestic violence shelters, homeless emergency shelters, and food distribution facilities. Since this very limited state bonding can be used for purposes other than child care, it is not included in total.	\$4,000,000	\$4,000,000

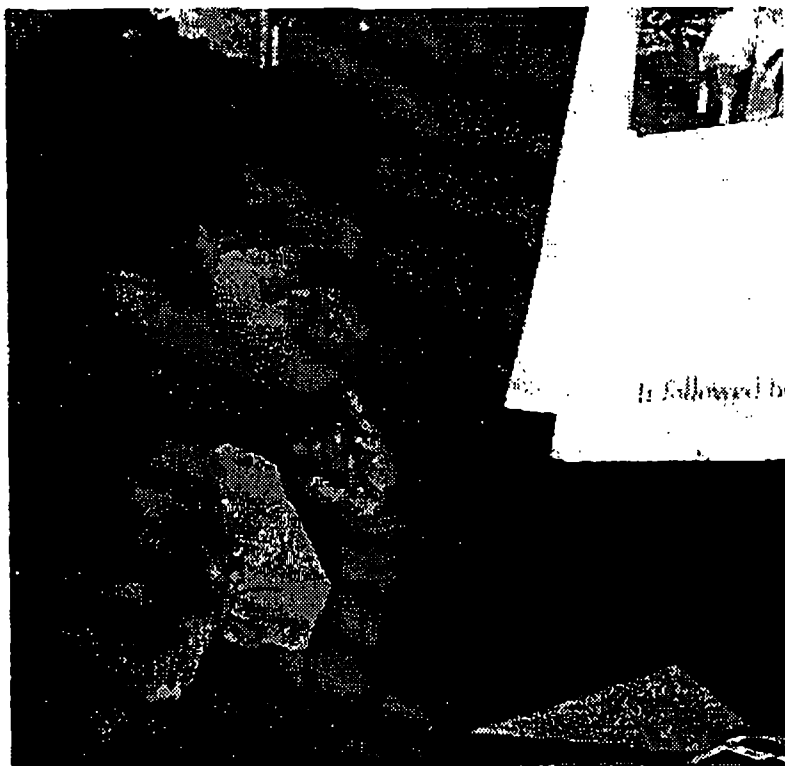
The fourteen priority school districts are: **Bridgeport, Hartford, New Haven, Waterbury, New Britain, Stamford, Norwalk, Danbury, New London, Middletown, Meriden, Bristol, Windham and East Hartford.**

Most of this budget information is contained in the 1997-99 Connecticut State Budget, Table V, DSS Budget, page 436. See also Education Budget, pages 486 and 492. For bonding see page 431.

School Readiness **UPDATE**

A Sampler of Initiatives

These ideas have been taken from the RFPs that have been submitted at this time. As other councils submit proposals, we will update the Sampler.



New Britain seeks to increase staff training in the use of screening instruments to provide earlier identification of special needs children. The district application requests a part time special education teacher to provide services.

Middletown seeks an early childhood coordinator to strengthen connections among providers, as well as between providers and community agencies.

Stamford is planning for building expansion. They have targeted a municipal building as the site for a new school readiness program which will fund 198 full year, full day slots. The city is establishing an Early Childhood Wellness Team to provide health services to children in full day, full year day care.

Danbury seeks to improve quality with a Quality Enhancement Committee comprised of area NAEYC accredited programs and other specialists. They will focus on training and technical assistance to meet the training needs and upgrade quality among early childhood education providers.

Windham practices true parent leadership by selecting parents to Co-Chair the School Readiness Council with an education leader. Priorities are outlined for children which includes language competency prior to starting school, parent support and home/school communication. Windham established a local maximum group/class size of 15 to ensure quality care and learning.

Hartford supports the hiring of a director and an administrative assistant for the School Readiness Council. The foundation recognized the quality of the work and success in coordination would be driven by a formal commitment to resources locally.

Opportunity for Growth

The school readiness legislation offers significant low interest loans for small, medium and large expansions. With the increase of over 27,000 children needing care in just the next two years, growth is projected in both programming and facilities expansion. Cities already looking into building expansion include New Haven, Danbury, Windham, Norwalk, Manchester, Hartford and Stamford.

Sample Structures for Long-Term Planning and Implementation

Middletown has set up school readiness planning committees to include: grant review, structure, community proposals, facilities, grant evolution, central quality enhancement and long term planning for years 2-5. An early childhood coordinator will work with the council to address quality and comprehensive services community wide.

Stamford has set up full day, full year readiness and child day care services to be coordinated through a child care provider network organized by the the Child Care Center.

Literacy

Stamford links child care with Reading is Fundamental. Teaching staff will discuss the importance of reading at parent conferences. There will be linkages for parents to literacy volunteers and the Board of Education's adult basic education courses. The children will go to the public library as a field trip.

Middletown will embark on a collaboration between the town libraries and Head Start. Children will receive library cards and books will be deposited for programs. Book lists will be designed and sent home with children. Children will receive book bags to bring to the library.

Long-Term Issues

Windham points to overall issues for consideration to include: funds for transportation, the development of a centralized clearing house which coordinates referrals and offers families simple point of entry assistance, consideration of family day care to address non-traditional work shift hours, standards for programming across systems, family literacy services, outcome evaluations, wage discrepancies and socio-economic integration of children.

School Readiness **UPDATE**

Building a Career Ladder

By Darlene C. Raggiozine, Professor and Coordinator of Early Childhood Education, Norwalk Community Technical College

The School Readiness legislation calls for a professional development plan for staff working with young children. Connecticut Charts-A-Course (CCAC) is a coordinated training system for career development in early care and education. Its goal is to ensure high quality early childhood programs by supporting professional development of the people who work with children.

Research consistently identifies a strong correlation between "the quality of child care services delivered to young children and the qualifications of the early care and education professionals who care for them." (Whitebrook, Howes & Phillips, 1989; Galinsky, Howes & Kontos, 1995)

CCAC promotes career pathways for early care and education professionals by recognizing the accumulation of their experience as well as their training. The components include:

- **Registry** - Records experience and training for early care and education professionals;
- **Training Approval Board (TAB)** - Establishes content and standards for non-credit training offered throughout the state as well as standards for those individuals who provide training;
- **Early Childhood Articulation Plan** - Articulates non-credit training to credit-based programs; transfers certificate and associate degrees to baccalaureate degree institutions offering Connecticut Early Childhood Teacher Certification.
- **Training Support Fund** - Provides scholarship assistance to income eligible practitioners who wish to obtain health and safety training towards Family Child Care licensing as well as the training towards the Child Development Associate (CDA) Credential.

■ Regional Accreditation

Facilitation Project - Provides assistance and incentives to early care and education settings to obtain accreditation by the National Association for the Education of Young Children (NAEYC), train staff, encourage parental involvement and implement developmentally appropriate practice.

For brochures and information about CCAC call 1-800-832-7784.



Why Quality?

Quality early care and education is that which is most likely to support children's positive health, social and learning development.

The Cost, Quality and Child Outcomes study, which included Connecticut, found that across all levels of maternal education, child gender and ethnicity, **children's cognitive and social development all positively related to the quality of their early care and education experience.** Yet only one out of seven sites studied were high in quality. Most did not meet the children's needs for health, safety, warm relationships or learning.

School Readiness **UPDATE**

Health and Safety Standards

Prior to the 1997 Legislative session, there were no mechanisms in place to allow for a criminal background check on any non-relatives who may have resided in an informal care giver's household. Staff in licensed child care facilities are required to have a criminal background check. In the case of family day care, all adults who reside in the household are required to have that background check. Individuals choosing informal care do not have the same protections.

The School Readiness legislation expands background checks for all child care providers in Connecticut to include a national criminal check and includes non-relatives who care for children who receive state subsidies.

Growth in Programming - A Sampler

New Britain

57 school readiness program slots
134 full time, full year school readiness and child day care program slots

Middletown

15 school readiness slots
35 child day care program slots
61 full time, full year school readiness and child day care slots

Stamford

102 extended day child day care program slots
96 full time, full year school readiness and child day care slots

Danbury

57 school readiness program slots
5 child day care program slots
80 full time, full year school readiness and child day care slots

Windham

47 full time, full year school readiness and child day care slots

State Studies that Influenced the Legislation

Fewer than 50 percent of the children in our three largest cities have access to preschool. The schools within these cities where children did have preschool experience reflected significantly higher scores on mastery test scores.

Graustein Memorial Fund, DSS, SDE and COC

A recent study of the state budget requested by Speaker Tom Ritter showed that Connecticut spends less than 8.5 percent of its state's dollars, or \$865 million of its state's \$10 billion general-fund budget on prevention.

Speaker Tom Ritter, Office of Fiscal Analysis

National Studies

The Cost, Quality and Child Outcomes study found that most child care is mediocre in quality, sufficiently poor to interfere with children's emotional and intellectual development. State studies included California, Colorado, Connecticut and North Carolina. Across all levels of maternal education and child gender and ethnicity, children's cognitive and social development are positively related to the quality of their child care experience.

Cost, Quality and Child Outcomes, Lynn Kagan.



School Readiness **UPDATE**

Chairs and Co-Chairs Fourteen Priority School Readiness Councils

Bridgeport

Judith B. Hurle, *Chair*
Board of Education
389 Kossuth Street,
Room 202
Bridgeport, CT 06608
203-576-7410

Alma Maya, *Co-Chair*
ASPIRA
1600 State Street
Bridgeport, CT 06604
203-336-5762

Bristol

Denise Carabetta,
Co-Chair
Bristol Board of Education
P O Box 450
Bristol, CT 06011-045
860-584-7754

Marilyn Lobaczewski,
Co-Chair
Bristol Preschool Child Care
Center
43 School Street
Bristol, CT 06010
860-589-7135

Danbury

Steve Flanagan, *Chair*
Danbury School Readiness
Council
One Willow Street
Danbury, CT 06810
203-743-9173

Kathy Dzubak, *Co-Chair*
Community Resource
Center
1 School Ridge Road
Danbury, CT 06811
203-797-4897 or
203-797-4733

East Hartford

Jim Fallon, *Co-Chair*
Assistant Superintendent of
Schools
31 School Street
East Hartford, CT 06108
860-282-3104

Nancy Thorpe, *Co-Chair*
Supervisor, Early Childhood
95 Willowbrook Road
East Hartford, CT 06108
860-282-3364

Nancy Fitzgerald, *Co-Chair*
Executive Director
YMCA
770 Main Street
East Hartford, CT 06108
860-289-6612, 569-8964

Hartford

Chris Hall, *Co-Chair*
Hartford Foundation for
Public Giving
85 Gillett Street
Hartford, CT 06105
860-548-1888

Ramon Rojano, *Co-Chair*
Hartford Dept. of Human
Services
2 Holcomb Street
Hartford, CT 06112
860-543-8888

Meriden

Audrey Burke, *Tri-Chair*
Early Intervention Program
22 Liberty Street
Meriden, CT 06450
203-630-4177

Eugene E. Luchansky,
Tri-Chair
Child Guidance Clinic
117 Lincoln Street
Meriden, CT 06451
203-235-5767

Nancy Wogman, *Tri-Chair*
Meriden's Children First
Initiative
105 Miller Street
Meriden, CT 06450-4285
203-630-3566

Middletown

Elizabeth Levering Morgan,
Chair
Middlesex Coalition for
Children
30 Gordon Place
Middletown, CT 06457
860-346-1522

New Britain

Donald DeFronzo, *Co-Chair*
Human Resource Agency
180 Clinton Street
New Britain, CT 06053
860-225-8601

Dr. Candace Jones,
Co-Chair
Magnet School Programs
One Liberty Square
New Britain, CT 06050-1960
860-872-2222

New Haven

Dr. Verdell Roberts,
Co-Chair
Associate Supt. of Schools
54 Meadow Street
New Haven, CT 06519
203-946-8810

Alma Ayala, *Co-Chair*
Mayor's Office
165 Church Street
New Haven, CT 06510
203-946-8200

New London

Diane Klotz, *Co-Chair*
New London Public Schools
134 Williams Street
New London, CT 06320
860-447-6000

Susan Murphy, *Co-Chair*
Curriculum Director
Board of Education
21 Mahan Drive
Norwich, CT 06360
860-823-4214

Mary Yankura, *Co-Chair*
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371
860-434-4800 X148

Norwalk

Nina Taylor, *Chair*
Norwalk Children First
125 East Avenue,
P O Box 6001
Norwalk, CT 06852
203-854-4094

Stamford

Jennifer Lapin, *Chair*
Stamford Government
Center
888 Washington Blvd.
Stamford, CT 06904-2152
203-322-2798

Waterbury

Mayor Philip Giordano,
Chair
236 Grant Street
Waterbury, CT 06702
203-574-6712

Dick Cable, *Vice-Chair*
Waterbury Public Schools
1443 Thomaston Avenue
Waterbury, CT 06702
203-574-8024

Windham

Susan Collins, *Chair*
Board of Education
Windham Public Schools
P O Box 338, Route 14
Windham, CT 06280
860-456-7790

Annie Clark, *Vice Co-Chair*
50 Normandy Avenue
Willimantic, CT 06226
860-423-1557

Dawn Cobb, *Vice Co-Chair*
75 Ridgewood Road
Willimantic, CT 06226
860-456-0185

If there are any additions,
changes, or corrections,
please call 860-240-0290.

School Readiness **UPDATE****Next Update will include:**

- Letter from Kevin Sullivan, President Pro Tempore
- Article on Severe Needs School Applications
- Questions and Answers

Connecticut Public Television Partners on School Readiness

CPTV has proposed creating a one-hour television workshop for parents and care providers. The program will demonstrate effective parenting, choosing a career as a child care provider, models of reading to children, and how to find good health information for pre-schoolers. The program and accompanying materials will be distributed free by partners such as libraries, family resource centers, and the Commission on Children.

Partnerships

"Statistics overwhelmingly show that children succeed in primary and secondary school when they have had a pre-school experience. The work of all the readiness councils to increase preschool facilities and the quality of programs is vitally important to our community and economy."

The legislature, in 1997, made every bold, very important statement in passing the readiness bill. We are very proud to be a part of this exciting process as a lender for facilities; a trainer for small business management of child care businesses; and employee volunteers serving on readiness councils."

David E.A. Carson
CEO, Peoples' Bank

Accreditation Reflects Quality

The School Readiness Legislation has paved the way for enduring safety and quality in our programs. The legislation funds the Greater Hartford Accreditation Facilitation Project (AFP) and four new regional support projects. The new projects will replicate the Hartford model, providing local facilitators to work in each region.

The Hartford AFP has provided support and assistance to child care programs

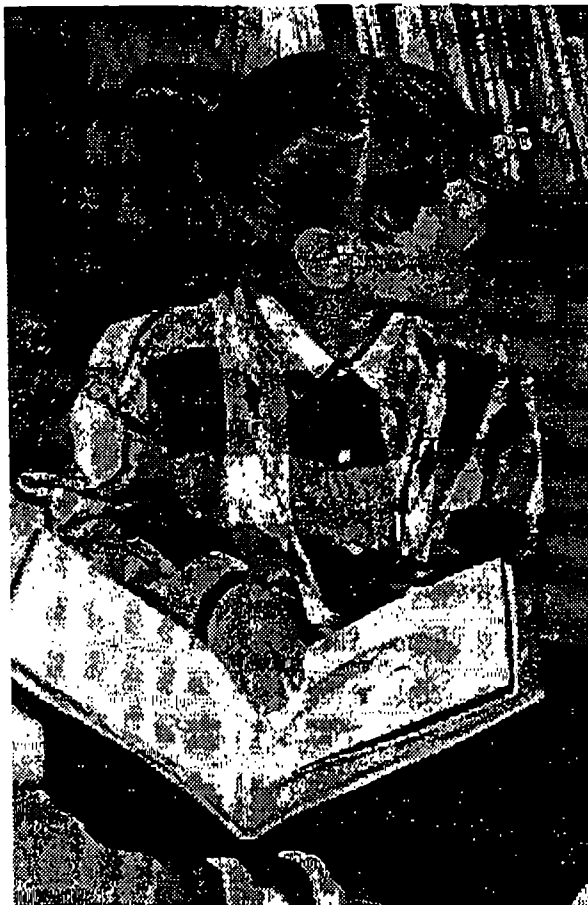
seeking National Association for the Education of Young Children (NAEYC) accreditation since September 1991. The goal of the accreditation project is to improve the quality of early care and education services.

