



UNITED STATES
OFFICE OF PERSONNEL MANAGEMENT
WASHINGTON, D.C. 20415

OFFICE OF THE DIRECTOR

JUN 23 1998

Nicole -

FYI. Return

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Not much there - there. Nicole

MEMORANDUM FOR JON JENNINGS
WHITE HOUSE FELLOW
CABINET AFFAIRS

FROM:

Mary O'Connell
LEIGH M. SHEIN
CHIEF OF STAFF *for*

SUBJECT:

OPM Actions to Improve Federally Sponsored Child Care

The following are actions that OPM has taken in response to the President's March 10, 1998, memorandum directing the Secretary of Defense, the Administrator of the General Services Administration, and the Director of the Office of Personnel Management... "to take significant new steps to improve the quality of Federally-sponsored child care in the executive branch."

OPM was tasked with: (1) ensuring that all Federal workers receive full information about child care benefits available to them "on the Federal, state, and local levels, including information on resources and referral networks, available tax credits such as the Child and Dependent Care Tax Credit and Child Tax Credit, as well as public subsidies," and (2) was directed to "...host a nationwide summit designed to showcase model public and private sector solutions."

Publicize Child Care Benefits

- ◆ On March 26, 1998, OPM issued memoranda to directors of personnel, agency work and family program representatives, and the Interagency Adult Dependent Care Working Group, that attached a copy of the President's memorandum, and a copy of a flyer-- *Helping Families Obtain 1997 Tax Information*--issued by the *National Child Care Information Center (NCCIC)*, Department of Health and Human Service (HHS), and listed child care resource and referral contacts that provide an array of child care services such as finding quality care, funding resources, health and safety aids, welfare reform, and State programs (copies attached).

- ◆ On April 6, 1998, OPM's Director of its Work/Life Programs Center, briefed the Interagency Federal Child Care Council on OPM actions taken and proposed to inform Federal workers about child care resources, including tax credits that are available to them.
- ◆ On April 7, 1998, OPM's Work/Life staff met with the Department of Health and Human Services' (HHS) Child Care Bureau staff to discuss further actions needed for information on public subsidies. HHS agreed to collect and provide OPM with information about public subsidies which would be appropriate for Federal employees. OPM and HHS plan to jointly distribute these materials to directors of personnel and agency work and family contacts, along with additional information about resource and referral services and taxes.
- ◆ In April 1998, OPM's Work/Life Program Center revised its *Establishing a Work-site Parenting Support Group*. The guide provides agencies with another tool to help their employees manage a family, career, and other personal demands. The revisions also reflect that men, as well as women, in the Federal government serve in a dual role as a worker and as a parent (copy attached).
- ◆ On June 18, 1998, our guest speaker for OPM's Director's Awards for Outstanding Work and Family Programs was Dr. Joan Lombardi, Deputy Assistant Secretary for Policy and External Affairs, HHS, who discussed the need for quality work/life programs to help employees with child and elder care. Also, several of the award winners were recognized, for quality, affordable, and safe child development centers, among their other achievements. Among those honored, the Internal Revenue Service and the General Accounting Office were noted as leaders of the first Federal agencies to establish on-site child development centers in the late 1980's.
- ◆ OPM recently revised and updated its *Handbook of Child and Elder Care Resources* to help employees identify types, quality, and sources of child care. The handbook is currently being formatted for the Internet where employees, managers, and employee assistance counselors can locate information about organizations and agencies across the country that can help employees with their child and elder care needs (copy attached).

Nationwide Child Care Summit

- ◆ OPM is in the preliminary stages of planning a one-day child care summit which is tentatively scheduled for late fall. When OPM met with HHS Child Care Bureau staff, we were advised that they have recently entered into a contract with *Work and Family Solutions, Inc.* to identify nationwide model public/private child care partnerships and would be happy to share their findings with us. OPM will be working with HHS, other key Federal agencies, and private sector employers on planning this summit.

New Child Care Initiatives

- ◆ OPM has prepared draft legislation that would permit Federal agencies at their discretion to use currently appropriated funds for the purpose of paying approved child care providers for the provision of child care for Federal civilian employees. These payments of appropriated funds may be applied to any expense connected with the provision of child care, including but not limited to the salaries and benefits of child care staff employed by the provider. Any savings to the facility or contractor resulting from such use of appropriated funds shall be applied to improving the affordability of child care for lower income employees.
- ◆ OPM is recruiting for a full-time child care coordinator to develop proposals for child care policies and program guidelines for Federal civilian employees. The incumbent will represent OPM at various child care interagency meetings and on public forums; consult with Federal agencies and departments, labor and veterans organization, and special interest groups; and participate in training programs for key personnel, including child care program administrators, coordinators, and personnel.

If you have any questions or need additional information, please call Mark Hunker at (202) 606-1000.

Attachments



MAR 20 1998

MEMORANDUM FOR FEDERAL WORK & FAMILY PROGRAM REPRESENTATIVES
& THE INTERAGENCY ADULT DEPENDENT CARE WORKING GROUP

FROM: *Anice V. Nelson*
ANICE V. NELSON, DIRECTOR
WORK AND FAMILY PROGRAM CENTER

SUBJECT: President Clinton's Directive to Improve Federally Sponsored Child Care

On March 10, 1998, President Clinton issued a Memorandum for the Heads of Federal Departments and Agencies on *Steps to Improve Federally Sponsored Child Care*. A copy of that Memorandum is attached.

The Memorandum directs the Secretary of Defense, the Administrator of the General Services Administration, and the Director of the Office of Personnel Management "to take significant new steps to improve the quality of Federally sponsored child care in the executive branch." The Director of the Office of Personnel Management is tasked with "ensuring that, to the fullest extent possible, all Federal workers receive full information about child care benefits available to them on the Federal, state, and local levels, including information on resource and referral networks, available tax credits such as the Child and Dependent Care Tax Credit and Child Tax Credit, as well as public subsidies."

As a first step towards that objective, we are providing you with a copy of a flyer--*Helping Families Obtain 1997 Tax Information*--issued by the *National Child Care Information Center (NCCIC)*, Department of Health and Human Services. **As the 1997 tax season is ending, we think it is most important to share this information with employees now.** We will provide you with 1998 tax information at a later date.

The *NCCIC* offers a variety of other useful child care information, such as finding child care, funding resources, health and safety, welfare reform, and state contacts. *NCCIC* information may be accessed on the Internet at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>, or by telephone at 800-616-2242. *Child Care Aware* provides a free resource and referral service, directing callers towards local service providers and community resources which may meet their particular needs. *Child Care Aware* may be reached at 800-424-2246.

As further information is available we will send it to you. Until such time, you may contact us as need via Internet email at workandfamily@opm.gov, or by telephone at 202-606-5520.