A 1997 study by the National Center for the Early Childhood Workforce found that accredited programs were six times more likely to be rated good to excellent in quality than non-accredited programs. The study also pointed out that centers receiving intensive support, such as the support provided through the AFP model, achieved accreditation at more than twice the rate of other programs receiving moderate or no support.

When you participate in the accreditation process, there are three major steps.

- First, you receive self-study materials to measure your program against national standards. AFP helps by giving individualized assistance, including site visits, staff and parent meetings, group meetings with others seeking accreditation and financial aid needed to allow your program to meet national standards.
- Second, when you feel your program meets the standards, NAEYC visits your site and validates your program description.
- Third, your program will be accredited or deferred. To date, 51 of the 99 participant sites have achieved NAEYC accreditation while others are involved in various stages of the process.

For information and workshop dates, call Deb Flis, Greater Hartford Accreditation Facilitation Project Coordinator 860-257-1104.



UPDATE

School Readiness



The Connecticut Commission on Children Vol. 1 No. 2 January 1998

Newsletter on School Readiness Legislation

Variety of Financing Available for Expansion of Quality Child Care Programs

With the expansion of school readiness opportunity through the school readiness legislation, many towns are seeking to address facilities expansion. The School Readiness and Child Day Care Financing Programs offer a public-private partnership to provide child care providers with access to financing. The legislation calls for the Connecticut Health and Educational Facilities Authority (CHEFA) to utilize its tax-exempt bond authority; and for the major banks in Connecticut to implement a statewide Child Care Facilities Loan Fund. Through a public-private partnership, the State of Connecticut, and this statewide Child Care Facilities Loan Fund, will make three different loan programs available. The initial lending capacity of those loan programs will be approximately \$70 million. Numerous cities, including Stamford, Norwalk, Danbury, New Haven, Hartford, Bristol and Windham are already looking into accessing this new financing.

Types of Financing Available

- 1. Tax-Exempt Financing via CHEFA Pooled Bond Issues:** These bonds will be backed by a DSS guarantee to pay debt service (principal and interest on the bonds), subject to a minimum statewide guarantee of at least 60 percent and subject to a state appropriation of \$3.5 million for the first two years of the program. Average loan size may range from \$500,000 to \$3.0 million to create at least 2,100 additional child care slots. In the first two years of operation, approximately \$35 - 50 million in financing can be made available. Your city's 2 - 5 year plan should specifically provide for how your city intends to access this new financing.
- 2. Child Care Loan Fund Guarantee Program:** Financing for this program will be provided by seven major banks who have each agreed to make available up to \$3.0 million in funds to both profit and non-profit child care providers. DSS will transfer \$1.5 million in funding to CHEFA which will provide the loan fund guarantee. CHEFA will provide a loan guarantee of between 20 to 50 percent (average is expected to be 30 percent). The participating banks, CHEFA,



DSS and DOE will all be members of the Loan Fund Board and can be members of the credit committee that will approve all loans. Initial loan volume may be as high as \$21.0 million with 10 to 15 year amortizations. Loans can be used for acquisition, construction, expansion, working capital, renovations, equipment acquisition and bridge loans.

- 3. Small Revolving Direct Loan Fund:** The participating banks will manage this program for loans up to a maximum of \$10,000 each. Loans can be to both for-profit and non-profit child care providers. DSS will transfer \$750,000 in funding to CHEFA to provide for an 80 percent guarantee of the portfolio (CHEFA is to provide the balance of the funds above the DSS guarantee). The initial volume of loans is expected to be up to \$2.5 million.

Targeted Borrowers and Funding Priorities

- **Borrowers:** Qualified borrowers include for-profit and non-profit providers that operate child care and child development centers, family resource centers and Head Start programs.
- **Priorities:** Priority will be given to those accredited by the National Association of the Education of Young Children, those included in local school readiness plans, those that promote co-location of school readiness programs and those in under-served areas. ■

School Readiness **UPDATE**

Right from the Start: Investing in Early Childhood

By Kevin Sullivan State Senate President Pro Tempore

Advocacy for early childhood is grounded in a new understanding of how much difference the first years of life make in a lifetime. What was once only a profound intuition about how children learn and grow, is now a body of science that makes the value of investing in early childhood indisputable. Positive experiences enhance and negative experiences stunt the cell

structure of the child's developing brain which in turn powers learning and growth.

Ron Kutalak notes in *Inside the Brain*, "The first three years of a child's life are critically important to brain development. Unfortunately, for a growing number of children, the period from birth to age three has become a mental wasteland."

Unhealthy, unchallenged and stressed children fail to develop brain potential and that failure takes its toll in life. Poor pre-natal, pediatric and nutritional

care; violence, abuse and emotional indifference; and under prepared parents and other care-givers who are unable to challenge juvenile minds with sight, sound, touch and language all take a toll.

Young brains develop especially fast in the first three years in ways that define a child's lifetime capacity



to learn and grow in healthy ways. Brain development continues at a relatively high rate until around age eight or ten, and then slows. All this clearly suggests an optimal time for certain educational, social and emotional functions to be acquired, stunted or lost. If we are truly to break the cycle of impoverished lives, we must begin with the defining years of our youngest children. For those most in need, Connecticut's new and collaborative focus on effective parenting, quality child care, school readiness and primary education represent an ounce of prevention well worth lifetime of cure.

That's why it's so important that Connecticut is investing in early childhood. The legacy of our 1997 School Readiness legislation is a new foundation for families and young children. With a proven investment in early childhood that returns benefits at least fivefold, we have chosen a prudent and caring course of real hope for a better future. ■

In October of this year, 25 School Readiness grants were given to 31 communities in Connecticut to begin the process of developing child care slots for some 3200 children. The core of the School Readiness initiative requires local government and public schools to foster collaborative planning and joint action to meet the ultimate objective of delivering high quality early childhood education services and child care for working families. Locally, the following vision is fostered:

- **total community ownership** — The care and education of preschool children is the responsibility of the whole community;
- **total community long-range planning** — High quality comprehensive child care and education is a continuing need and involves the coordination of many community resources and assets;
- **shared community investment** — High quality child care and education is a costly investment. Programs, facilities, staffing and professional development are among those cost centers that must be shared by the larger community to make child care affordable in most communities.

The School Readiness legislation requires that dialogue be conducted by a local School Readiness Council that is convened by the chief elected official and the local superintendent of schools. Councils are composed of parents, providers, school personnel, business leaders and representatives of local school systems.

A Vision for Children

By George A. Coleman
Bureau Chief of Early Childhood Education and Social Services



The vision also is intended to redefine the role of state level organizations and their involvement with local communities. The vision fosters the following as appropriate for state government:

- The state develops local talent and leadership among parents, child care providers and policy makers. The state supports the development of each stake-holder, especially families, to be involved in local dialogue that fosters community change and improved services to children;
- The state, as a partner with communities, shares in funding to equalize services among communities. The cost of direct services is shared by the state, the family and the local community.
- The state is the interagency coordinating mechanism. Separate programs in many different state agencies must be coordinated at the state-level to enable local communities to maximize their financial resources and reach more children and families across service need areas.

As the Departments of Social Services, Education, Health, Higher Education, and the Commission on Children work together to implement this aspect of the vision, the initiative is taking shape. In the future we expect this vision to be expanded to respond to children across the age spectrum from birth through age 12.

Local communities are moving ahead and responding to their understanding that the quality of life in communities is measured largely by how well that community cares for its children and supports families in their development. ■

School Readiness **UPDATE**

Stamford First to Submit Five-Year Plan Application



The City of Stamford submitted its five-year planning application for school readiness. The city found through a study entitled "Close the Gap," that early literacy is the key to closing the gap in educational achievement. They found that from very early in a child's education, reading was important to a student's overall academic achievement. The second major finding was that parents, as children's first teachers, must be given information and tools to work with young children. In a parent survey, 35.9 percent of those who responded expressed a need for parenting education classes.

Data collected shows that children who have had preschool experience in private or public programs significantly outscored their kindergarten classmates who have had little preschool or Head Start experience. Furthermore, the gap that exists as these children enter kindergarten continues throughout students' school careers.

The findings are mapped out in the five-year program plans for School Readiness. Components include:

snacks, and the growth of vegetables will be included in the curriculum. Early Childhood Wellness Team offer services to all child care providers.

Building Renovation: Facility renovation will allow Stamford to provide full-day, full-year care for 360 children and extended-day for 102 children. Parents will have access to private providers as well though a coordinated Infoline referral system. Half-day accredited programs will be available in elementary schools that will include the same program elements as the full-day program. Financing for this building renovation was provided for by the School Readiness legislation. Stamford has applied for tax-exempt bond financing from CHEFA.

Staff Training: Goals include teachers becoming better equipped to nurture creativity, integrating outstanding children's literature, developing a "sciencing" environment that encourages discovery, creating successful art experiences, planning learning experiences that develop children's problem solving capabilities, enhancing each child self esteem, encouraging children to think divergently, and effectively involving families in their

Health: Each child will receive a health and dental screening and a list of all pediatric providers in the city. The Health Director of the School Readiness Program will give a bi-annual report to the School Readiness Council. Registered dietitians will review all nutritional policies and procedures and will provide nutritional training to all staff. Nutritional projects such as

make your own

child's learning. Curriculum guides will be developed and distributed for use by participating providers.

An early childhood teacher/resource center will be established to act as a clearinghouse and library for early childhood staff development resource materials. Connecticut Charts-a-Course, the Cooperative Education Service, the early Childhood Council and Stamford Public Schools will provide workshops throughout the school year for any provider interested in receiving CEU's. CDA training will be offered at Norwalk Community Technical College. Oral language workshops will be offered to provide assessment and curriculum continuity between preschool and kindergarten.

Children with Disabilities:

Disability Coordinators will work closely with teaching staff, education coordinators and parents. The Center will coordinate with Birth to Three and Easter Seals Rehabilitation Center to screen and serve children with special needs. Transportation will be available as needed. A special education master teacher will be available to assist at the new facility.

Parent Involvement: The plan links the Parent Leadership Training Institute to help parents interface with all systems and agencies relative to their child's education, growth and development, sets up a parent resource room and a lending library to provide parental guidance on child development and education, and establishes an early childhood PTA.

Family Literacy and Job

Training: Referrals will be made to family literacy programs that incorporate adult basic education. GED tutoring will be arranged on an as needed basis. A transition to work consultant will be available.

Monitoring: Each child will be assessed on a Meissel Developmental Scale, used as a pre- and post-assessment tool. Longitudinal follow up of program participants will include performance on a KIDS Screen (a measure of cognitive, language and motor development), Reading Readiness (kindergarten), report cards grades K-5, and achievement on standardized testing including the Mastery Tests (2-5) ■

School Readiness **UPDATE**

Towns with Severe Needs Schools Apply for Funds to Bolster Preschool Programs

by Elaine Zimmerman

Executive Director, Connecticut Commission on Children

In addition to cities designated Priority School Districts, towns with Severe Needs Schools were invited to apply for increased access to high quality School Readiness programs. Severe Needs Schools are defined in the preschool legislation as those schools in which 40 percent or more of the schools' students are participating in the Federal Free and Reduced School Lunch Program.

There are thirty-three eligible towns with Severe Needs Schools which could apply alone or combine with other towns with Severe Needs Schools to create regional readiness applications. Seventeen towns with Severe Needs Schools were funded. Regional applications included: 1. Groton and Norwich, 2. Brooklyn, Killingly, Plainfield and Putnam, 3. Bloomfield and East Granby, 4. Torrington and Winsted. These towns have organized School Readiness councils.

A Sampler of Innovations in Towns with Severe Needs Schools

Manchester is creating a hub site to co-locate programs and allow for greater collaboration.

Programs will include child care provider training, job retention programs, health promotion, home visitation, and child abuse prevention.

West Hartford: Through the West Hartford Association of Home Child Care Providers,

the Family Resource Center has established an expanded relationship with home care providers to include training to help them plan for school readiness activities and in-service programs designed to increase the skills and competencies of child care staff. Preschool teachers will be included in the in-service activities available to the West Hartford Public Schools kindergarten staff.

Vernon is creating a Park West Hub which will link the School Readiness program, a Family Resource Center and the Park West Residents Association (a HUD housing complex consisting of 189 units that is owned and operated by the Association).

Bloomfield and East Granby are establishing an inter-district magnet 6-to-6 preschool with wrap around day care and social services. An early childhood advocate will be hired to implement the preschool plan, ensure service integration, establish procedures for progress reports and evaluations, and to fundraise. The towns are partnering to create cross town participation at the pre-school level and will continue through elementary, middle and high school. They seek to expand the diversity experience of students in educational settings in both towns to respond to the Sheff vs. O' Neill imperative.

The **Northeast Regional** application is for the towns of **Brooklyn, Killingly, Plainfield and Putnam**. A key component of the application is a model professional integration plan for early care and education providers through professional development activities and newsletters to all family day care and center-based early care and education providers and kindergarten teachers in the ten-town region. Technical assistance will be offered to any early care and education provider upon request. This regional application emerged from the work of the Northeast Economic and Workforce

Readiness Grant Program

Municipalities with One or More Severe Need Schools

MUNICIPALITY	RANKING	SLOT CAPACITY	FUNDING LEVEL
Plymouth	1	10 new PD/PY 5 purchase FD/FY 15 new FD/FY	\$ 95,000.00
Manchester	2	20 new FD/FY	\$ 100,000.00
Norwich/ Groton	3	4 purchase PD/PY 8 purchase FD/FY 23 new FD/FY	\$ 190,000.00
Northeast Regional Brooklyn, Killingly Plainfield, Putnam	4	16 new PD/PY — B 16 new PD/FY — K 16 new FD/FY — K 16 new PD/PY — P 16 new FD/FY — P 16 new PD/PY — P 16 new FD/FY — P	\$ 340,000.00
Vernon	5	20 new FD/FY	\$ 100,000.00
Stafford	6	12 new PD/PY 18 new FD/FY	\$ 95,000.00
Bloomfield/East Granby	7	15 purchase FD/FY	\$ 95,000.00
West Hartford	8	3 purchase PD/PY 2 new PD/PY 6 purchase FD/FY 4 new FD/FY	\$ 95,000.00
Enfield	9	15 new FD/FY	\$ 100,000.00
Milford	10	5 purchase FD/FY 15 new FD/FY	\$ 95,000.00
Torrington/ Winsted	11	30 new FD/FY	\$ 95,000.00
TOTALS		77 PD/PY 263 FD/FY	\$ 1,400,000.00

School Readiness **UPDATE**

Development Coalition of 22 towns. This coalition began to look at child development as it links to economic development and established a School Readiness Advisory Committee three years ago.

Milford will create a preschool program that will be open year round with hours from 7:15 am to 6:15 pm. A speech language clinician will provide language development activities on a daily basis. A parent educator from the Family Resource Center will work closely with all families providing the full range of family resource linkages. Transportation will be available. Children will have a DIAL screening prior to entry with individual goals set for each child. The DIAL will be given again at the close of the program to evaluate each child's progress.

The **Norwich/Groton** School Readiness region will model professional development coordination through linkage with LEARN'S Regional Child Care Enhancement Program. Providers will be encouraged to attend monthly Child Development Associates and Connecticut Charts-a-Course approved trainings. The schools will work with the early care providers by providing information on pertinent school professional day training.

Plymouth's Council is supporting a collaboration between two quality programs, a NAEYC-accredited day care center and a school based OSPRI-approved Head Start program. Trainings will be coordinated among Head Start, school staff and child care center staff in family services, health, nutrition, mental health, education for special needs and parent involvement. Each program will have a family advocate to consult with staff and families, coordinate class and home activities, offer resource and referral to parents and serve as a liaison with the school system.

Next Steps. The four towns that did not receive a grant this year, and the towns that failed to submit an application, are urged to form a school readiness council and begin the local planning process. ■

School Readiness and Child Day Care Grant Program For the 14 Urban Priority School District Municipalities

DISTRICT	PART-DAY PART-YEAR SCHOOL READINESS	FULL-DAY FULL YEAR SCHOOL READINESS AND CHILD DAY CARE	EXTENDED DAY (a wrap-around service added to extend a part-day, part-year program to a full-day, full-year program)	GRANT FUNDS COMMITTED TO DATE	GRANT FUNDS ALLOCATED
Bridgeport	0	264	46	\$ 1,963,000.00	\$ 2,845,082.00
Bristol	0	46	68	\$ 321,722.00	\$ 495,234.00
Danbury	87	110	35	\$ 643,972.00	\$ 643,972.00
East Hartford	17	36	5	\$ 351,000.00	\$ 539,556.00
Hartford	123	394	234	\$ 2,752,583.00	\$ 3,095,187.00
Meriden	72	122	0	\$ 684,317.00	\$ 784,927.00
Middletown	15	61	35	\$ 399,750.00	\$ 493,365.00
New Britain	57	134	0	\$ 1,087,599.00	\$ 1,087,599.00
New Haven	52	125	87	\$ 943,117.00	\$ 2,516,001.00
New London	8	24	23	\$ 205,329.00	\$ 321,042.00
Norwalk	0	115	0	\$ 452,100.00	\$ 1,100,497.00
Stamford	0	96	102	\$ 1,252,586.00	\$ 1,252,586.00
Waterbury	0	115	68	\$ 597,883.00	\$ 1,933,398.00
Windham	0	47	0	\$ 268,887.00	\$ 269,563.00
Totals (=2823)	431	1689	703	\$ 11,923,845.00	\$ 18,500,000.00

What Are the Expected Outcomes from School Readiness Grants?

- T**he School Readiness legislation supports the development of a network of programs that will achieve the following:
- provide open access for children into quality programs that promote their health and safety and prepare them for formal schooling;
 - provide opportunities for parents to choose among affordable, accredited or approved programs;
 - encourage the coordination and cooperation among programs and prevent the duplication of services;
 - recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
 - prevent or minimize the potential for developmental delay in children prior to the age of five;
 - enhance federal- and state-funded school readiness programs;
 - strengthen the family through: (a) encouragement of family involvement in a child's development and education, and (b) enhance a family's capacity to meet the special needs of their children, including children with disabilities;
 - reduce the educational costs by decreasing the need for special education services for children and to avoid school retention;
 - assure that all children with disabilities are integrated into programs available for children who are not disabled; and
 - improve the availability and quality of school readiness programs.

School Readiness **UPDATE**

The Health Care Link

Child care providers and health care providers, in partnership, can promote the healthy development of young children. The School Readiness legislation facilitates this linkage by requiring that each School Readiness plan include referrals for health services, including referrals for appropriate immunizations and EPSDT screenings. Although immunization has dramatically reduced the incidence of many infectious diseases, we have recently witnessed outbreaks of serious infection because too many of our young children have not been fully immunized. Additionally, fewer than 50% of children eligible for EPSDT screens in Connecticut are receiving these health screens. Since children of working parents are likely to be cared for in some type of early childhood setting, child care and early education providers can help families learn about Medicaid, health care providers and the new HUSKY plan. School readiness programs can become the bridge to health care for children.

In accordance with the School Readiness bill, all licensed and unlicensed child care providers, in order to maintain eligibility for reimbursement under the DSS child care subsidy program, must now provide DSS with the name and address of the child's doctor, primary care provider and health insurance company, as well as information concerning whether the child has been immunized and has had EPSDT health screens.

Under the recently enacted HUSKY bill, which will provide health insurance for uninsured children, child care providers receiving funding under the Child Care Development Block Grant and Head Start will be eligible to be designated as "qualified entities." These qualified entities can grant immediate Medicaid eligibility to children ("presumptive eligibility").

This presents a wonderful opportunity for some child care providers to enroll some of the more than 35,000 Connecticut children who are eligible for HUSKY, Part A (Medicaid) but are not yet enrolled. It is also an opportunity for child care providers to encourage families that are enrolled under Medicaid to get the EPSDT health screens their children are entitled to, but are not receiving. Local School Readiness Councils need to encourage child care providers to be part of the link that connects families with health care. ■

Readiness Councils Convene to Share Strategies

On October 21, 1997, the School Readiness Council chairs for the 14 priority districts presented action steps and strategies. Chairs commented on the readiness initiative offering communities the capacity to address glaring shortages of early care and education slots within their cities. Some offered insights on the council process facilitating an integration of services, dollars and strategies. The majority of speakers stressed the importance of quality in developing supply, staff training, integration of dollars, public education and staff coordination.

Chairs were asked to discuss obstacles and next steps the Legislature should consider. Issue areas included transportation, coordinated benchmarking and evaluation, shortage of qualified staff, coordinated data collection including monitoring for quality, and increased building space and technical assistance on how to access and plan for expansion. ■

"This was a heroic piece of legislation. We are looking to you, the local school readiness councils, to make this work."

*Ted Sergi,
Commissioner of
Department of
Education*

"I am confident that the local school readiness councils will implement the vision of this school readiness legislation."

*Thomas D. Ritter,
Speaker of the
House*

"One does not dance without the other [Education and the Economy]."

*Senator Tom Gaffey,
Co-chair Education
Committee*

"We need to make sure that our programs provide consistency."

*Representative
Cameron Staples,
Co-chair Education
Committee*



School Readiness **UPDATE**

Chairs and Co-Chairs of Schools Readiness Councils in Towns with Severe Needs Schools

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Enfield, CT 06082
Manchester

Hanna Marcus, Chair,
Director of Human Services
Town of Manchester

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Diane Novak
Highland Park School
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Director of Education
Services
Milford Public schools
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Northeast Regional (Brooklyn, Killingly, Plainfield, Putnam)

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860-684-5172 FAX

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For any corrections or changes call the COC: 860-240-0290.



Critical Needs, Critical Choices

A Survey on Children and Families in America's Cities

By Judith Meyers and
John E. Kyle
Children and Families in
Cities Program

Center for Research and
Program Development
National League of Cities.
March 1996

Highlights from a survey on children and families in America's cities:

- Nearly every responding city is involved with issues, programs, or policies affecting children and families.
- At least 73 percent of cities participate in collaborative activities with schools, neighborhood groups, non-profit organizations, businesses and/or individual citizens and parents, focusing on the needs of children and families.
- Cities report that child care continues to be one of the most pressing needs for children and families in cities across America.

- It is true for infants, toddlers, and preschoolers. Child care is listed as a pressing need for children from birth to 5 years old by 74 percent of all respondents.
- It is true for school-age children. For children from 6 through 9 years old, child care and before- and after-school programs together are seen as one of the most pressing needs by 92 percent of all respondents. Forty-four percent of respondents thought this to be true for children from 10 to 14.
- It is true for children from birth through age 14 in cities of all sizes, and in all regions of the United States. ■

School Readiness **UPDATE****Next Update will include:**

- What are some long range best practices planned by School Readiness Councils?
- Who has applied for financing? What kind of financing has been requested?
- How can the Early Childhood Resource and Training Academy support School Readiness?

How will the public know that School Readiness spaces are available?

Eligible children can be reached through cable network stations, parent outreach, public school newsletters, child care and school programs, Infoline, social service programs, economic development programs, housing initiatives, pediatricians, area conference of churches, family resource centers, public libraries, grocery stores, doctor's and health clinic offices, and WIC sites. Students in the elementary grades can take home questionnaires asking families if there are three and four year olds in the home. ■

The **School Readiness Checklist** is intended to facilitate school readiness planning. It can be read and downloaded from the Commission on Children internet site, www.state.ct.us/coc/

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18-20 Trinity Street, Hartford, CT 06106
860-240-0290 FAX 860-240-0248

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Guilford, CT 06437

Regional Collaboration

By David A. Cressy, Ph.D.
Superintendent of Schools Killingly Public Schools

Although much of the focus implementing the School Readiness Legislation has been on Priority School District communities, significant implementation efforts have occurred in those communities designated as "severe need schools." One such effort is occurring in northeastern Connecticut where four communities —Killingly, Brooklyn, Plainfield and Putnam — collaborated to form a Regional School Readiness Council. Northeastern Connecticut parallels the 14 Priority School communities with similar rates of poverty, teen pregnancy and low birth weight children. These problems are exacerbated by rural isolation and the lack of many basic social services common in larger communities.

Regional collaboration has long been a necessity in northeastern Connecticut making the creation of an operational Regional School Readiness Council easy. This group is already looking beyond the borders of the four communities as they endeavor to establish a seamless continuum of services for their youngest citizens. Indeed, the grant calls for collaborative staff development and training services to schools, home day care, and private centers. The program will utilize existing family resource centers in Plainfield, Killingly and Putnam and a public preschool in Brooklyn.

The objective in a different piece of legislation, "Sheff vs. O'Neill," is to reduce the existence of racial and economic isolation in Connecticut. That objective is also incorporated in the northeastern Regional School Readiness Council efforts in several of our state's poorer rural communities. ■



School Readiness

UPDATE

The Connecticut Commission on Children
18-20 Trinity Street, Hartford, CT 06106

Place
Stamp
Here

FAX

**To: Jennifer Klein
(202) 456-2878**

**From: Angela Crowley, MA, APRN, CS, PNP
Associate Professor, Yale University School of Nursing
100 Church St. So, New Haven, CT 06536-0740
(W) (203) 737-2548
Fax (203) 785-6455**

This fax is 4 pages, including the cover sheet. If you have a problem receiving it, call (203) 878-6248

Please call (203) 878-6248 with any comments.

Angela Crowley-January 28, 1998

Some of the most difficult moments for parents are the times when we must let go. But there is no more wrenching moment than when we hand over our babies to other caregivers. We must trust in that moment of letting go that child care providers will keep them safe and provide a healthy, stimulating, and nurturing environment. We trust that caregivers will understand the developmental and emotional needs of young children, that the staff and all the children in the program are immunized, that the providers not only maintain an environment that stimulates their young minds but an environment that is clean and free from harm. We trust as parents that the toys are not only developmentally appropriate but there are no small parts on which a young child could choke. We trust that caregivers will not only model good social behavior but will teach our children good health habits that can last a life time. We trust that the playground provides not only hours of fun and opportunities for promoting motor development but that the equipment is safe. And if our children fall they will not only be comforted by vigilant providers but they will be saved from injury because of appropriate surface materials.

For many children in this country, child care is an enriching, safe, and healthy experience. It is an experience which stimulates their development, promotes their health, and prepares them, ready to learn, for elementary education. Experienced and educated child care providers not only keep our children healthy and safe in a developmentally appropriate environment, they also care for and promote the development of the young family. In their day to day encounters with parents, they teach and support parenting skills. They assist families with accessing health care and community resources. Knowledgeable child care providers are often the first to identify health problems and developmental lags and they are eager to assist families with seeking out early intervention services. Educated child care providers integrate special needs and chronically ill children into their programs and foster acceptance and independence regardless of disabilities.

Unfortunately, most children and parents in this country do not have access to the high quality, healthy and safe care I describe. Either because of an insufficient supply of good care or an inability to pay, children are left daily in child care situations which threaten their development, their health, and even their lives.

Choosing child care and understanding what are the characteristics of high quality healthy, safe, and developmentally appropriate child care is a complex and almost overwhelming task for parents. But we know what constitutes good care. Early childhood professionals have defined components of high quality, developmentally appropriate programs and they have created an accreditation process to identify those programs. So too, we know what are the characteristics of healthy and safe care. Through support from the Maternal Child Health Bureau, the American Public Health Association and the American Academy of Pediatrics have published the National Health and Safety Performance Standards: Guidelines for Out-of-home Child Care Programs, and Stepping Stones to the Standards, which identifies approximately 200 standards which are critical for healthy and safe care.*

By adopting these standards in our state child care regulations we can strengthen the quality of child care programs. However, regulations are of little benefit unless we aggressively seek to bring unregulated care into the system, increase the number of licensors, and conduct frequent, unannounced visits.

Recently, a child care director told me that "the health decisions in child care are hard decisions." Understanding the sequencing and the purpose of specific immunizations, how to care for children with chronic conditions such as asthma, knowing when to exclude ill children, are hard tasks for child care providers. They are early childhood professionals not health professionals, and they deserve our support. We must provide caregivers with the information and training to maintain healthy and safe programs and to assist children and families with accessing health and early intervention services. We can and must develop child care health "warm lines" to assist parents and providers and we must utilize our local libraries and other community centers as access points for information and resources.

Connecticut is the only state which requires weekly health consultation to child care centers and group homes, which enroll infants and toddlers. In a study of child care directors' perceptions of this regulation, 85% of the sample believed that weekly health consultation was important or very important, and approximately 75% of the directors wanted consultation weekly or more frequently. However, the cost of health consultation was a problem for more than one-third of the sample. Child care providers recognize the necessity to link with and utilize health professionals in order to maintain high quality programs, and we must support their efforts to identify as well as finance health consultation. We also must expand that linkage to all child care programs.

For this reason, President Clinton's Child Care Initiative is so critical. This important proposal will address many of the factors which prevent parents' access to and the supply of high quality, affordable child care. In particular, the Early Learning Fund will provide challenge grants to communities to strengthen training on safety and health issues, including the care of special needs children**. These grants will support parent education, home visits, access to health consultants, assistance in meeting licensing requirements, and the reduction of group sizes and child-to-staff ratios.

The linkage between health, early childhood care, and parent involvement is not a new idea. Dr. Zigler, you were aware of this more than 30 years ago when you developed Head Start, a model program. Now more than ever, America's children and families need to trust that the licensed care which they choose will be healthy, safe, and developmentally appropriate.

*I plan to bring copies to show briefly. These standards are the foundation of the current *Healthy Child Care America Campaign*, which is funded and administered by the Maternal Child Health Bureau and the Child Care Bureau.

**Although the initiative does not specifically address special needs children, it seems that these grants can be utilized for this population as well as for those who are without disabilities.

HILLARY RODHAM CLINTON
TALKING POINTS FOR TRINITY COLLEGE
JANUARY 28, 1998

- I'm so pleased to be with you today to talk about early childhood development and child care. So many of you in this room -- and across Connecticut -- have rolled up your sleeves and done important work to improve the safety, quality and affordability of child care. I'm honored to be here with all of you and with Congresswoman Kennelly, who has done so much for our nation's children.
- The first years of life are a time of tremendous opportunity as well as vulnerability. We now know that what happens to a child in the earliest years affects how well that child will learn for a lifetime. We also know that the quality of child care they receive during these years matters. Good child care can be good for children. Tragically, though, too many children are in mediocre or even poor care that jeopardizes their development, and even their health and safety.
- You have taken important steps to ensure that the children of this state get the safe, quality care that all of our children deserve. The bipartisan legislation that passed recently in Connecticut will support and educate parents, help needy families find quality child care for their young children, and ensure that those children reach school ready to learn. You have come together across party lines to focus on what matters most -- our children.
- Yesterday, in his State of the Union address, the President discussed his plan to improve child care for millions of working families. This plan -- the largest investment in child care in the nation's history -- will increase child care tax credits for three million working families; double the number of children receiving child care subsidies; provide after-school care for half a million children; fund 250,000 scholarships for child care providers; and invest in early learning and quality for our youngest children.
- One important piece of the President's plan, an Early Learning Fund, builds on many of the activities you have underway here. It will support community efforts like your local collaboratives to invest in home visits and parent education; focus on training of child care providers; and encourage links between child care providers and health care professionals. As we begin our work to pass this important child care legislation, I look forward to hearing more about the innovative programs you have in place in Hartford and across the state.