Attachments

THE WHITE HOUSE

WASHINGTON

March 10, 1998

MEMORANDUM FOR THE HEADS OF FEDERAL DEPARTMENTS AND AGENCIES

SUBJECT: Steps to Improve Federally Sponsored Child Care

Now more than ever, America's working parents are struggling to balance their obligations to be good workers -- and their more important obligations to be good parents. By choice or by financial necessity, millions of Americans rely on child care to care for their children for part of each day. Parents deserve to know that their children are safe and nurtured in child care.

One of my highest priorities is to make child care better, safer, and more affordable. That is why my balanced budget includes the most significant investment in child care in our Nation's history and proposes specific measures to improve child care quality.

As a supplier of child care and as an employer that must recruit and retain a strong workforce, the Federal Government should lead the way in improving child care. I am proud that our military has developed one of the finest child care delivery systems in the world, and that the Department of Defense, at my request, is sharing its expertise with the public and private sectors. Still, we need to do more. The executive branch of the Federal Government has responsibility for over 1,000 child care centers -- 788 through the military, 109 through the General Services Administration, and 127 through other Federal departments. In addition, the military oversees nearly 10,000 professional family child care providers. In total, approximately 215,000 children are in our care.

Today I am directing my Administration to take significant new steps to improve the quality of Federally sponsored child care in the executive branch by (1) ensuring proper background checks of child care workers; (2) achieving 100 percent independent accreditation of all eligible centers; (3) exploring partnerships among Federal agencies and with the private sector to improve child care quality and affordability; and (4) ensuring that all Federal workers become better informed of child care benefits and the options available to them.

First, all child care workers in Federally sponsored centers should undergo thorough background checks to make sure that our children are safe. The vast majority of child care workers are caring people who have dedicated their lives to teaching and nurturing children. But one tragedy in child care is too many, and criminal and civil background checks are necessary to determine whether the people caring for our children are fit for this responsibility. The military already has a model system to conduct background checks of child care workers. I now want to guarantee that workers at all nonmilitary, Federal child care facilities undergo such background checks in a thorough and timely fashion.

I therefore direct the Administrator of General Services ("Administrator") to report to me, within 90 days, with a plan to ensure complete and timely background checks, to the fullest extent possible, for all child care workers in nonmilitary, Federally sponsored child care settings. Agencies with oversight of nonmilitary child care settings will report to the Administrator within 60 days on this matter.

Second, all Federally sponsored child care centers should receive nationally recognized, independent accreditation as soon as they are eligible to do so. Currently, only 76 percent of military centers, and 35 percent of other Federally sponsored centers, are accredited. By the year 2000, 100 percent should be accredited. I therefore direct the Secretary of Defense and the Administrator to provide me, within 90 days, with a plan to ensure, to the fullest extent possible, independent, nationally recognized accreditation of all eligible, Federally sponsored child care by the year 2000. Agencies with oversight of non-military child care settings shall report to the Administrator within 60 days on this matter.

Third, partnerships among Federal agencies and with the private sector are an increasingly important way to maximize existing resources and improve child care. I therefore direct the Administrator to work with the heads of all Federal departments and agencies to explore opportunities for collaboration both within Government and with the private sector to improve child care quality and affordability in Federally sponsored settings.

Finally, employers have a responsibility to make sure that their workers are better informed on child care and the options available to them at the national, State, and local levels. I therefore direct the Director of the Office of Personnel Management ("Director") to ensure that, to the fullest extent possible, all Federal workers receive full information about child care benefits available to them on the Federal, State, and local levels, including information on resource and referral

networks, available tax credits such as the Child and Dependent Care Tax Credit and Child Tax Credit, as well as public subsidies. The Director shall also host a nationwide summit designed to showcase model public and private sector solutions to child care needs.

William L. Clinton

Helping Families Obtain 1997 Tax Information

Financial relief for working families is available through two tax programs, the Earned Income Credit and the Child and Dependent Care Tax Credit.

The **Earned Income Credit (EIC)** reduces the amount of tax an individual owes and can also result in a refund after a tax return is filed. Eligible workers may choose to receive the EIC in advance payments in each paycheck.

☎ The Center on Budget and Policy Priorities can provide an Earned Income Credit Outreach Kit to give programs the information families need to access the EIC. The kits contain materials in both English and Spanish. The first kit is free and additional kits are available for a minimal charge. For more information on obtaining a kit, contact the Center on Budget and Policy Priorities, 820 First Street, NE, Suite 510, Washington, DC 20002, or call: (202) 408-1080.

In addition to the EIC, families may also be eligible for the **Child and Dependent Care Credit**, a benefit that helps families pay for child care. Families can receive credit for 20-30% of their child care expenses, depending on income.

☎ For a fact sheet about the Earned Income Credit or the Child and Dependent Care Credit, contact Sharon Jenkins or Kimberly Harris at the National Women's Law Center, 11 Dupont Circle NW, Suite 800, Washington, DC 20036, or call: (202) 588-5180.

☎ The Child Care Action Campaign has a two-page *Information Guide (#16) on How to Use the Federal Child Care Tax Credit*. To obtain a copy, call: (212) 239-0138, or e-mail a request to: hn5746@handsnet.org

IN TAX YEAR 1997, THOSE ELIGIBLE FOR THE EARNED INCOME CREDIT INCLUDE:

\$ Workers with one child who earned less than \$25,760 in 1997 are eligible for a credit of up to \$2,210;

\$ Workers with two or more children who earned less than \$29,290 in 1997 are eligible for a credit of up to \$3,656;

\$ Workers who earned less than \$9,770 in 1997 and who are not raising children are eligible for a maximum credit of \$332 if they are at least 25 and under 65.

~ *Earned Income Credit Outreach Kit, available through the Center on Budget and Policy Priorities.*

☎ The Internal Revenue Service has several publications that explain how to qualify for and claim the EIC and the Child and Dependent Care Credit. Ordering information is provided in the box below.

Employment Taxes for Household Employers

For parents who employ a provider to deliver child care services in the child's home, there is new information on reporting and paying employment taxes. The IRS publishes several documents which provide guidance on this topic. A list of these publications is provided in the box below.

Free Tax Preparation Assistance

The IRS Volunteer Income Tax Assistance (VITA) program helps low-income workers complete their tax forms. For more information on VITA and other tax related questions, call: (800) 829-1040 (800-TAX-1040).

PUBLICATIONS AVAILABLE THROUGH THE INTERNAL REVENUE SERVICE

The following publications may be requested through the IRS by calling: (800) 829-3676 (800-TAX-FORM). It may also be possible to locate reference copies of these IRS publications at your local library.