#

VIP LIST

<u>Name</u>	<u>Telephone Number</u>
Matthew Mellmud	
Dee Topel	914-698-5532
Chip Raymond	212-816-8884
Paul Dworkin	860-714-4455
Jerry Franklin	860-278-5310
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Pat Estill	860-240-0024
Becky Clavis	203-387-2092
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Arlinda Worrell	203-968-3849
	203-968-4666
Marissa Crean, Travelers	860-954-6390
Patricia Byrne, Travelers	
Diana Willett, Travelers	
Barbara Foley, Travelers	

January 19, 1998

The Wall Street Journal
200 Liberty Street
New York, NY 10281

To The Editors:

My comment that bad day care is "psychological thalidomide" was misused by Andrew Peyton Thomas ("A Dangerous Experiment in Child-Rearing," January 8) to support his argument that child care in America is an unnecessary vice. He dropped the qualifier -- *bad* day care -- which altered my meaning 180 degrees. As a developmental psychologist, my position is that good quality day care is conducive to the healthy growth of children and is not harmful. I have championed the need for and benefits of high-quality child care for the past 30 years.

The tragedy in this country is that we do not insist on quality child care -- care that is consistent, safe, warm, nurturing, attentive, and intellectually stimulating. We know how to create good child care environments but, for the most part, we don't. A recent study of 400 child care centers in 4 states found that only one center in 7 provided care that could be considered developmentally appropriate for children; the rest were mediocre or poor. Quality was so poor in 2 of every 3 settings devoted to infants and toddlers that even the health and safety of the children were at risk. Family day care homes are no better.

Parents are not the villains in this story. Most are doing their very best to support their families financially while caring for young children. But when child care regulations for infants and toddlers in 33 states do not even meet the minimum requirements for healthy development, what are parents to do?

JAN 19 '98 04:32PM

In a country as large and diverse as ours, social policy should make it easier for parents to do a good job fulfilling their responsibilities for work and child-rearing, however they choose to balance the equation. President Clinton's plan to invest \$21 billion in child care over the next 5 years represents the biggest step forward in 30 years. I applaud his leadership, but would like to see an even greater emphasis on quality improvements. The states should also wake up and upgrade their appalling standards for child care practice.

And for the hundreds of thousands of mothers who want to stay home with their infants for the first year but simply can't do without their paychecks, this country is long overdue for a paid infant care leave. Every other industrialized nation has one.

Edward Ziglar
Sterling Professor of Psychology
Yale University

CONNECTICUT



Demographic Information

1995 Population*	3,274,662
1995 Child Population (under 18)*	869,000
Children under 18 as percent of population*	26.5%
1995 Children under 5*	227,592
1995 Poverty Rate (all persons)*	9.7%
* 1995 Census Bureau tables	



State Median Income: **\$62,107**

(4 person family, fiscal year 1997, *Federal Register*, Vol. 61, No. 54, pg. 11213)

Poor Children Under 6, 1990-1992**	65,064
Children Under 6 Poverty Rate, 1990-1992**	20.1%
** <i>Map and Track</i> , National Center for Children in Poverty, Appendix C	

Number of Children under 18 with Working Parent(s)†	475,869
Percent of Children under 18 with Working Parent(s)†	64%
† <i>Working Mother "State of the States,"</i> May 1996	

Licensed Child Care Centers: **1,640**

(1997 *Child Day Care Center Licensing Study*, Children's Foundation)

Licensed Family Child Care Providers: **4,927**

(Information provided by State, 8/96)

For additional statistical information on indicators of child well-being in the state, visit the Annie E. Casey "Kids Count" Web site at <<http://www.aecf.org/kc1997/kc1997.htm>>

CONNECTICUT

Staff/Child Ratios

Center-based care

All information provided is for centers that are licensed or regulated by the State.

Age Range	Ratio
Infants	(1:4)
Toddlers	(1:4)
Preschool (over age 3)	(1:10)
Schoolage	(1:10)
Mixed age group	(1:4)

Family Child Care Providers

All information provided is for providers that are licensed or regulated by the State.

Age Range	Ratio
All ages	(1:6) [includes provider's children not in school full-time] [maximum of 2 infants per provider] [in addition to 6 full-time children, may have up to 3 school age children for up to 3 hours before and after school, during the school year only]

Staff Qualifications

Teachers (in charge of a group)	Must be at least 18 and have HS diploma, or equivalency certificate, or 540 hours documented experience with age group.
---------------------------------	---

For a complete listing of this state's child care licensing regulations, please visit the Web site of the National Resource Center for Health and Safety in Child Care at

<<http://nrc.uchsc.edu>>

or call: (800) 598-KIDS

CONNECTICUT

Contact Information

Licensing Agency

Connecticut Department of Public Health
Child Day Care Licensing
410 Capitol Avenue
Mail Station 12 DAC
P.O. Box 340308
Hartford, CT 06134-0308
Phone: (860) 509-8045
Fax: (860) 509-7541

Child Care Administrator

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Connecticut Department of Social Services
Office of Child Care
25 Sigourney Street, 10th Floor
Hartford, CT 06106-5033
Phone: (860) 424-5598
Fax: (860) 951-2996

Head Start Collaboration Liaison

Grace Whitney
c/o Dennis King
Governor's Office of Urban Affairs
State Capitol
Hartford, CT 06106
Phone: (860) 566-1945
Fax: (860) 524-7396

Child Care Food Program Administrator

Child Nutrition Programs
Department of Education
25 Industrial Park Road
Middletown, CT 06457-1543
Phone: (860) 638-4239

Child Abuse Reporting Hotline

(800) 842-2288

Office of Child Support Enforcement

Department of Social Services
Bureau of Child Support Enforcement
25 Sigourney Street
Hartford, CT 06105-5033
Phone: (800) 228-5437
Fax: (860) 951-2996

State Home Page

<http://www.state.ct.us/>

STCT0006

Annual Report to the Legislature

THE STATUS OF CHILD CARE IN CONNECTICUT

State Fiscal Year 1995-1996



January, 1997

Connecticut Department of Social Services

John G. Rowland
Governor

Joyce A. Thomas
Commissioner

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Introduction

The Annual Report to the Legislature on the Status of Child Care in Connecticut meets statutory requirements established by the Connecticut General Statutes section 17b-733. It summarizes the activities of the Department of Social Services (DSS) in the area of child care during state fiscal year 1995-1996.

As the lead state agency for child care services in Connecticut, DSS is responsible for overseeing and coordinating the various perspectives of the child care picture. The overall coordination links early care and education services with child care policy, funding and operations, service delivery, community and parent/consumer education and advocacy. To accomplish this goal, DSS works with child care providers and parents, state and federal agencies, and community and local organizations.

DSS gratefully acknowledges the contributions of the staff at the following agencies:

Board of Trustees of
Community-Technical Colleges
Department of Education
Department of Public Health

Commissioner's Message

Child care and early education for Connecticut's children have been high priorities for Governor Rowland's administration. Funding for child care that supports low income working families and families transitioning off public assistance, as a result of the welfare-to-work initiative entitled **JOBS FIRST**, has increased by 100% over the past two years. Just as the Governor has dramatically reformed the state's welfare programs, he has proposed the reform of the child care system through an initiative called **Kids Come First**.

The need for child care in Connecticut has never been greater. One of the biggest challenges in the road to economic independence for families with young children is to find quality child day care that meets their needs as well as their children's needs. As **JOBS FIRST** continues to move forward, a major task will be to identify suitable child care arrangements for an increasing number of families in the time-limited program. The Department of Social Services estimates that approximately 25,000 new families receiving public assistance will need child care over the next two years. The need will be greatest for infant/toddler care but quality child care settings for children through age twelve will still need to be developed.

Kids Come First recognizes that all Connecticut resources, including those for child care and early education, must be available to families with children from birth through age twelve and that there must be equity in the system.

It further recognizes that we must build on the existing child care system. We can accomplish this by investing in consumer education, new and improved facilities, recruitment of new providers, professional development of providers, and linkages to other state and local agencies.

One major way in which we hope to address this challenge in the near future is through building our connection to the business community in the area of child care to design and implement strategies that will support the many families as they transition off public assistance. In this way, we will enhance our efforts to coordinate child care activities among community organizations and state agencies while we continue to provide the link with local and federal agencies in the development of state plans, applications, regulations, policies and procedures. This task will have particular importance with respect to the new federal block grant legislation.

As Commissioner of the Department of Social Services, the lead agency for child care services, I am pleased to submit this annual report for state fiscal year 1995-1996, which highlights the state's efforts during the reporting year and our plans for the future.

Sincerely,



Joyce A. Thomas, Commissioner

Department of Social Services

◆ The Supply Perspective

The information on the availability of child care in Connecticut is multi-dimensional, although it is based mainly on care provided in licensed settings: child care centers and group and family day care homes. The categories of child care that require a license are set out in Connecticut General Statutes section 19a-77. Since 1994, The Department of Public Health (DPH) has sole responsibility for licensing all types of child care. DPH-issued licenses must be renewed every two years, for which licensed facilities must meet state regulations and pass unannounced enforcement inspections. Quality assurance regulations require DPH to inspect a minimum of one-third of family day care homes every year and all centers and group day care homes every two years. DPH works cooperatively with the State Department of Education (SDE), which provides technical assistance to interested child care providers and participates in the licensing process by reviewing and approving the qualifications of head teachers and educational consultants.

The child care supply remained fairly constant over state

fiscal year 1995-1996, with the number of providers leaving essentially balancing new providers becoming licensed. According to DPH Licensing Division, there were 1,540 licensed child care centers (about 100 were state funded centers under contract with DSS), 96 group day care homes, and 4,904 family day care homes with active licenses as of June 30, 1996 (See Figure 1). The number of child care centers and group day care homes basically remained at last year's levels while the number of family day care homes decreased by 320 or a little over 6%.

Licensed capacity often overstates child care supply. This is particularly true of family day care providers who, frequently, enroll less children than the number they are licensed to serve. In addition, it is not uncommon for the demand for child care to be for a particular age group, e.g. school-age care, while the available vacancies are for children of a different age group. Some child care providers also go out of business before their license expires, or offer only part day services which are not adequate for full-time working parents.

In an attempt to gain a more accurate perspective of the child care supply in Connecticut, DSS commissioned a survey of child care vacancies among licensed providers. Child Care INFOLINE, a toll-free resource and referral telephone service operated by the United Way of Connecticut under contract to DSS, conducted the survey. The survey was completed in June 1996 and focused on full-day programs. It gathered vacancy information by age group and, for family day care providers, information on the actual number of children the provider accepts into the program. Data for Head Start and nursery school programs was kept separately because of the part-time nature of these programs.

Fig. 1 - TOTAL PROVIDERS WITH
DPH-LICENSE

As of June 30, 1996

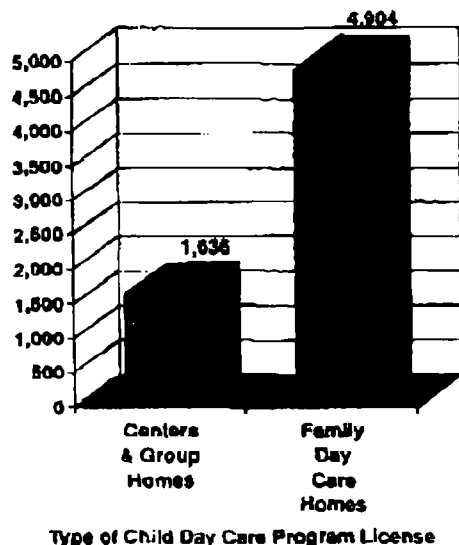
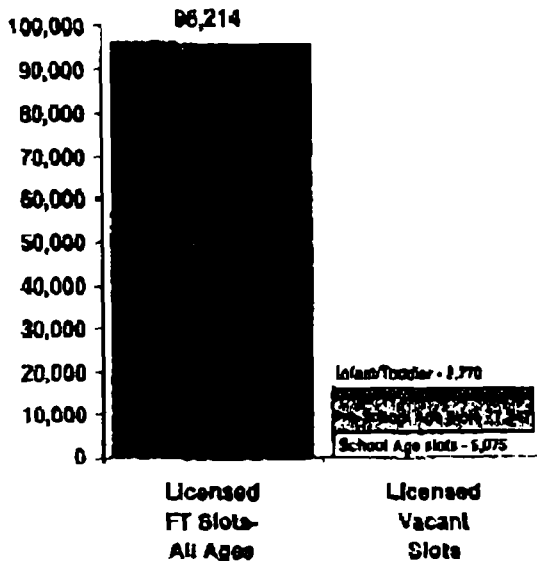


Fig. 2 - FULL-TIME LICENSED & VACANT CAPACITY

June 1996



The survey found that the licensed capacity of 96,214 comprises 54,581 center care slots, 711 group care slots and 40,922 family care slots. Of the total licensed capacity, 16,192 slots were reported as vacant: 2,770 for infant/toddler care, 7,347 for preschool care, and 6,075 for school-age care (See Figure 2). Since many family day care providers often take less children than they are licensed for, additional information was collected on the actual number of children in family day care. This reduced the actual capacity to 35,501, about 13% less than licensed capacity.

Regarding child care availability at Head Start, a comprehensive educational, health and social services program for children 3-5 years of age and their families, the survey showed 5,255 licensed slots with 36 of them vacant. Head Start programs are administered by sixteen local organizations and supported by federal funds with additional funds provided by the state through the SDE. The SDE reports that during fiscal year 1995-96, ap-

proximately 400 children and families participated in extended day/year Head Start programs. Nursery school programs also provide child care but on a part-time basis. Survey information indicates there are 31,950 slots at nursery schools with 1,778 of them vacant.

Child care services are also provided, as a component of 28 Family Resource Centers under the auspices of SDE, to 3,900 families by on-site child care centers, networks of family day care homes or purchased child care slots. In addition, many local public schools offer child care for preschool and school-age children. Summer and vacation camps are also a source of child care.

A final dimension of child care availability is unlicensed, legal care. The use of this type of care, provided by a relative in the relative's home, or in the child's own home by a relative/non-relative, is undetermined. In the case of families on public assistance, it is estimated that approximately 80% use unlicensed, legal care. The extent to which this type of child care arrangement is used among the general population is not known.

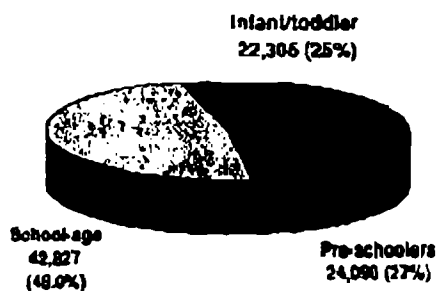
During state fiscal year 95-96, the DSS-Child Care INFOLINE contract made funding available for the Child Care Recruitment Project. As part of this project, INFO-LINE recruited, informed and supported individuals who were interested in becoming licensed child care providers. Target areas in each DSS region were identified based on locations with a shortage in child care supply and a high concentration of state welfare families in need of child care to comply with the work requirement of the welfare reform initiative. Following each recruitment event, attempts were made to stay in contact with attendees until they became licensed or decided not to pursue becoming a child care provider. During the implementation period, from January to June 1996, 742 people attended recruitment events. An additional 230 people called INFOLINE for packets with information on the licensing process. Of the total 972 interested individuals, 37 obtained licenses while 419 are still involved in the licensing process. Because the licensing process takes an average of three to four months to complete, to date most candidates have yet to complete all the necessary steps.

◆ The Demand Perspective

Working families need dependable child care that is safe, flexible and reliable. However, information on the number of Connecticut children in need of child care services is difficult to attain. For the most part, the available information is fragmented and/or incomplete. Figures on child care demand for 1995-1996 have been inferred from various sources. One of those sources is the Child Care INFOLINE program. During fiscal year 1995-1996, 31,070 inquiries were made to INFOLINE. Infant/toddler care was the service most frequently requested in all regions of the state, representing more than half of all child care requests. This reflects parents' difficulty locating programs that serve infants. Preschool and school-age requests were about equal, at around 20% each.

DSS's concern for adequate supply, affordability and quality of child care encompasses all income groups. However, efforts launched during state fiscal year 95-96 to collect and compile relevant child care data on utilization and demand focused on low and moderate income families.

Fig. 3 NUMBER OF CHILDREN RECEIVING STATE ASSISTANCE (i.e., AFDC)
October, 1995



DSS maintains data on the number of families receiving state assistance and the number of children by age grouping (infant/toddler, preschool, school-age). Data collected on children of families on public assistance indicate that there were 89,222 children receiving welfare benefits. Forty-eight percent were school age, 27% were preschoolers (3-5 years old), and 25% were infant/toddler (See figure 3).

Other information collected by DSS showed that between 35-50% of all welfare families use child care services and that their use of licensed facilities averaged 20% and for non-licensed arrangements averaged 80%. However, it is not clear yet how these percentages apply by children's age grouping.

These limited data from these two sources on need for child care services seem to indicate that, in general terms, the demand for care at licensed facilities was sufficiently met by the supply of licensed capacity during 1995-1996. It is important to keep in mind, though, that licensed capacity does not reflect actual demand since licensed slots are for particular age groups. The INFOLINE data indicated that although more preschool children are actually in child care throughout the state, there was a much larger number of calls related to infant/toddler care. Many child care centers do not offer an infant/toddler component since the licensing requirements are more stringent and the mandated ratio of caregiver to children makes this service considerably more expensive to provide. Also, family day care providers often want only one infant at the time, even though they are licensed to care for two infants at a time.

In order to get a complete and more accurate picture on the scope of the child care need statewide, 1990 census data has been retrieved and used to project the number of families at certain income levels which may be in need of child care assistance. For example, DSS has been doing preliminary work on potential child care need and subsidy eligibility based on census data on the number of Connecticut families with children and earnings less than 75% of the state median income (eligibility level for DSS child care subsidy programs). DSS has also begun to research data collection methodologies used by other states and national organizations.

◆ The Cost Perspective

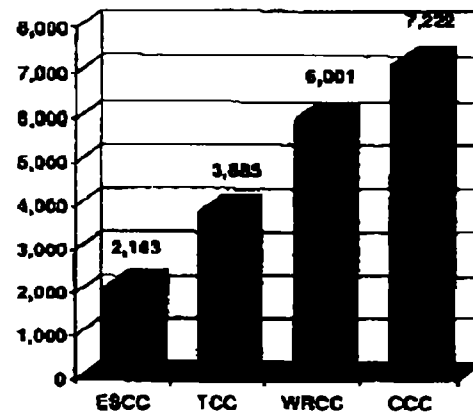
Among all factors limiting working parents' ability to find reliable child care, cost of care is one of the greatest barriers. DSS assisted low and moderate income families in accessing child care services through a variety of child care subsidies.

Three subsidy programs were focused on enabling parents receiving public assistance to look for and keep employment while still eligible for cash benefits or when they were transitioning off welfare. Employment Services Child Care (ESCC) and Work Related Child Care (WRCC) do not require families to contribute toward the cost of care. Transitional Child Care (TCC) families contributed toward the cost of care based on a sliding fee scale. A fourth program, the Child Care Certificate (CCC) Program, provided subsidies to low and moderate income families working or participating in education, training or substance abuse treatment programs and teen parents attending high school. This subsidy is available as long as families have a child care need and earn less than 75% of the state's median income. Participating families must contribute toward the cost of care based on a sliding fee scale schedule that charges 2-10% of the family's gross annual income. (Fig. 4 shows number of children served by these subsidy programs and Fig. 5 shows the cost per case.)

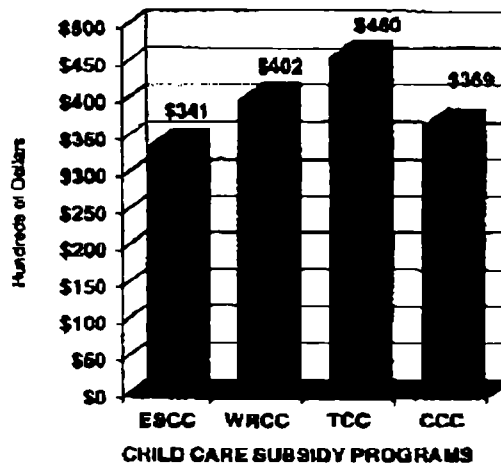
DSS used other initiatives in order to reduce the cost of child care for families. One of them was to provide grants to child care centers in the amount of \$18,900,000 for an enrollment of approximately 12,000 children. State-supported centers use a statewide fee schedule, different for each service type, to determine cost of care based on the family's size and gross income. Supplemental grants to school-age programs amounted to \$ 1.1 million and assisted 3,300 school age children.

Finally, during 1995-96, 838 employees received subsidies from 42 employers who received tax credits of approximately \$1 million, equal to 50% of the business' contribution to its employees' child care costs. In addition, an employer tax credit not to exceed \$20,000 in any one tax year and of up to 40% of the cost of planning, site preparation, construction, renovation or acquisition of child day care facilities, and the purchase of equipment, is available to employers that establish a child care center on or near their work site. In 1995-96, one business applied for and was granted a credit of \$4,300.

**Fig. 4 - MONTHLY AVERAGE
NUMBER OF CHILDREN
Served in Childcare Programs**



**Fig. 5 - DSS CHILD CARE SUBSIDY
PROGRAMS**
Monthly Average Cost/Case in SFY 95-96



◆ DSS CHILD CARE BUDGET
for SFY 95-96 by Program/Function

	State	Federal	Total
Child Care Direct Subsidies (*)			
Employment Services Child Care	\$2,793,907	\$2,739,907 a	\$5,479,814
Work-Related Child Care	\$9,091,003	\$9,091,003 a	\$18,182,006
Transitional Child Care	\$6,709,351	\$6,709,351 a	\$13,418,702
Child Care Certificate	\$10,243,589	\$4,005,441 b	\$14,249,030
Sub-Total	\$28,783,850	\$22,545,702	\$51,329,552
Capacity and Resource Enhancements (**)			
1 Resource, Referral and Recruitment	\$379,891	\$432,109 c	\$812,000
2 Training	\$0	\$440,000 d	\$440,000
3 Licensing	\$0	\$1,005,085 d	\$1,005,085
4 School-Age Care	\$496,300	\$690,879 e	\$1,187,179
5 State-Supported Child Care Centers	\$10,845,979	8,054,021 d	\$22,344,264
Sub-Total	\$11,722,170	\$10,622,094	\$22,344,264
Total	\$40,506,020	\$33,167,796	\$73,673,816

(*) Represents actual expenditures

(**) Represents obligated contract amounts

Programs

- 1 Child Care INFOLINE
- 2 Child Care Training Support Fund, Capital Region Education Council, UCONN Cooperative Extension System & other provider training organizations
- 3 Department of Public Health day care licensing staff
- 4 Contracts to school age centers
- 5 Contracts to child care centers

Federal Funding Sources

- a Social Security Act, Title IV-A
- b Social Security Act, Title IV-A, Child Care and Development Block Grant (CCDBG)
- c CCDBG
- d CCDBG & Social Services Block Grant (SSBG)
- e Dependent Care & CCDBG

◆ The Quality Perspective

According to the Children's Defense Fund, "In the short term, child care assistance and comprehensive, quality early education services can help parents who are working to become and remain employed by making it possible for them to leave their children in safe and stable places while they work. In the long term, these services help children succeed in school and in life." The Department has supported quality initiatives for several years and currently supports thousands of children (ages 13 and under) in comprehensive, quality programs that ready children for school.

In state fiscal year 1995-1996, DSS provided supplemental funds to the Department of Public Health to support licensure and enforcement personnel. DSS also continued contracting with the University of Connecticut-Connecticut Cooperative Extension Service for the publication of "All Children Considered", a quarterly newsletter, distributed to caregivers, libraries, schools and the General Assembly.

The Capitol Region Education Council (CREC) received funding from DSS to assist providers with written materials and to provide direct training and educational workshops to 921 new and existing family day care home providers. Both the training and the materials were available in English and Spanish.

The Child Care Training Support Fund (CCTSF), administered by the Community-Technical College System, provided scholarships and assistance with training costs for 336 low income eligible child care providers in a variety of training from first aid to full Child Development Associate (CDA) certification. This year, for the first time, CCTSF received private foundation (Hartford Foundation) monies for the purpose of providing scholarship assistance to providers in the Hartford area seeking training at Capital Community-Technical College for a CDA credential.

Child Care INFOLINE, as a child care resource and referral telephone service, informs parents about the type and supply of care in their area and what to look for when selecting a child care program. During 1995-1996, child care coordinators and counselors in each of the DSS regions participated in 112 community outreach and consumer education activities serving 10,095 participants. Copies of the video *Choosing Quality Child Care* and of the booklets *Ready or Not* and *Watch Me Grow* were extensively distributed.

*Connecticut Charts a Course (CCAC)-The Board of Trustees of Community-Technical Colleges coordinates the continued development of this voluntary professional development system, which began in 1991, for all child care providers in the state. Its design takes the minimum staff requirements of child care licensing standards as the floor on which to build the system vertically, through increasing levels of caregiving expertise, and horizontally, to other child care roles such as family day care provider, head teacher or center director, mentor and educational consultant. The goal is to create a coordinated and comprehensive system of career development and recognition for early care and education professionals.

The system includes the following components: the Training Approval Board (TAB), coordinated by SDE, sets training standards; the Registry, provides recognition of licensed providers; the Early Childhood Articulation Agreement, coordinated by DHE, identifies educational pathways; and the Child Care Training Support Fund (CCTSF) gives scholarship assistance.

During 1995-1996, funding for the continued development and implementation of CCAC was provided by the Departments of Education and Social Services. In-kind support came from the Community-Technical Colleges and the Departments of Education (SDE) and Higher Education (DHE).

◆ The Coordination Perspective

DSS, as the lead state agency for child care services, coordinates and, in many instances, is actively involved in initiatives, either intra-agency or inter-agency, that deal with policy, regulations, state and federal legislation, data collection and analysis, and efforts to increase the supply and/or quality of the provision of child care services. Each of those initiatives, including a brief description and an update of activities conducted during state fiscal year 1995-1996, are listed below.

***Implementation of DSS Uniform, Seamless Child Care Subsidy System.** The recently enacted federal child care and welfare reform legislation has provided Connecticut the opportunity to consolidate its four subsidy programs and design a program with uniform rules and procedures, such as parent fees and payment rates. DSS will work closely with the state legislature to ensure that current laws and regulations are modified to support a seamless child care subsidy program.

In order to support the expected legislative changes, DSS is currently planning and designing two critical components to the overall child care subsidy system. DSS has decided to select a private organization to administer all child care subsidies effective July 1, 1997. A carefully planned transition will occur prior to July 1, 1997 to assure caregivers and clients proper services. In addition, the private organization will implement a Child Care Management Information System to provide the necessary program and fiscal efficiencies and data collection and information required for DSS policy and planning.

***School Readiness.** Early intervention and special education services to young children can greatly improve their potential to be more successful in school. Research indicates that children in urban poor districts are much more likely to require special education. As allowed by state legislation (P.A. 96-226), school readiness planning took place in 11 priority school districts to improve school readiness, provide support services to families, an increase the number of high quality, affordable, developmentally appropriate programs to preschool children.

The Department of Education, the Department of Social Services and the Commission on Children intend to assist in the establishment of school readiness councils that will encourage local coordination of early care and education to meet the educational needs of families. School readiness councils will also make recommendations regarding planning, policies, and allocation of community resources to support this objective.

***Integration of Child Care and Head Start Programs.** In order to respond to the needs of low income parents who are working, especially those in the JOBS FIRST program, and as part of a larger strategy to increase the supply of quality, full-day child care services, during state fiscal year 95-96, the DSS worked with the SDE on identifying ways to extend the hours and days that Head Start programs operate. Community Action for Greater Middlesex County (CAGMC) and Norwalk Economic Opportunity NOW (NEON) were agencies able to offer full-day, year round care using the Head Start model of comprehensive services as a result of this effort. These agencies developed programmatic and accounting changes to qualify for DSS child care subsidies to cover the child care costs for eligible families enrolled in their Head Start programs.

CAGMC plans to move toward a fully integrated program that combines their Head Start and child care centers. The goal is to provide all enrolled children with the same comprehensive program regardless of funding source.

***Welfare Reform.** On January 1, 1996, the time limit provision of Connecticut's welfare reform initiative came into effect. Welfare cash benefits to families are now available for 21 months. The emphasis is on finding employment. Families who become employed can keep their earnings up to the poverty federal level without the amount of the grant being affected.

DSS has continued to pursue strategies to maximize subsidy funding to support the anticipated large increase in demand as parents go to work and during employment seeking related activities. In addition, DSS funded the Child Care Recruitment Project, implemented through a contract with INFOLINE to recruit new child care providers.

***Collaboration for Young Children-**The Departments of Education and Social Services jointly authored proposals to secure federal grants from the Department of Health and Human Services, through the Bureaus of Head Start and Maternal and Child Health, in order to establish the Collaboration for Young Children. The project has been designed to develop and implement an action plan that will integrate services for young children (through age 8) and their families.

A large policy level council has been established with the purpose of securing broad representation. Unique to the project is the strong participation of parents. Not only are parents members of the council, but have their own group to review and comment on findings and to initiate their own activities. The Parent Council will afford state agencies ready access to parent views on programming ideas.

The Collaboration brings together state agencies legislators, community providers, parents, advocates and businesses with the goal of developing a comprehensive family-centered service system in the state. The project is committed to finding ways to make services responsive to families, so that children go to school healthy, ready to learn, with involved families that are empowered to support them. DSS is putting significant staff resources into supporting the Collaboration, a five-year project operated out of the Governor's Office of Urban Affairs.

***Bond Fund Initiative-**Capital bond fund allocations may be used to support municipalities for the purpose of planning, site preparation, construction, renovation or acquisition of facilities for use as child care facilities. There are three bond fund accounts administered by DSS: the Neighborhood Facilities Account, the Urban Action Account, and the State and Municipal Child Care Account. As a strategy to assure that there are sufficient child care opportunities available to families in communities that have a high concentration of low income and welfare families and in communities that are expanding employment opportunities, DSS is targeting the use of bond funds for this purpose. The intent is to expand child care opportunities to low income families. DSS has explored joint efforts with the Department of Education in order to target school facilities as possible child care sites.

***Defining Methodology for Child Care Demand Initiative-**To support recommendations from the study on child care conducted by the Legislative Program and Investigations Committee on the need to strengthen data collection for planning purposes, in conjunction with other state agencies in the child care field, DSS has been looking into various methodologies to secure adequate statewide and regional data on children and their families. Basic data elements, including the number of children most likely to need child care services, must be collected and analyzed to properly develop child care policy and adequately plan and coordinate child care services on a statewide basis. Collecting accurate and timely demand data required for child day care planning and coordination is a priority of DSS on the short term.