- ① #596 Earned Income Credit
- ① #503 Child and Dependent Care Expenses
- ① #926 Employment Taxes for Household Employers
- ① #15 Employers Tax Guide (Circular "E")

Information compiled by the National Child Care Information Center, (800) 616-2242. The information contained in this document does not constitute tax advice or legal representation. No official endorsement of any publication or organization is intended or should be inferred. For specific information on eligibility for tax credit programs, consult an accountant or other tax expert.



CHILD CARE

BULLETIN

Child Care Bureau

July/August 1997

Issue 16

Child Care Providers: Key to Quality Care

Each day, as families across the country ready themselves for work, millions of child care providers are ready to care for and educate their children. Child care providers play a pivotal role in the lives of the children entrusted to their care. The provider, in concert with a supportive community that provides adequate funding and clearly established standards, is the key to quality child care.

An educated and experienced child care provider:

- is responsive to the needs of each child.
- establishes a safe, nurturing and stimulating environment for children to grow and learn.
- works in partnership with the family, and
- develops relationships with other community groups.

Such caregiving is essential to the successful development of the child, imperative for parents in the workforce, and a cornerstone of the community. While families are at work, quality child care settings give children the opportunity to thrive and develop to their full potential.

This issue of the *Child Care Bulletin* recognizes and celebrates

the important work of the child care provider and highlights ways in which states, national organizations, and communities have supported the early childhood workforce, by establishing initiatives which promote leadership development and credentialing; providing a mechanism for providers to receive health benefits; developing comprehensive training opportunities; and increasing compensation for quality child care professionals.

Programs that have linked professional development and compensation, such as the T.E.A.C.H. Early Childhood® Project and the Military Child Development System, are described in this issue. Information is provided on the national leadership development projects *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century* and the *African American Early Childhood Resource Center*,

as well as on ways that states and community programs have been training women who are transitioning off of welfare to become successful child care providers. Also presented are initiatives developed by Save the Children Child Care Support Center such as warm lines, neighborhood networks, community collaboratives, specialized training, and resource rooms that help to support family child care providers.

We salute each child care provider, caring for infants, toddlers, preschool-age children, school-age children, in homes, centers, during the day, evening or weekend. We honor the dedication and efforts of all those who say, "I nurture the future; I am a child care provider." As another school year begins, our hopes are that it brings with it renewed energy and optimism and that together we can make a difference for all children and families.

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Child Care Providers



U.S. Department of
Health and Human Services
Administration for Children and Families
Administration on Children,
Youth and Families
Child Care Bureau

A Profile of the Child Care Work Force

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

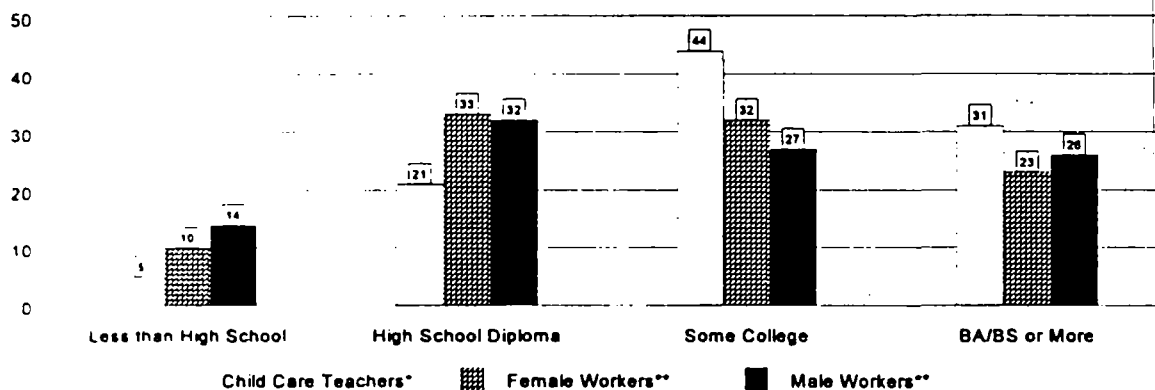
Who are the child care teaching staff?

- 97% are female
- 33% are women of color
- 41% have children
- 10% are single parents

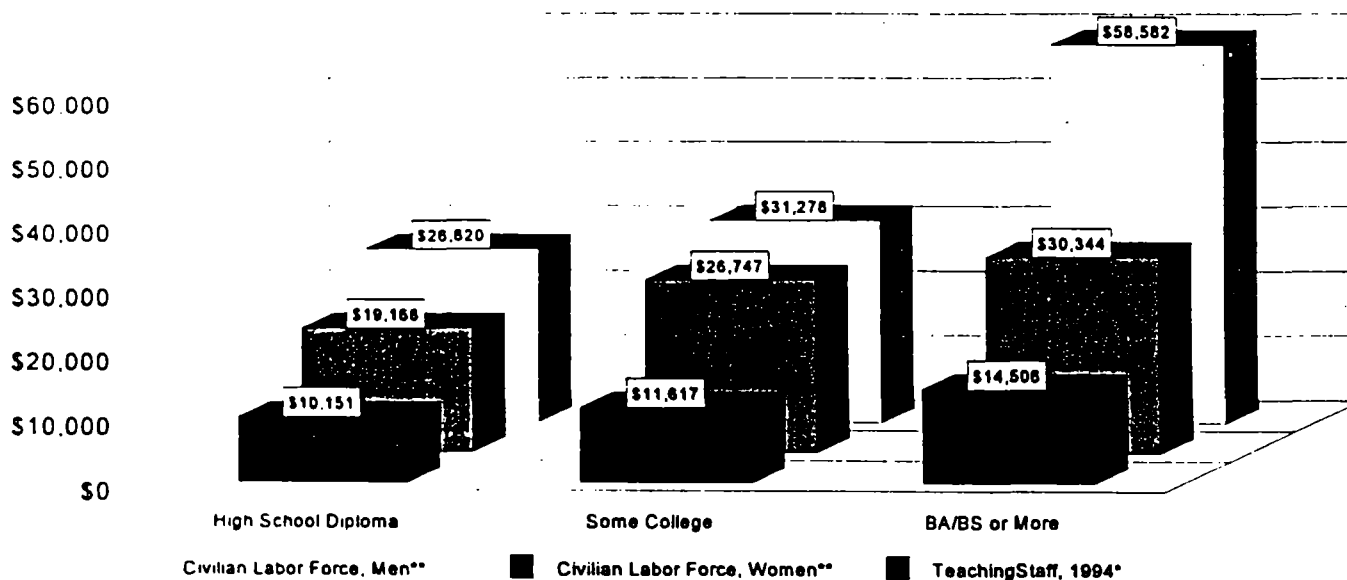
➤ Child care teaching staff earn an average of \$6.89 per hour or \$12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report (1995). salary data are in 1993 dollars).