***Employer Initiative-**A variety of financing strategies are emerging across the country which present opportunities for public-private partnerships to find new ways to raise revenues, manage collaborative projects and deliver services to support children and families. Connecticut provides a range of financing opportunities that support early childhood and child care facilities. DSS is interested in convening key business leaders to examine current programs and child care from a business perspective and to propose innovative but realistic methods to help finance quality child care. This strategy will also address a legislative mandate enacted during the 1996 session that required DSS to "develop marketing strategies to educate and attract businesses to the DSS child care tax credit programs", including the new option for "parent education programs."

*The Status of Child Care in Connecticut
State Fiscal Year in 1995-1996*

was prepared by:

*Child Care Team, Division of Family Services
Department of Social Services*

25 Sigourney Street, Hartford, CT 06106

For additional copies please call (860) 424-5598

Child Care Initiatives Across the Country

Connecticut: Multiple Strategies Link Services to Support Inclusion

Connecticut supports the inclusion of young children with disabilities into child care programs through a variety of strategies. The statewide early intervention program for infants and toddlers with disabilities provides services such as special instruction, occupational and physical therapy, and speech and language therapy on-site in child care homes or centers as specified by a child's Individualized Family Service Plan. Early intervention programs have also paid for part-time child care slots for children in need of a group socialization experience. For example, the statewide Early Connections program established contractual relationships with 86 child care centers in which toddlers with disabilities participate an average of two half-days a week. Early Connections staff provide on-site support to the caregivers.

Preschool age children with disabilities who attend child care programs have also received support from special education staff. One example of this is in the Hartford Public Schools. A city funded child care classroom at Kinsella Elementary School has enrolled five children with disabilities. The school system provides a part-time special education teacher who team teaches with child care staff.

Caregivers in Connecticut also receive ongoing support and training to accommodate the diverse needs of children. A curriculum, *Training for Inclusion*, has been developed for child care providers through funding from the Department of Social Services. Five regional training teams that include a caregiver with an inclusive child care program, a parent of a child with disabilities, and an early childhood special educator have provided training through workshops and long term institutes. In a two year period, more than 5,000 child care providers in the state have received training to support inclusive child care. A major focus of the training is on developing collaborative relationships with other providers and agencies that serve children with disabilities.

States planning to forge linkages between the child care community and other children's programs such as early intervention and early childhood special education may collaborate on both the state and local level. One way is to ensure that child care representatives are included on state and local Interagency Coordinating Councils for early intervention services.

To learn more, contact Mary Beth Bruder, Director of Child and Family Studies, University of Connecticut Medical Center, at: (860) 679-4632

Kansas: Transportation Linkages Serve Before- and After-School Programs

The Kansas Department of Social and Rehabilitation Services, which administers funds of the Child Care and Development Block Grant, recently provided funding to Unified School District (USD) #500, part of Kansas City Public Schools, to help establish an inclusive before- and after-school care program at ten elementary schools. Together, they will serve approximately 1,800 children, beginning in the fall of 1997. Key stakeholders in this collaborative effort are the state, the school district, along with the community based Boys and Girls Club. An additional collaborator is the local Head Start program which is contracting with the school district to provide evening meals for the students in the after-school programs.

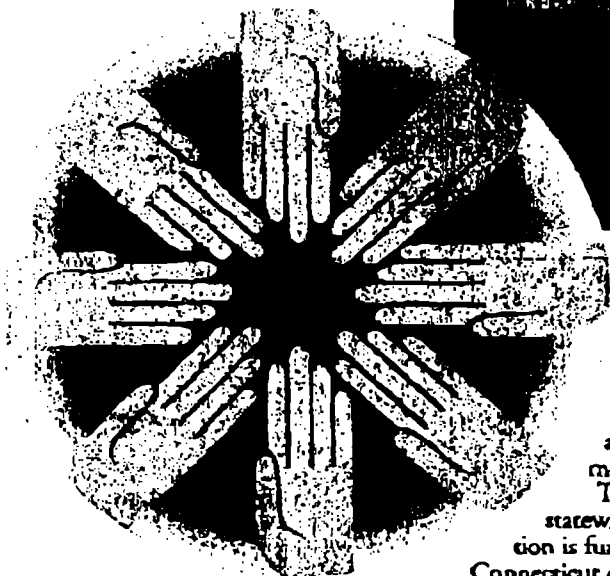
Transportation to and from the before- and after-school programs had been identified as a difficult issue in this inner city area. To address this, the school district will use its buses to run four new routes in the evening to transport children home. The state will fund personnel to provide the transportation services and will also cover the fuel costs. Morning transportation issues may be addressed through a combination of parent reimbursement for transporting multiple children, taxi cab services, or contractual transportation services. Utilizing existing school sites and transportation staff makes this plan cost effective.

The plan for implementation of the project involves a collaboration between the Boys and Girls Club of Greater Kansas City, which will provide the child care, and USD #500, which will provide transportation, sites, and fiscal management of the program. A linkage has also been established with the Kansas Department of Health and Environment to address state licensing requirements for school-age child care sites.

This partnership is intended to be a pilot project that would become self-supporting after the first year, with the school district being responsible for ongoing administration of the program. The school district and the Boys and Girls Club will be meeting with other youth service providers and parents in the community to discuss ways that other complementary service providers might be added to the expansion of the first year pilot project.

For more information, contact Verna Weber, Child Care Administrator, Kansas Department of Social and Rehabilitation Services, (913) 296-3374.

STATE UPDATE



The Collaboration for Young Children: A BOLD INITIATIVE

Sue Wilson, Child Care Team,
Department of Social Services

How can we ensure that every child in Connecticut has a quality preschool experience by the time he or she enters kindergarten? What needs to change to see that preschool children with a disability are supported to enable them to participate with their peers? How can we best promote good health for all children? How can we be sure that the "Jobs First" program for families on public assistance provides good experiences for young children as their parents move into the workforce?

These are some of the tough policy issues that will be addressed by a new statewide project called the Collaboration for Young Children. The Collaboration is funded by the federal Department of Health and Human Services to help Connecticut coordinate services for the benefit of young children and their families. It

is directed by the Governor's Office of Urban Affairs.

The Collaboration is a unique opportunity to bring together state agencies, legislators, community providers, parents, advocates and business leaders to develop a comprehensive, family-centered service system in the state.

The Collaboration has five goals:

1. To Improve and Expand Services

Services such as child care are in short supply. Children deserve first rate programs. The Collaboration will examine the supply and quality of all these services and recommend improvements.

2. To Promote Connections with Services and Service Delivery Systems

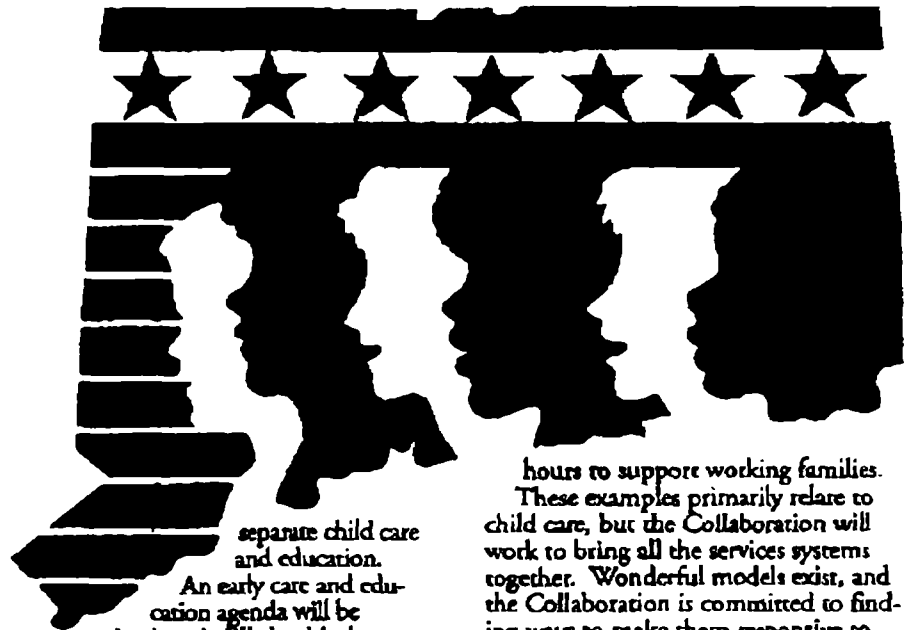
Many children spend most of their day in child care. Health care providers could reach those children through their caregivers. Connections between programs would benefit children and families.

3. To Improve Communication Among Various Parts of the Early Childhood System

The project will communicate to caregivers and other service providers innovative ideas that work, in programming, financing, supporting families or administration. The project will also assist parents to become more informed consumers.

4. To Integrate Policy and Programs for Early Care and Education

Policy, regulation and funding often



separate child care and education.

An early care and education agenda will be developed. Work with the administration and legislature will seek to promote a high level of public financing of child care for low- and moderate-income families.

5. To Develop Responses to the Needs of Low-income Families with Young Children that Support Work

Some educational programs in the state are not meeting the child care needs of families because they operate only part-day. The project will promote linkages of programs and expansion of

hours to support working families.

These examples primarily relate to child care, but the Collaboration will work to bring all the services systems together. Wonderful models exist, and the Collaboration is committed to finding ways to make them responsive to families, so that children go to school, healthy, ready to learn and with families empowered to support them.

Child care providers and parents can participate in the Collaboration in many ways. Call the Child Care Team at DSS for more information: 1-800-811-6141.



Grace Whitney

The Governor has designated Grace Whitney as the Project Director of the Collaboration for Young Children. Grace has a master's degree in human development and public administration, and a Ph.D. from the University of Connecticut in Family Studies. She has had twelve years of employment in community mental health and human services, ten years of independent consulting in human services and education, and six years of undergraduate and graduate study in the areas of child development, public administration, and social welfare. She currently teaches at Eastern Connecticut State University. Her research and interests in early childhood education range from teacher education and training to provider training; health and early intervention; child abuse prevention, and child abuse prevention, to coordination of early childhood programs. She has a high regard for parents and is committed to increasing parent involvement in the collaboration process. She does not try to add to the chaos in our systems. She believes that there are endless possibilities and her job will be to "plant the seeds" now to grow some concrete benefits for young children and their families.

CONNECTICUT DEPARTMENT OF PUBLIC HEALTH - Day Care Licensing

On August 30, 1996 the Day Care Licensing Unit became a part of the newly-created Division of Community Based Regulation within the Bureau of Regulatory Services. Currently the division also regulates Behavioral Health and Mental Retardation facilities. Dick Edmonds is the director of the new division, and he reports to Warren Wollschlaeger, bureau chief. Within the division, Devon Conover has responsibility for day care licensing operations.

Since August 30, the people in the

floor of the Department of Public Health at 410 Capitol Avenue. All in the child care community are welcome to stop in and meet the director and the people who serve you.

REPORTING CHANGES TO THE DEPARTMENT OF PUBLIC HEALTH

In order to assure continuing compliance with licensing regulations, it is important that providers report changes to DPH according to the time frames established in the regulations.

Family day care providers are required to notify the commissioner in writing within five (5) working days of any change in circumstances which alters or affects the day care services as licensed or as stated in the application.

of personnel changes within five (5) business days after the change. If the change is for a head teacher, a plan for interim head teacher coverage must be submitted to the department. Notification of changes related to ownership, location, licensed capacity, fees, services or voluntary closing shall be made at least thirty (30) days prior to the effective date of the proposed change.

Programs that fail to provide proper notification will be cited for violating the pertinent regulations.

REVISED FORM:

CHILD HEALTH RECORD

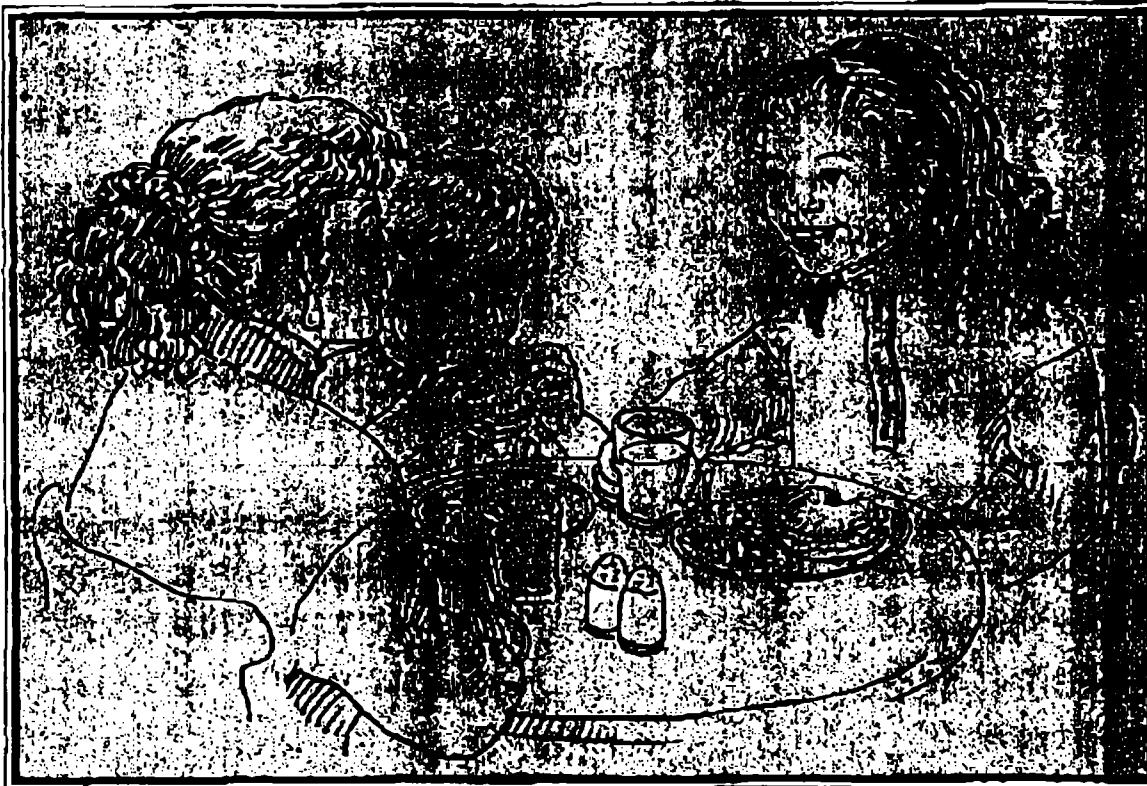
The Child Health Record form has been revised to reflect changes in the Connecticut Immunization Schedule.

The form requires health care providers to indicate both the date of the child's examination and the next appointment date for immunization.

WATER SUPPLIES REPORT

The Water Supplies Section of the Department of Public Health, a separate unit from the Day Care Licensing Unit, regulates the public water systems. A licensed day care center which is licensed for 25 or more individuals and has an independent water system (well) must meet additional requirements. Proper water quality monitoring can ensure the protection of your young clients' health and protect you from

possible legal liability. Future licensing of day care centers will be contingent upon compliance with your water quality testing requirements. If you have any questions on your requirements or wish to schedule a site inspection of your day care center's water system, please contact Steve Messer at 860-509-7333.



division are getting to know each other and are working together to establish the division. Everyone has been involved in setting both division and unit priorities and are working to get the division up and running. A leadership team has been established which meets weekly and guides the various activities and work groups.

The division is located on the second

Change of circumstances which must be reported include, but are not limited to, the following: change of address, renovation of facility, the addition of household members, or changes in the health status of the provider, staff, or household members that may affect the provision of family day care services.

Child day care center and group day care home operators must notify DPH



HARTFORD AREA Child Care Collaborative

85 Gillet Street Hartford, CT 06105

JOINING FORCES

Since 1987, the Hartford Area Child Care Collaborative (HACCC) has worked to promote and support quality child care. We do this by developing innovative projects, heightening public awareness about needs and solutions and advocating for "family friendly" policies. Through our network of over 90 organizations, the Collaborative has mobilized expertise and support for programs that assist the region's children and families. This article will tell you more about HACCC, our goals, structure, membership and the advantages of getting involved in this network.