- Only 18 percent of child care centers offer fully-paid health coverage to teaching staff.
- Although they earn lower wages, child care teachers are better educated than the general population.
- One-third of all child care teachers leave their centers each year.
- Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just \$5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers



Annual Wages of Child Care Teaching Staff Versus All Workers



For more information, contact the National Center for the Early Childhood Work Force (NCECW), at: (202) 737-7700, or e-mail: ncecw@ncecw.org

This profile of the child care work force has been excerpted from information provided by the National Center for the Early Childhood Work Force.

New Initiative Focuses on Early Childhood Leaders and Directors

Cecelia Alvarado, Bess Emanuel, Kimberly Elliott, and Sheri Azer

The Center for Career Development in Early Care and Education at Wheelock College has begun a national early childhood leadership development initiative, *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century*. Funded by the Early Childhood Funders Collaborative, the new initiative aims to improve the quality of programs for children and families by developing a diverse generation of leaders for the many roles in the early care and education field.

Taking the Lead intends to build the field's capacity to increase program quality by:

- ▢ expanding the skills of new and existing leaders in the field to generate greater public support for and private and public investment in early care and education, and
- ▢ advancing the development of a director's credential for early care and education programs.

The initiative consists of several activities: a national scan of current leadership development options and director credentialing efforts, and two sets of pilot projects around the country.

The first set of pilot projects, *Experiments in Director Credentialing*, focuses on developing models of credentialing for those who direct early childhood programs. Given the pivotal role of the director, training in administration and leadership is important to the quality of programs. Awarding a credential that recognizes competence, commends accomplishments, and acts as an incentive for the pursuit of training is a strategy for states and communities to help directors develop the skills they need to achieve quality programs.

Also, *Emerging Leaders Experiments* will attempt to identify, train, and promote new and existing leaders in the field. The goals of this activity include assisting the field to develop an understanding of the institutional and personal barriers that may impede the development of potential leaders, working to identify the pathways to leadership, and assuring innovative content of leadership development.

Project applications have been received and final selection of the pilot sites is underway.

To learn more, contact *Taking the Lead*, The Center for Career Development in Early Care and Education, Wheelock College, at: (617) 734-5200, ext. 211.

New Resource Center Offers Leadership Development Opportunities

Carla Taylor

The National Black Child Development Institute (NBCDI) has launched the African American Early Childhood Resource Center to help diversify the leadership pool and to serve as a model for other under represented groups within the leadership ranks of the early childhood profession. The resource center will enrich higher education, enhance career opportunities, and provide technical assistance to early childhood organizations in areas such as improving recruitment, retention, and advancement of diverse leaders. It will also maintain a database of diversity resources to identify teaching materials and seminars that promote leadership and multiculturalism. A Registry of African American Early Childhood Leaders will include a database of the skills and experiences of African American leaders in a variety of early childhood positions. Organizations and businesses may obtain a list of potential employment applicants, advisors, writers and presenters.

An African American Early Childhood Leadership Mentoring Program will pair entry level professionals and graduate students with mentors who will provide ongoing support, and an African American Early Childhood National Leadership Network will organize a consortium of colleges, organizations, and corporations to expand opportunities for early childhood leaders.

Carla Taylor is Senior Editor and Public Policy Analyst for The National Black Child Development Institute (NBCDI). To learn more, contact NBCDI, 1023 15th Street, NW, Suite 600, Washington, DC 20005, or call: (202) 387-1281, or e-mail: moreinfo@nbcidi.org

Training Requirements in Child Care Licensing

Child care licensing regulations vary from state to state. Requirements range from no training needed prior to working with children to mandatory college-level coursework for providers.

In 1997, pre-service early childhood education training is required by:

- 20 states for teachers;
- 33 states for directors; and
- 11 states for family child care providers.

Annual ongoing hours of training are required by:

- 44 states for teachers;
- 36 states for directors; and
- 31 states for family child care providers.

Data compiled by The Center for Career Development in Early Care and Education based on information provided by Work/Family Directions, Inc. To learn more, contact The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or call: (617) 734-5200, ext. 211, or e-mail at: whc_admin@fio.org Visit the web site at: <http://erlcp.crc.uiuc.edu/ccdece/ccdece.html>

What's New with the CDA Credential?



The Child Development Association (CDA) credential is nationally recognized in the early childhood field as a professional credential awarded to skilled child care providers. The Council for Early Childhood Professional Recognition (The Council) administers the CDA credentialing program (see "Staff Credentialing Programs Improve Skills," in the *Child Care Bulletin*, May/June 1995).

Currently, more than 88,000 providers have obtained the CDA credential and that number is rising. The number of child care providers applying for the CDA credential per year has grown to nearly 10,000 as a result of an increase in demand from many public and private employers for trained, qualified staff. In addition, 46 states and the District of Columbia incorporate the CDA into their licensing regulations.

Second Setting CDA

The CDA credential is awarded for a specific type of child care setting: center-based, family child care, or home visitor. For qualified caregivers who already have a CDA

credential and wish to be certified in an additional setting, The Council now offers the Second Setting CDA. This credential is available to center-based and family child care professionals who received their CDA credential under the revised direct assessment procedures on or after January 1, 1993.

Revised CDA Renewal Process

The goal of the renewal system is to encourage caregivers to seek continuing education and professional growth. Effective January 1, 1996, The Council revised the CDA Renewal Process for center-based and family child care. The renewal fee will continue to be \$50, with the first renewal three years after receiving the CDA credential and then every five years thereafter. Those who do not meet the renewal criteria within a specified timeframe will need to complete a new CDA assessment. However, The Council is now holding an open renewal period. Caregivers whose CDA credential expired years ago may renew it before January 1, 1998 without completing a new assessment. Under the

new CDA renewal requirements, a provider must:

- Hold a current Red Cross or other agency First Aid Certificate;
- Have at least 80 hours of work experience with young children during the year of renewal;
- Hold current membership in a national or local early childhood professional organization;
- Know an Early Childhood Education Professional who can complete a Letter of Recommendation regarding competence with young children;
- Show proof of at least 4.5 Continuing Education Units (CEU's), or a 3 credit hour course in early childhood education/child developments within the past five years. The Council has also published CEU Criteria Guidelines, which are available upon request.

New Publication

A CDA Training Guide that focuses on helping colleges, agencies, and organizations with developing a CDA training program will soon be available from The Council.

For more information, contact: The Council for Early Childhood Professional Recognition, 2460 16th Street, NW, Washington, DC 20009-3575, or call (202) 265-9090 or (800) 424-4310.