HACCC VISION OF OUR CHILD CARE SYSTEM

- provides quality, affordable options available to all who need or want them,
- communicates love, value, and respect for children and families constantly,
- supports families as the primary influence in their children's lives, and
- involves the community in raising the child.

Our children will be supported physically, emotionally, socially, creatively, and intellectually in order to become tomorrow's citizens, leaders, professionals, parents, neighbors, and friends.

Our ideal child care system is one in which we can entrust our children to others and know that the lessons learned will come back to enrich us. *Children are our future and by investing in them, we invest in our community, nation, and world.*

HACCC MISSION

The Hartford Area Child Care Collaborative is committed to continuously improving the quality of child care in the greater Hartford area. The Collaborative brings together and supports providers, employers, agencies, community based organizations, policy-makers and funders in order to maximize resources towards effective delivery of high quality child care services.

HACCC influences overall community understanding and support of quality child care through:

- focused and timely information,
- technical assistance for program enhancement,
- training and skills development for individuals,
- cooperative planning,
- regional, state, and national advocacy of quality child care issues, as well as
- sustained support on specific multi-year projects.

Additionally HACCC provides the unique opportunity for individuals within the membership for personal development and support through professional networking, nurturing, and career.

HISTORY

The Hartford Area Child Care Collaborative is an initiative of the Hartford Foundation for Public Giving. The Hartford Area Child Care Collaborative was established in 1987 to address serious

problems of child care in the Hartford area. United Way of the Capital Area was a principal partner in forming the public/private collaborative of business, government, funding organizations, local and statewide groups involved in child care, policymakers, advocates, consumers and educators. The interaction of these groups creates a unique network for shared information, research and work on initiatives.

SCOPE OF THE PROBLEM

Quality early childhood experiences are fundamental to the development of each and every child so that they can grow into healthy, happy and productive adults. Affordable and dependable care keeps parents productive employees. While Connecticut has taken some important steps in the past years to improve the state's child care system the quality of child care in the Hartford area still varies greatly.

Some critical issues are:

- Low salary and benefits resulting in high staff turnover.
- Limited child care subsidies.
- Long waiting lists for quality care.

OUR GOALS FOR 1996-1997

The focus of the collaborative membership -- providers, employers, agencies, community-based organizations, policy-makers and funders -- is to increase the *overall understanding in the community* about the importance of quality child care -- which then translates into *broad-based support* (funding, policy, standards, incentives, in-kind resources, volunteerism etc.).

- The need and importance of quality child care is not visible enough. Quality child care and its impacts on everyone -- has to be tangible and urgent. The message should be simple and unforgettable to be heard above all the other messages competing for public attention.
- HACCC products and services delivered over the next two years must be carefully chosen to support the quality messages. Anytime HACCC coordinates or participates in meetings, provides information, coordinates planning, or provides technical assistance to individuals or programs -- there is an opportunity to support the quality message.

A cohesive advocacy strategy for increasing public and private sector support of quality child care should be designed and linked to consumer and public awareness strategies.

The first HACCC strategy is to focus on a few priority Initiatives.

- Support a long-term public multi-media/ multi-mode campaign -- analogous to one addressing impact of smoking on health -- to raise awareness of nature and importance of good quality child care
- Give families clear information regarding the observable ingredients of good-quality child care as well as acquaint them with merits of accreditation
- Support programs to seek and maintain voluntary professional accreditation based on high standards including improving staff-child and staff-family relationships

The second HACCC strategy is to improve the effectiveness and efficiency of HACCC operations in order to ensure the greatest impact on quality child care with existing resources as well as to attract new resources.

Our primary goal is to increase public knowledge about the importance of early childhood education within the child care community.

ACCOMPLISHMENTS

HACCC established with support of Hartford Foundation for Public Giving & United Way of the Capital Area (1987)

Created training and recruitment programs for African-Americans (Community Renewal Team) and Hispanic family care providers (La Casa de Puerto Rico)

Opened Infant Care/Training Center.

Created the Child Care Aide & Substitute Training Program with Hartford College for Women.

Created Towards a Brighter Future, an early childhood developmental assessment and referral project among six agencies in Hartford.

Wrote and distributed "Funding and Resource Guide" for child care and "Choosing Child Care" brochure in English and Spanish.

Launched Accreditation Facilitation Project with the Hartford Association for the Education of Young Children to apply national standards to improve the quality of child care.

Conducted workshops for human resource professionals on work and family topics.

Developed workshops for caring for children with special needs.

Celebrated fifth anniversary (1992).

Facilitated 69 child care centers in achieving national accreditation with support from the Accreditation Facilitation Project.

Developed workshops for employers, service providers and child care providers on child care subsidies.

Partnered with Hartford Association for the Education of Young Children on the Hartford Head Start Quality Enhancement Project to improve the quality of early childhood education in Hartford Head Start programs.

Reduced school-age child care costs in Hartford by working with providers and Superintendent.

Developed two-year strategic plan (1995) with strong membership involvement.

EMPLOYER MEMBERSHIPS

The Hartford Area Child Care Collaborative welcomes inquiries from employers of every size and offers membership in its growing network of organizations interested in advancing the quality and availability of affordable child care. A number of companies have been members of this Collaborative since its inception. Initially, the business focus was on employee dependent care needs; now many business leaders are recognizing that the future of business depends on the early care and education of children who will one day be the workforce.

Members are interconnected through quarterly informational meetings and newsletters. The opportunities for active participation in committees, as well as for making professional contacts and having access to resources are important benefits of membership.

STEERING COMMITTEE 1995

Camille Jackson Alleyne, State Department of Education

Jude Carroll, CT Association for Human Services

Gail Champlin, Hartford College for Women, University of Hartford, The Counseling Center

Denise Cichon, Aetna Life & Casualty

Adah Dionne, Hallmark Cards, Inc.

Rosanne Druckman, United Way of the Capital Area

Christopher Hall, Hartford Foundation for Public Giving

Brenda Lammie, Hartford Child Development Resource Clinic

Sara Lylis, Bloomfield Early Learning Center

Lisa McGuire, People's Bank

Randy McKenney, CT Department of Social Services

Norma Pelleteir, Day Care Administration, City of Hartford

Gladys Rivera Gallisa, community volunteer

Merle Stoner, United Way of CT

Patricia Wrice, CHILD Council, Inc.

ADVISORY COUNCIL

George Bahamonde, President, United Way of the Capital Area

Michael R. Bangser, Executive Director, Hartford Foundation for Public Giving

Mary Ann Champlin, Senior Vice President, Aetnam Human Resources

David D'Eramo, Ph.D., President and Chief Executive Officer, St. Francis Hospital and Medical Center and Mt. Sinai Hospital

Ana-Maria Garcia, Executive Director, Hartford Regional Y.W.C.A.

M. Alex Geertsma, M.D., F.A.A.P., Associate Director, Ambulatory Pediatrics, Director Early Childhood Development, Hartford Hospital

Timothy J. Moynihan, President, Greater Hartford Chamber of Commerce

Michael Peters, Mayor, City of Hartford

Nancy Roberts, President, Coordinating Council for Foundations

Peggy Shanks, President, American Leadership Forum

Kevin B. Sullivan, State Senator

Joyce Thomas, Commissioner CT Department of Social Services

Donn Weinholtz, Dean, College of Education, Nursing and Health Professions, University of Hartford.

THE HARTFORD AREA CHILD CARE COLLABORATIVE SERVES THE FOLLOWING COMMUNITIES

Avon Hebron



THE STATE OF CONNECTICUT DEPARTMENT OF SOCIAL SERVICES

Caring for Connecticut

[Return to Main](#)

CHILD CARE INFORMATION

Program Overview

The Department of Social Services is the lead agency for child care services provided by the state [Connecticut General Statutes Section 17b-733]. The Departments' Child Care Team has established the following goals for the current state fiscal year that support the overall agency mission and priorities:

- the coordination of child care and early childhood education services among state agencies, state and local community organizations, businesses and child care providers that will support the state's welfare reform initiative
- the efficient provision of child care subsidies in order to:
 - assist families as they transition off public assistance and,
 - maintain support for participating low income families
- the recruitment of new child care providers and support for existing child care providers in order to expand the number of child care "arrangements" available to families seeking child care assistance
- the identification of statewide and local contractors to:
 - provide consumer education and information materials that support current and potential child care consumers
 - provide child care "arrangements" for infant/toddler, pre-school and school-age children
 - provide support and training opportunities for child care providers

The DSS Child Care Team is available to answer your questions and provide additional information and clarification. Please contact the Child Care Team at 860-424-5598. A Team member will handle your request.

The Department is currently engaged in a variety of strategies in order to carry out these goals. They are as follows:

Coordination of Child Care Services

As the child care services lead agency, the Department is responsible for many coordination and planning activities. Our priority this year is to design and implement strategies that will support the many families as they transition off public assistance. The Department will coordinate child care activities among community organizations and state agencies, and, provide the link with local and federal agencies in the development of state plans, applications, regulations, policies and procedures. This task will have particular importance with respect to the new federal child care block grant legislation.

DSS is also coordinating efforts with the Governor's Office for Urban Affairs, the Connecticut Department of Education, Commission on Children, Head Start Directors Forum and the Graustein Community Foundation to develop a statewide "Collaboration for Young Children" initiative. This initiative was established as a result of federal Head Start and Maternal and Child Health grants awarded to Connecticut. The Collaboration for Young Children will strive to integrate Head Start with other early childhood and other service initiatives such as: welfare reform, health care, special needs, family literacy and community services.

DSS is also coordinating recruitment efforts with the Department of Public Health child care licensing staff and with several state and local organizations to increase the supply of child care providers, participating on the Child Day Council and Head Start Advisory Councils, speaking at statewide early childhood organizational meetings, developing linkages with businesses to provide financial support for their employees, coordinating capitol bond requests to expand or build new child care facilities, developing strategies to link state and local agencies with early childhood programs for children with special needs, and participating with the Department of Children and Families to create strategies around family support initiatives.

Efficient Provision of Subsidies and Tax Credits

DSS administers the following child care programs to assist families with child care needs:

JOBS CHILD CARE (JCC) - provides child care subsidies to families receiving public assistance who participate in approved employment development, education, and training programs and community service activities

WORK RELATED CHILD CARE (WRCC) - provides child care subsidies to families receiving public assistance who are working

TRANSITIONAL CHILD CARE (TCC) - provides child care subsidies to families who no longer receive public assistance and are working

CHILD CARE CERTIFICATE PROGRAM - provides child care subsidies to low and moderate income families who are not on public assistance and are working or attending approved education, training or substance abuse treatment programs

With the enactment of federal legislation in August 1996, many of the barriers to creating a uniform child care subsidy program have been removed. DSS will work to implement a seamless child care subsidy program for all qualified connecticut residents.

A priority for state fiscal year 1997-1998 will be the implementation of one uniform child care program supported by a Child Care Management Information System and organization to administer the various funds that will support the growing number of families seeking child care assistance.

DSS also administers two business tax credit programs that encourage employer support of child care. They are the:

CHILD DAY CARE SUBSIDY AND PARENT EDUCATION TAX CREDIT - allows business firms to receive a tax credit equal to 50 percent of the firm's contribution in a calendar year to its employees' child care costs.

CHILD CARE FACILITY TAX CREDIT - allows business firms to receive a credit

equal to 40 percent of its cost of establishing a child day care center on or near its work site.

Expanding Care Supply

The state and federal welfare reform initiative will require many families with children to find employment or participate in employment activities. Our preliminary estimates indicate that approximately 25,000 new families will need child care assistance over the next two years. The supply of child care providers must be increased in order to meet this demand.

This task will require assistance from many individuals and organizations starting with the business community. DSS will increase its efforts to educate the business community about tax credits that can be accessed for establishing new child care facilities and subsidizing employees. DSS will also establish a bond fund account to assist with the new construction or expansion of child care facilities in targeted geographic areas in the state.

DSS has enlisted the support of United Way/INFOLINE to convene "recruitment sessions" throughout the state and participate with local community development projects that target the expansion of child care "arrangements". The "recruitment sessions" are targeted to increase the number of child care providers in communities with high public assistance concentration. INFOLINE staff will coordinate their efforts with local community organizations, DSS regional staff and the Department of Public Health child care licensing staff.

Statewide and Local Contractors

DSS has completed negotiations to purchase a variety of child care and child care support services through contracts with statewide and community organizations, municipalities and other state agencies. These services will supplement activities provided directly by DSS and include:

SCHOOL AGE CHILD CARE

Approximately thirty (30) organizations will provide before and after school age child care at school settings for working families earning less than 75% of the state median income level.

STATE FUNDED CHILD CARE CENTERS (SFC)

DSS has contracted for approximately 4,200 child care "slots" at more than ninety locations in thirty six municipalities throughout the state. These projects provide preschool, infant/toddler, and school age services. Activities funded by the child care centers are designed to provide safe, age appropriate environments and a full range of social, educational, recreational and nutritional services to children and support services to their families. Enrollment will be targeted to families earning less than 75% of the state median income level.

RESOURCE AND REFERRAL SERVICES

DSS has contracted with United Way of Connecticut/INFOLINE to maintain a computerized database of the state's licensed child care facilities through a project known as CHILD CARE INFOLINE. Individuals can call 1-800-505-1000 and be connected with the regional CHILD CARE INFOLINE service center to learn about child care programs near their home or workplace. Facilities, listed in the database,

provide information about the age groups they serve, hours of operation, fees, transportation availability, etc. CHILD CARE INFOLINE also provides child care consumer education and enhanced child care services to low income families and the parents of children with special needs.

SUPPORT FOR CHILD CARE PROVIDERS

DSS has contracted with the following organizations to provide support for child care providers:

The Capitol Region Educational Council (860-524-4057) will provide training and educational workshops and technical assistance for new and existing licensed family day home providers throughout the state.

The Community/Technical College System will administer the Child Care Training Support Fund (1-800-832-7784) which provides scholarships and assistance with training costs for income eligible child care providers. Priority will be given to child care providers requiring assistance to meet licensing requirements. The Community/Technical College system will also facilitate, in collaboration with the Child Day Care Council and the state Departments of Education and Higher Education, Connecticut Charts a Course, a career development system for child care providers.

The UCONN Cooperative Extension System (860-486-0101) will develop and distribute a quarterly newsletter entitled, "*All Children Considered*", for licensed child care providers.

**Hartford Area****Child Care Collaborative**

65 Gillett Street, Hartford, CT 06105

(860) 241-0411 voice (860) 624-8346 fax

E-mail hacccc@hartnet.org

FAX: Netra Tanden 202.456.2878

First Lady's Forum, Hartford, CT 1/28/98 Panel Consideration

TEACHERS

Jacquelyne Olson Batchelder School kindergarten teacher 860.249.5897

Christina Richards Waverly School kindergarten teacher 860.549.2020

both these teachers are in Hartford, both have been in public school settings for 20+ years and considered leaders by their peers, building administrators and have served on countless early childhood committees, understanding that children and families have tremendous social and health needs to be ready to come to school. They understand the importance of preschool programs and working in partnership.

*Jenny Hernandez Migratory program—works with preschoolers in their homes

Barnard Brown (public school program) 860.722.8011

Elaine Bamford 1st grade teacher, Norfield School, West Hartford

860.233.4421

former child care provider and health background, excellent teacher. Also understands early childhood needs

Health professional

Paul Dworkin, M.D., St. Francis Hospital 860.714.5020

Margaret MacLaren, M.D. CT Children's Medical Center 860.545.9330

Business/Civic Leader

David Carson/CEO People's Bank

Ana Maria Garcia CEO/YWCA Hartford School Board of Trustees

Child Care Teacher Award Winners (Providers)

Pam Ryder infant/toddler winner South Windsor 860.875.3522H

*Mirta Marias preschool winner Hartford 860.280.3175W

Virginia Hoerle school-age Hartford 860.243.0659H

Susan Diamond family child care Tolland 860.872.7210

Early Childhood "Experts"

Beth Bye Accreditation Facilitation Project

policy and practice/former Trinity Child Care Director

860.257.1402

Deborah Ellis Statewide Accreditation Facilitation coordinator 860.257.1104

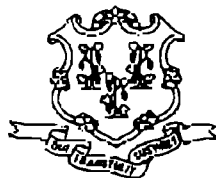
*Ida Gilbert Family Child Care Training 860.280.0185

Judith Goldfarb Htfd. Area Child Care Collab 860.241.0411

policy, former provider, community collaboration

Jean Berkwitt teacher training and practice 860.232.2773

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

18 - 20 TRINITY STREET
HARTFORD, CONNECTICUT 06106
PHONE: (860) 240-0290
FAX: (860) 240-0248

FAX TRANSMITTAL

TO:

Neera Tanden

FAX:

202-456-2878

FROM:

ELAINE ZIMMERMAN

DATE:

January 22, 1998

Number of Pages: (INCLUDING COVER SHEET)

4

☐ Urgent

☒ For
Review

☐ Please
Comment

☐ Please
Reply

☐ Please
Recycle

Enclosed are annotated suggestions. Speak to you soon.

I'm in form now until 3:30. Then back from 4:30 to 7:00p.m

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HARTFORD, CONNECTICUT 06108
PHONE: (860) 240-0290
FAX: (860) 240-0248

TO: Jennifer Klein and Neera Tanden
FROM: Elaine Zimmerman
DATE: January 22, 1998
Re: Childcare Forum

We are so pleased that the First Lady will be coming to Connecticut to host a forum on childcare. As promised, enclosed please find names for possible panelists.

* **Business:** David Carson
CEO People's Bank
Bridgeport, CT

Mr. Carson has been involved in the economic development of this state for over a decade. He is the most trusted and successful banker. His work in early childhood lends itself to this event, as he is quite eloquent on the linkages between early childhood and lifelong learning. He can also well connect issues of workforce and productivity to childcare.

Civic Leader: Ramon Rojano
City of Hartford Human Services Director
Chair, School Readiness Council

Ramon is a Puerto Rican leader highly regarded in the city. He chairs the local council that will determine preschool need as well as facilities expansion for childcare. He presents well.

Hartford City Experts

Deb Flis
Accreditation Project

Deb Flis will oversee the accreditation of centers statewide. Her work in Hartford has been so successful that she was the natural hire for the statewide expansion of our accreditation efforts.

Policy Leaders

Tom Ritter is the Democratic Speaker of the House. He is the key person behind the legislation that just passed. It was his budget study which showed that Connecticut invested less than 10% on prevention, that launched the school readiness bill. He went public saying it was time we put our dollars on the front end, not the back end and used his budget study to force prevention and early childhood into the public arena. Ritter was also the key leader to move our recent child health care bill. If we discuss the legislation, his presence would be key in whatever function seems fitting to you.

X Child Care Providers

It makes good sense to honor those who received Best Practice Awards for the Hartford Child Care Collaborative. The names of the winners include:

Virginia Hurlle for school-age
Merta Mathias for preschool
Susan Diamon, Family Child Care
Pam Ryder, Mother Goose Child Care

*Carla Horowitz
Calvin Hill Day Care Centers
2 yrs 9 mos*

I had recent opportunity to observe a family day care provider from Meriden, Connecticut with her new baby. She runs a family day care program called "Angels in Training" and is President of the Family Day Care Network in Meriden, a working class conservative town. She was extraordinary with her baby and the baby was extraordinary in the class. If you wanted a mother and child to show on stage what love is about, she is able to both talk and hold her baby at the same time and offers a calm realistic frame on childcare.

If you want a male director, to fall out of the gender bias in our field, John Joyce heads the Simpson-Waverly Daycare facility in Hartford which is a city run site, NAEYC accredited and quite good.

X Health

Angela Crowley is a health practitioner connected to Yale. She has worked with Joan Lombardi on the national level and understands beautifully the linkages between health and childcare. She presents well, is relaxed and highly skilled in this area of health, learning and safety.

Literacy

Dr. Paul Dworkin, a pediatrician at St. Francis Hospital is quite eloquent on the new brain research. I worked with him on the New England conference the same day that the Clinton's hosted the White House conference on the brain. He also runs a Reach out and Read program and understands the linkage between brain research, healthcare and early language acquisition. He is very good on the importance of early language through story, repetition, rhyme and being read to.

X Television

On the television side we have CPTV recently funded by Travelers Foundation to help train child care practitioners in quality issues. The President is Jerry Franklin and the Vice President is Larry Rifkin. Larry brought Barney to public television. He is a gem. CPTV does 15 hours of children's programming every day.

We also have the Singers here who are the experts on children watching too much television. They are very good on the connection of quality care and television use. They are also expert on how to use television positively. Mrs. Singer presents quite well.

X Parents

I have contacted the head of the Hartford Parent Network, Jeff Brown to access parents. He himself is quite good. I just went with him to Ohio to present on parent leadership and participation in children's policies. He will forward us a few names in the next 24 hours.

Patricia Ward is the grandmother of a two-year old child who was killed in a childcare center in our state. She has spoken on this issue and is quite good. It is a tragic case with an eloquent spokesperson on the need for quality, standards and substantive oversight of facilities

Foundations

Maria Mojca is with the Graustein Foundation. She oversees the Children First Initiative which helps communities look at the needs of young children. She is a skilled organizer, highly regarded with good presence. She is able to articulate on the neighborhood and community level for young children.

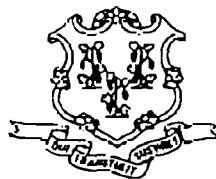
Anika Warren is with the Hartford Foundation. She was formerly a worker in the teen pregnancy field and she fully understands the links between prevention and good late outcomes. She staffs the school readiness work for Hartford. She is quite warm, easy to interview and offers a vibrant interview.

Let us know if we can offer any other information. Pat Estill, our press officer is glad to coordinate with your press. She is from *Weekly Reader Magazine* and has a good handle on sound bites, contacts, etc.

P.S. National Experts in the state include:

✓ Ed Zigler
Sharon Lynn Kagan
James Comer

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The Hartford Courant

April 23, 1992, A Edition

SECTION: CONNECTICUT; Pg. C1

LENGTH: 1026 words

HEADLINE: Women's League records 75 years of service in city;
Women's League to celebrate 75th anniversary

BYLINE: CONSTANCE NEYER; Courant Staff Writer

BODY:

In 1917, a group of black women started the Women's League in Hartford because no service agency at the time would have them.

Seventy-five years later, the league has evolved into a day-care operation that has thrived in Hartford's North End.

Saturday, the Women's League Child Development Center will celebrate its 75th anniversary with a dinner-dance at the Hartford Sheraton Hotel at 6 p.m. The main speaker will be Hazel N. Dukes, president of the National Association for the Advancement of Colored People.

Mercedes M. Croutch, executive director of the league, is thrilled that the agency has survived through tough economic times.

"I'm thankful we've been serving north Hartford for 75 years and giving it the greatest service," said Croutch, who has worked for the agency in various capacities for the past 26 years. "We plan to be here another 75 years."

The agency is so firmly entrenched at Seyms and North Main streets that it is conducting a \$ 2.1 million capital improvement drive to build several new, one-story buildings at its present site. The new center would be able to accommodate 200 children instead of the 130 children it can now serve.

The league is \$ 400,000 shy of its \$ 2.1 million goal to establish the new classroom, dining room and office facilities at the site. A big boost to its campaign was provided by a \$ 1 million grant from the state Department of Human Resources.

The agency boasts thousands of alumni of diverse racial, religious and

ethnic backgrounds.

Former Hartford Mayor Thirman L. Milner is one of the graduates and has many fine things to say about the center.

"It is a very, very good agency, and it started long before they talked about social service agencies," said Milner. "It's amazing that it's carried on so long when so many agencies have folded."

Hartford Mayor Carrie Saxon Perry taught there when she first graduated from college. She sent her son there, too.

"It's a wonderful, wonderful agency," she said last week. "My heart certainly is in that organization. It is so great that it has survived."

After 75 years, the league's mission statement is still pretty much the same, said Thomas C. Faniel, president of the nonprofit organization's board of directors -- "to foster the emotional, physical and social and mental growth of the whole child into a healthy, positive and confident individual in a child-care center."

The center is open to children from 2 to 12 and charges parents based on their ability to pay. The center, which in 1926 became one of the first black organizations in Hartford to receive United Way funding, has been a recipient of the Eleanor Roosevelt Community Service Citation and is one of the few centers in the state to have accreditation from the National Academy of Early Childhood Programs in Washington, D.C.

Tickets for the dinner-dance are still available. Tickets to the VIP reception with Dukes and dinner are \$ 50 per person while dinner-only tickets are \$ 40 per person. More information may be obtained by calling Croutch at 524-5969.

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"I'm thankful we've been serving north Hartford for 75 years and giving it the greatest service," said Croutch, who has worked for the agency in various capacities for the past 26 years. "We plan to be here another 75 years."

The agency is so firmly entrenched at Seyms and North Main streets that it is conducting a \$ 2.1 million capital improvement drive to build several new, one-story buildings at its present site. The new center would be able to accommodate 200 children instead of the 130 children it can now serve.

The league is \$ 400,000 shy of its \$ 2.1 million goal to establish the new classroom, dining room and office facilities at the site. A big boost to its campaign was provided by a \$ 1 million grant from the state Department of Human Resources.

The agency boasts thousands of alumni of diverse racial, religious and ethnic backgrounds.

Former Hartford Mayor Thirman L. Milner is one of the graduates and has many fine things to say about the center.

"It is a very, very good agency, and it started long before they talked about social service agencies," said Milner. "It's amazing that it's carried on so long when so many agencies have folded."

Hartford Mayor Carrie Saxon Perry taught there when she first graduated from college. She sent her son there, too.

"It's a wonderful, wonderful agency," she said last week. "My heart certainly is in that organization. It is so great that it has survived."

After 75 years, the league's mission statement is still pretty much the same, said Thomas C. Faniel, president of the nonprofit organization's board of directors -- "to foster the emotional, physical and social and mental growth of the whole child into a healthy, positive and confident individual in a child-care center."

The center is open to children from 2 to 12 and charges parents based on their ability to pay. The center, which in 1926 became one of the first black organizations in Hartford to receive United Way funding, has been a recipient of the Eleanor Roosevelt Community Service Citation and is one of the few centers

in the state to have accreditation from the National Academy of Early Childhood Programs in Washington, D.C.

Tickets for the dinner-dance are still available. Tickets to the VIP reception with Dukes and dinner are \$ 50 per person while dinner-only tickets are \$ 40 per person. More information may be obtained by calling Croutch at 524-5969.

GRAPHIC: Cecilia Prestamo /The Hartford Courant

In a photograph taken during the 1960 United Way fund drive in Hartford, a group of children from the Women's League Child Development Center in the city hold up cards with numbers representing the amount of money raised in the campaign. The league is celebrating its 75 anniversary with a dinner-dance Saturday at the Hartford Sheraton Hotel.

LANGUAGE: ENGLISH

LOAD-DATE: April 23, 1992

Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject:

FYI - it would be good to mention this in Mrs. Clinton's remarks, don't you think?
It hasn't gone into effect yet, so it would be hard to go to a site. (Although maybe a future site?)
Something to think about.

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THE HARTFORD COURANT

October 17, 1997 Friday, STATEWIDE

SECTION: MAIN; Pg. A6

LENGTH: 827 words

HEADLINE: NEW STATE PROGRAM WILL EXPAND PRESCHOOL

BYLINE: ANNE M. HAMILTON; Courant Staff Writer

BODY:

About 3,000 additional poor children will learn colors, numbers and letters in a \$60 million school readiness program to expand and improve preschool and day-care programs across the state.

The program represents the response of legislators to a serious lack of quality day-care programs in the state's 14 poorest communities. The law, passed in June, requires the state Department of Social Services to work with the education department to make sure that preschool programs provide learning and not just child care.

The law has a dual goal: helping families facing a cut off of welfare benefits to find high-quality day-care programs, and trying to decrease the number of poor children who start school with serious learning deficits. Cities such as Hartford and New Haven, where poverty is widespread, have the lowest percentage of students who attend preschool programs, and the lowest test scores.

Equalizing educational opportunity is one of the major goals of Sheff vs. O'Neill, the Hartford desegregation lawsuit, and legislators said increasing school readiness is one essential part of the solution.

House Speaker Thomas D. Ritter, D- Hartford, said the school readiness bill was his highest priority during the last legislative session.

"For every dollar you spend in childhood intervention, you save \$7 later on. If you have early child education, you are less likely to be in jail or on welfare or in special education. It's cost effective," he said. "If you start school without early childhood education, you are behind, and you never catch up."

Requests by the 14 communities to expand and improve existing preschool programs have been submitted to the state Department of Education, and approval is expected by Nov. 1. Many programs say they are prepared to take in more children quickly.

The largest grant will be given to Hartford, which will receive \$3.3 million of the first year, statewide total of \$20 million. Bridgeport, New Haven and Waterbury also will receive major grants.

The grants will expand existing programs and improve them, which means they must be approved by the National Association for the Education of Young Children, and have qualified teachers.

"Part of what we were trying to do with this bill is to create a preschool type of education environment," said state Rep. Cameron Staples, D- New Haven, co-chairman of the education committee. "The anticipation is that by putting incentives in place, you are going to improve the quality."

The new law created school readiness councils to review applications and select grant recipients. In Hartford, the council's recommendations were further reviewed by the Hartford Foundation for Public Giving. Staples said the additional step was added because of concern over the stability of the former Hartford school board, which was in the process of being replaced by state-appointed trustees.

Only existing programs were eligible to apply for the grants this year, in order for expansion to take place more quickly. In 1998-99, an additional \$40 million will be available. In addition to the grants, which must be used for programs, there will be low-interest loan programs to help with renovations or construction.

In Hartford, where there is a severe shortage of day-care and preschool openings for eligible children, 751 slots will be added, said Chris Hall, co-chairman of the school readiness council, and a foundation employee.

In August, there were about 5,500 licensed day-care slots in the city, and about 9,000 preschool children whose parents receive state welfare benefits. Those families face a cut off of benefits, and must find jobs, but the day-care stipend is too low to pay for unsubsidized, licensed care.

Many poor families send their children to friends and relatives, where the quality of care is uneven, and school readiness is not emphasized.

Hall said the foundation recommendations will be forwarded to Mayor Michael

P. Peters and Superintendent of Schools Patricia Daniel for their approval before being sent to the state Department of Education on Oct. 23.

**The Hartford programs that have been recommended for expansion are:
Hartford Neighborhood Centers, Women's League Child Development Center,
Hartford Public Schools, Salvation Army, St. Joseph's College School for Young
Children, Hartford Department of Human Services, the YWCA, Catholic Family
Services, the Community Renewal Team, and the Capitol Child Development Center.**

Preschool allotments

Communities that will receive school readiness funds to enlarge and improve pre-school programs. Amounts are preliminary, and subject to revision.

Bridgeport: \$3 million

Bristol: \$538,000

Danbury: \$700,000

East Hartford: \$586,000

Hartford: \$3.3 million

Meriden: \$852,000

Middletown \$536,000

New Britain: \$1.2 million

New Haven: \$2.7 million

New London: \$349,000

Norwalk: \$1.2 million

Stamford: \$1.4 million

Waterbury: \$2.1 million

Windham: \$293,000

LANGUAGE: ENGLISH

LOAD-DATE: October 17, 1997