Spotlight on... USA Child Care National Development Project

USA Child Care is a national membership association of child care and early education providers and advocates who deliver services directly to children and families. The mission of USA Child Care is to serve as a national voice for these direct service providers to ensure quality, comprehensive early care and education that is affordable and accessible to all families.

USA Child Care is working to develop statewide associations that can partner with states and local governments to deliver quality child care. Aided by a grant from the David and Lucile Packard Foundation, the National Development Project will establish new statewide associations of providers to help communicate needs in local communities through the voice of those working directly with families. The first of these new associations, the Missouri Child Care and Education Association, has moved quickly to create a position statement on welfare reform and to conduct a Leadership Development and Information Seminar on Child Care and Welfare Reform. Also, Indiana and New York have recently received grants from the National Development Project to establish coalitions of providers. Other components of the Project include assistance to any state working to create a statewide association of child care directors, development of an information service to link child care professionals with information on best practices and legislative developments, and skill-based training of about 45 child care providers as a national leadership corps on child care issues.

For more information about USA Child Care and the National Development Project, contact Shirley Stubbs-Gillette, President, at: (816) 474-3751, ext. 603, or Kathleen Hermes, Project Director, at: (913) 385-0034, or e-mail at: usaccare@aol.com

Child Care Initiatives Across the Country

Rhode Island Provides Benefits to Caregivers

The Governor of Rhode Island has announced significant enhancements to the state's child care program to ensure that quality child care is available to all working families. As of January 1998, reimbursement rates to providers who care for subsidized children will increase to become more competitive with local market rates by the year 2000. Payments to providers will increase incrementally each year for three years.

In addition, licensed home-based providers who care for children of working families can now qualify for health and dental benefits through Rite Care, the state's health insurance program. Rhode Island is the first state in the country to offer comprehensive health and dental insurance to home-based providers. Health coverage has been available since January 1, 1997 and dental coverage was added on in June 1997. Rite Care coverage is available to qualified providers and their minor children (under age 18) who reside with them.

To qualify for Rite Care membership, a provider must be licensed as a family care (home-based) provider. The provider must have been paid at least \$1,800 by DHS for child care services within the six months preceding his or her request for coverage, and must not be in receipt of Rhode Island Medical Assistance or any other health insurance. The providers must requalify for Rite Care coverage every six months.

For more information, contact Carole Ponto, Senior Human Services Policy and Systems Specialist, Rhode Island Department of Human Services, at: (401) 464-2422.

Wisconsin's Incentives for Quality Standards

The Wisconsin Quality Child Care Initiative is designed to improve the quality of child care throughout the state. The Initiative includes a set of "High Quality Standards" established by the state. Programs are encouraged to meet the standards through multi-year Quality Improvement and Staff Retention grants. The grants pay for staff training, substitute time, improved compensation, equipment, and accreditation fees. The state has provided a number of resources to help programs meet the standards, including on-site technical assistance, a statewide information clearinghouse, and early childhood credentialing system that assesses whether staff training meets the standards and identifies training resources and mentor teacher training.

A further incentive for quality is built into the reimbursement rate system for publicly-subsidized child care. Center-based programs and family child care providers that become accredited receive a differential of up to 10 percent above the market rate. The actual amount of the incentive cannot exceed the price charged to private-pay families by the facility.

To become eligible for the differential, centers must be accredited by the National Association for the Education of Young Children. Family child care providers can be accredited by the National Association for Family Child Care, the state AEYC affiliate or have a CDA credential.

For more information, contact either Kay Hendon at: (608) 266-8200 or Laura Saterfield at: (608) 266-3443, in the Wisconsin Office of Child Care.

Georgia: Advancing Careers Through Education and Training

The Advancing Careers Through Education and Training (ACET) project in Georgia aims to improve childhood care and education by developing a career system for the field. The ACET project is funded by Georgia Academy, a private nonprofit agency, and the Georgia Child Care Council, which administers CCDF monies.

During the past five years, a group of experts have volunteered their time to put the professional development system in place. This group, the Collaborative Leadership Team, and Georgia Academy developed a strategic plan which is the blueprint for the project.

A major accomplishment has been the completion of professional competencies for early care and education, school-age care, administration, and training. The competencies are used as the basis for all state approved child care training.

To help improve accessibility of training across the state and particularly in rural areas, ACET has developed a competency based curriculum for a Train-the-Trainer program. This curriculum focuses on adult learning and the development, design, and delivery of high quality training. More than 200 trainers will participate through a grant from the Georgia Child Care Council.

The next steps for ACET include finding ways to increase salaries as child care professionals reach higher levels of education, developing a statewide registry to track training credits, identifying "levels" of professionals, designing training for both beginning and advanced teachers, and designing a system to certify trainers.

To learn more, contact Anita Payne, ACET Project Coordinator, at: (800) 586-2238, or (404) 527-7394.

Initiatives to Recruit and Support New Child Care Providers

California: Helping Welfare Recipients To Pursue Careers in the Child Care Field

The California Department of Education will launch three pilot programs in different areas of the state to train Temporary Assistance to Needy Families (TANF) recipients to become child care and development teachers. In the two-year training program, TANF recipients will be selected, enrolled full time in community college during the first year, with tutorial assistance as needed, and assigned to a mentor teacher to supervise their field placement and provide advice and support. The second year of training will include paid employment, up to 32 hours per week, and continued education. The program's educational goal is for participants to complete 24 units in early childhood education and 16 units in general education to qualify the TANF recipient to apply for a Child Development Teacher Permit at the end of the program.

The California Department of Social Services will also award funds to county welfare departments for two-year pilot projects to train welfare recipients as in-home licensed or license-exempt family child care providers, or caregivers who will work in a child's own home. A special effort is being made to recruit

providers for infants and mildly sick-child care and for child care during non-traditional hours.

The objectives for the projects are to increase the supply, quality, and safety of license-exempt care; to help welfare recipients meet work participation requirements; to help counties meet work participation goals; and to provide state and local program managers with data to assess the effectiveness of training welfare recipients to be child care providers.

A portion of the project funds may be used to pay for recipient expenses such as licensing fees and CPR training. The projects' requirements for participants include a minimum age, intentionality of wanting to become a child care provider, an assessment of candidates for suitability in the profession, as well as for their training needs. The participants also set goals and make plans for reaching and maintaining self-sufficiency.

For more information, contact either David Houtrouw, California Department of Education, Child Care Division, at: (916) 323-3090, e-mail: dhoutrouw@cde.ca.gov or Julie Salley-Gray, California Department of Social Services, at: (916) 653-7367.

Pennsylvania: Shifting From Unemployment to Family Child Care Provider

Funding provided by the Philadelphia Job Partnership Act and the Pew Charitable Trusts has created an initiative designed to expand the availability of affordable, neighborhood based child care and to help public assistance recipients move toward self-sufficiency.

Since 1992, the YMCA of Philadelphia and Vicinity has operated a family child care network which recruits and provides training and support to low-income and unemployed individuals who are willing to enter the child care field. The YMCA provides assistance with licensing and insurance fees, ongoing training through local universities, and \$1,000 in start-up costs for specific furniture items, equipment, and toys. The YMCA also conducts unannounced monitoring visits and offers technical assistance to the providers.

The network currently consists of 36 homes and expects to increase the number to 50 or more by the end of 1997. Thirteen homes are accredited and several more are in the process of achieving accreditation. In addition, 8 Latino providers are currently in training, and plans are being made for training in an Asian community with Vietnamese, Cambodian, and Korean caregivers. Outreach is also being done in the Ethiopian, South African, and West Indian communities in Philadelphia.

To learn more, contact Lola Rooney, YMCA Family Child Care Network, at: (215) 963-3786.

Colorado: Moving From Public Assistance to Success in the Child Care Field

Through state legislation, Colorado has created the Neighbor-to-Neighbor Child Care Training and Education Pilot Program. The goals of the program are to increase the supply of trained child care providers while helping recipients of public assistance reach self-sufficiency. The program is funding up to ten pilot sites throughout the state to recruit, train and educate public assistance recipients to become family child care providers or to work in centers. Community based agencies have submitted proposals to become one of the pilot sites.

The Neighbor-to-Neighbor program does not provide direct cash assistance to participants, but rather, supports the new providers with training, assistance in obtaining the appropriate state and local licenses, and assistance with start up costs. An evaluation will be prepared at the end of this one year pilot project. It will include best practices, pilot site comparisons, challenges, and employment related outcome information.

For more information, contact Oxana Golden, Colorado Department of Social Services, Division of Child Care, at: (303) 866-5943.

Support for Those Starting a Career in Early Childhood

As states work to move welfare recipients into employment, they may consider training Temporary Assistance for Needy Families (TANF) recipients who want to work with children for careers in the early childhood field. To help prepare anyone for a successful career in child care, especially individuals who seek to become economically self-sufficient, it is critical to keep the following points in mind.

- Individuals must choose to make this their work.
- Use a screening process to identify individuals who have interest in and aptitude for the work.
- Individuals must be prepared for a successful career that brings them economic self-sufficiency.
- Quality training must be built in before and during employment.
- Supervised fieldwork with young children is a key component of training.
- Transitional personal support is essential.
- The different needs of the varying TANF population must be considered and built into the training options.
- Build capacity for continued training and mentoring.
- Links between increased compensation and increased training and competence are key.
- Individuals need additional supports and structures to move successfully into family child care.

This is a summary of information developed by The Center for Career Development in Early Care and Education at Wheelock College. It is based on conversations with numerous state administrators, training program administrators and representatives from states, communities, and national organizations. It also draws on materials developed by the National Center for the Early Childhood Work Force and the Child Care Action Campaign.

T.E.A.C.H. Project Helps Promote Professional Development in Six States

Sue Russell

To address critical issues of professional development, compensation, and staff retention in the child care field, Day Care Services Association in North Carolina created the T.E.A.C.H. Early Childhood® Project (see also "T.E.A.C.H. Project Retains Providers," *Child Care Bulletin*, May/June 1995). Starting as a pilot program in 1990 to provide teachers with a scholarship to work toward their associate degree in early childhood education, the Project now serves as an umbrella for seven different scholarship initiatives.

All seven scholarship programs have four components: scholarship, education, compensation and commitment. To receive a scholarship that covers a large share of tuition, book and travel costs, and may provide paid release time, depending on the program, the recipient agrees to complete a specified amount of education. The caregiver then receives additional compensation in the form of a raise or a bonus and also agrees to continue working in their child care program for a specific period of time. There are currently scholarships to earn the North Carolina Early Childhood or Family Childhood Credential, the Child Development Associate (CDA) credential, an associate degree in early childhood education, a bachelor's degree in child development, or to become a Model/Mentor Teacher.

More than 4,300 scholarships have been awarded in the last four years. For those participants with scholarships to earn their CDA credential, associate, or bachelor's degree, the turnover rate has averaged less than 10 percent per year. Participants working on the associate degree have averaged 16 credit

hours per year, while working full time. After four years on the scholarship program, their earnings have increased 30 percent, indicating not only that they are receiving the expected additional compensation, but that they are making progress on the career ladder in their program.

Funding for T.E.A.C.H. Early Childhood® Project has always been a partnership between the scholarship program, the teacher, and the child care program in which they work. While the Project continues to receive foundation and corporate support, the North Carolina General Assembly has provided the Project state funding for the last five years, this year providing \$1.422 million in continuation funding.

The Project has been licensed to operate in five other states: Colorado, Florida, Georgia, Illinois, and New York. In each state, the T.E.A.C.H. Early Childhood® Project is administered by a statewide child care organization committed to improving the education and compensation of the early childhood work force. Using the principles and scholarship components that are fundamental to the Project, each state has created its own scholarship programs to meet the needs of its child care providers and that fits into the educational structure of the state.

Administering organizations in each state:

- Colorado Office of Resource and Referral Agencies
- Florida Children's Forum
- Georgia Association on Young Children
- Illinois Network of Child Care Resource and Referral Agencies
- New York State Child Care Coordinating Council

Sue Russell is the Executive Director of Day Care Services Association, which administers the T.E.A.C.H. Early Childhood® Project in North Carolina. To learn more, contact Sue Russell or Edith Locke at: (919) 967-3272.

Neighborhood Networks and Warm Lines Support Family Child Care

Roberta Malavenda

Developing neighborhood child care networks is a productive response to the child care challenges that face many communities. The Save the Children Child Care Support Center (CCSC) in Atlanta, Georgia, works with partners such as churches and synagogues, housing authorities, child care centers, family child care associations, community collaboratives, and other groups to create active networks that build on each community's strengths and assets.

The following examples show how neighborhood networks increase the supply of child care and improve its quality through training, technical assistance, and visits to family child care homes.

► In Dallas, Georgia, a fast-growing community west of Atlanta, CCSC joined with the Paulding Collaborative for Children and Families to plan an expanded system of quality early care and education beginning at birth. Through "Starting Points," families with newborns are contacted and offered services, and an "Early Start" program features a family child care network and home-based child development activities. The Collaborative also sponsors a child care committee to encourage business, government, and others to invest in the community's child care system and contributes space for the CCSC's parent referral service.

► In DeKalb County's Chamblee area, Spanish-speaking caregivers learn about state registration, health and safety, child development, and business practices in monthly workshops and meetings. Providers receive start-up equipment and supplies and learn about their eligibility for financial assistance to build fences or to remove outdoor safety hazards. This provider and child-oriented partnership, funded by the United Way of Metropolitan Atlanta, includes Sheltering Arms Child Development and Family Support, The Latin American Association, Catholic Social Services, and the Child Care Support Center.

► Networks in the rural areas of Meriwether and Polk counties in Georgia offer free workshops in convenient locations for both regulated and unregulated caregivers. These otherwise isolated providers have opportunities to attend state-approved training, learn about community resources, borrow toys and equipment from lending libraries, and network with each other. Child care specialists help them to arrange their homes for safe caregiving, develop parent policies, and create marketing fliers. The Polk Collaborative for Families and Children

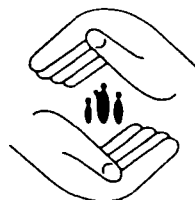
is sponsoring a CDA workshop for providers who have made a special commitment to professionalism. Also, a campaign has begun to recruit providers to help parents who must work evening or weekend shifts by providing child care during nontraditional hours.

► The Child Care Support Center's Warm Line and Resource Room offers a variety of services and supports for family child care providers. Prospective caregivers attend "How to Start a Family Child Care Home" workshops and learn about state family child care rules and regulations. The Resource Room also assists with required fingerprinting services and resource specialists answer questions about zoning, insurance, associations, and community child care planning efforts.

Roberta Malavenda is Deputy Director of the Save the Children Child Care Support Center (CCSC). For more information, contact: Save the Children CCSC, 1447 Peachtree Street, NE, Suite 700, Atlanta, GA, 30309-3030, or call: (404) 479-4200.

The National Association for Family Child Care

(NAFCC) is a professional organization representing family and group home child care providers throughout the United States. The purpose of NAFCC is to serve as a national voice and networking system for family child care. NAFCC is a national membership organization that provides technical assistance to family child care associations through leadership and professional development, and by promoting quality and professionalism through the NAFCC accreditation program. NAFCC develops publications for family child care providers, including *Quality Criteria for Family Child Care* and *The National Perspective* newsletter.



For more information, contact:
National Association for Family Child Care (NAFCC)
206 - 6th Avenue, Suite 900
Des Moines, IA 50309-4018

or call: (800) 359-3817 or (515) 282-8192
e-mail: nafcc@assoc-mgmt.com
Visit the web site at:
<http://www.assoc-mgmt.com/dms/users/nafcc>

Highlights from the Military Child Development System

The Department of Defense (DoD) Child Care System is the largest employer sponsored child care program in the world, serving more than 200,000 children (ages birth to 12) daily. Known as the Child Development Program, it includes 811 child development centers, 9,793 family child care homes, and information and referral services. Through these delivery systems, DoD offers full-day, part-day, hourly care, before- and after-school programs, and extended hour care to cover nights, weekends and shift work schedules. The services include care for infants and toddlers, mildly ill children, and those with special needs.

The Military Child Development Program has evolved to become a model system with many valuable lessons to share with states, territories, tribes, and local communities. The following are some highlights:

▣ **Staff Training** – Training is key to providing quality child care. The Military Child Development Program uses competency based training modules which follow the 13 functional areas of the Child Development Associate (CDA) credential program. In addition, caregiving staff complete another 24 hours of training each year. The military actively promotes professional development and also maintains an “up-or-out” policy with regard to staff training.

▣ **Compensation** – A critical element of program quality is a wage and benefits package that contributes to staff retention. The military has seen turnover rates respond to training and wages. By linking wages and advancement to training, education, and performance, the military has dramatically reduced the turnover rate among caregiving staff. In 1996, the annual rate was below 40 percent compared to, as high as, 300 percent a decade ago. Most employees in the Military Child Development Program receive annual and sick leave plus other benefits such as health and life insurance.

▣ **Certification and Inspection** – Standards and oversight provide consistent quality and safety. Four unannounced inspections are held each year, one of which leads to certification, the DoD equivalent of state licensing. Each inspection has a firm “fix, waive or close” policy to ensure action. DoD also maintains a toll-free hotline for parents to report safety concerns.

▣ **Accreditation** – By meeting national accreditation standards, the military has an outside evaluation source that is key to long-term quality child care. Currently, 75 percent of all military child development centers have been accredited by the National Association for the Education of Young Children (NAEYC), and the remainder are in various stages of the accreditation process.

▣ **Sliding Fee Scales** – Quality care costs more than most parents can afford. Cost sharing creates affordable care. Fees are established on a sliding scale, based on total family income. Families pay between \$35-\$90 per week, with \$65 being the average weekly fee in 1996. Parents pay about half the cost of care. In the child development centers, there is a dollar for dollar match of appropriated funds to parent fees. In family child care homes, the military provides indirect financial support through equipment lending libraries, low cost insurance options and free training, as well as direct cash subsidies as incentives to care for infants.

Partnerships with States, Tribes, and Communities

The following are a few examples of ways that the Military Child Development Program has been coordinating with off-base child care programs:

Family Child Care: The Navy has Memorandums of Agreement with the states of Texas, New York, and Oregon to provide training and technical assistance for off-base family child care providers. The providers meet state licensing standards, have liability insurance, and complete the same training as Navy providers. They also have access to the family child care resource library and attend DoD sponsored training at no cost.

Accreditation Mentoring: The child development staff at the Davis Monthan Air Force Base in Arizona has assisted the Tucson Urban League Center in the accreditation process. Also, the center director at Dyess Air Force Base in Texas serves as a mentor for several local off-base centers that are pursuing accreditation.

School-Age Care: The Army's school-age program at Fort Meade, Maryland and the YMCA have formed a partnership to deliver services. The YMCA provides the space and Fort Meade staffs and equips the program.

Training: Nursing students at North Alabama Skills Center learn about child care principles through the center at the Army's Redstone Arsenal in Alabama.

Resource and Referral: The Dover Air Force Base in Delaware works with Family and Work Place Connection, a resource and referral agency, to help both military and civilian families find child care.

Parent Education: The Marine Corps Base at Quantico, Virginia partners with the Prince William County Project Parent Program to support the education, economic and social needs of parents through training opportunities and parent education materials.

Intergenerational Programs: The Marine Corps Base at Camp Pendleton, California has established an intergenerational program with a community senior center.

For more information, contact the Department of Defense Office of Family Policy at: (703) 696-1702.



Healthy Child Care Update: Action Steps to Support Providers

Using the Healthy Child Care America Campaign's *Blueprint for Action*, communities can link health programs with child care. The following are some action steps and strategies excerpted from the *Blueprint* which involve support for providers.

Action Step: Provide training and ongoing consultation to child care providers and families in the areas of social and emotional health. Ensure that mental health services are available so that families and child care providers can take advantage of opportunities to enhance the social and emotional health of children.

- ★ Offer training in stress management techniques to families and child care providers.
- ★ Train providers and families to foster children's self-esteem and to recognize social and emotional problems.
- ★ Establish ongoing communication between social service programs and child care providers.

Action Step: Expand and provide ongoing support to providers and families caring for children with special health needs. Providers and families need information and resources about how the Americans with Disabilities Act will impact child care in areas such as inclusion of children with special needs, eligibility for services, and removal of barriers in facilities.

- ★ Establish linkages between providers, Part H, University Affiliated Programs, and other organizations to provide support, information, and resources.
- ★ Encourage parents of children with disabilities to serve as mentors for child care providers.

Action Step: Assess and promote the health, training, and work environment of providers. Avoiding back injury, reducing risk of infectious disease, and scheduling adequate rest breaks can enhance job satisfaction and the overall well-being of providers. Healthy staff provide the best care for children.

- ★ Supply information to providers concerning occupational hazards and measures to reduce these hazards, such as using proper posture when lifting and carrying children to avoid leg and back injuries.
- ★ Develop personnel policies regarding paid sick leave, vacation, and health benefits for child care providers.
- ★ Work to ensure mentoring and adequate compensation for child care providers.

A full-text version of the Healthy Child Care America Blueprint is available through the National Child Care Information Center's web site at: <http://ericps.crc.uiuc.edu/nccic/nccichome.html> or link directly from the American Academy of Pediatrics' web site at: <http://www.aap.org>

PUBLICATIONS

➤ *Financing Child Care in the United States: An Illustrative Catalog of Current Strategies*

A. Mitchell, L. Stoney, and H. Dichter



A compendium of innovative public- and private-sector strategies for financing child care services, with in-depth profiles and analyses of nearly 50 projects. Development and distribution of the publication has been made possible through funding from The Ewing Marion Kauffman Foundation and The Pew Charitable Trusts. (Free publication, available from: Publications Fulfillment, The Pew Charitable Trusts, 2005 Market Street, Suite 1700, Philadelphia, PA 19103-7017, or call: (215) 575-4776. It is also available through the web site at: <http://www.pewtrusts.com/docs/childcare.html>).

➤ *Using Research to Improve Child Care for Low-Income Families*

An-Me Chung and Louise Stoney

This report is a synthesis of major issues, policy questions, research findings, and information needs in child care policy. It provides a framework for ongoing dialogue and action by the research community in partnership with state child care administrators and other key stakeholders. (A Child Care Bureau, ACF/DHHS publication, available free from the National Child Care Information Center at: (800) 616-2242, or send e-mail to: agoldstein@acf.dhhs.gov It is also available in full-text online at the NCCIC web site at: <http://ericps.crc.uiuc.edu/nccic/nccichome.html>).

➤ *Strengthening the Social Compact: An Intergenerational Strategy*

Generations United

A monograph from the fall 1996 Wingspread Conference, *2000 and Beyond: Building an Action Plan for the Intergenerational Movement*, which assessed intergenerational approaches and programs as a means to strengthen communities and foster the engagement of adults in the lives of children. It provides guidance for advancing an organization's programs and policy goals. (Available for \$7 from Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC 20001-2085, or call: (202) 662-4283 or fax: (202) 408-7629).

CHILD CARE RESOURCES

» » » Organizational Resources « « «

Center for Career Development in Early Care and Education, Wheelock College (617-734-5200, ext. 211) strives to improve the quality of care and education for young children by helping states and localities build early childhood training systems. Activities include publishing and disseminating documents to inform professional development efforts around the country; working with strategic sites to document innovative career development projects; providing technical assistance; offering advanced seminars in child care administration; serving as a resource on development of state policies related to professional development issues; and working with other national organizations to inform policy makers and to develop program and funding strategies for career development. *For more information, write to: The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or send e-mail to: whe_admin@fio.org Visit the web site at: <http://ericps.crc.uiuc.edu/ccdece/ccdece.html>*

Council for Early Childhood Professional Recognition (800-424-4310 or 202-265-9090), works to improve the status of professionals working in centers, family child care homes, and as home visitors; and helps to meet the need for qualified staff through administration of the Child Development Associate (CDA) Credentialing Program. The CDA acknowledges skills of working professionals and helps provide a framework for professional development. The Council has a one-year formal education program leading to the credential, the CDA Professional Preparation Program (CDA P₃), and has also expanded its focus to include administration of Reggio Children/USA (tracking developments of Reggio Emilia experiences in early childhood programs in the United States), along with the National Head Start Fellowships Program, and the Army School-Age Credentialing Program. The Council also fields a national training team, in alliance with other national early childhood organizations, and publishes books and manuals on trends and developments in the field. *For more information, write to: The Council for Early Childhood Professional Recognition, 2460 16th Street, NW, Washington, DC 20009-3575.*

National Center for the Early Childhood Work Force (202-737-7700) is a resource organization committed to improving the quality of child care through upgrading the compensation and training of child care workers. NCECW is a national resource clearinghouse on child care staffing issues, and works toward better regulation and funding of child care services. NCECW coordinates two major national efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign, a grassroots coalition working for better-quality care for children and a better livelihood for teachers and providers, and the Early Childhood Mentoring Alliance, an information and technical assistance network for mentors and mentoring programs nationwide. The NCECW works through policy and program development, research and evaluation, and public education activities at the national, state, and local levels. *For more information, write to: National Center for the Early Childhood Work Force (NCECW), 733 15th Street, NW, Suite 1037, Washington, DC, 20005, or e-mail: ncecw@ncecw.org*

National Institute for Early Childhood Professional Development, an initiative of the National Association for the Education of Young Children (NAEYC) (800-424-2460, ext. 386 or 388) was launched in 1991 to improve the quality and consistency of professional preparation programs for early childhood educators. This initiative is instrumental in refining standards for early childhood preparation programs and also hosts an annual national conference which focuses exclusively on teacher preparation and development, and highlights innovations and initiatives from across the country. *For more information, write to: National Institute for Early Childhood Professional Development, NAEYC, 1509 16th Street, NW, Washington, DC, 20036, or visit the NAEYC web site at: <http://www.naeyc.org/naeyc>*

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Internet access to ACF and the Child Care Bureau:

<http://www.acf.dhhs.gov/programs/ccb>

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Next Issue:

Summary of State Plans and New Activities

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Address Correction Requested

Child Care for Young Children: Quality

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

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

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

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

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

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

What Works to Improve the Quality of Child Care

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

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

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

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

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

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

Electronic Resources for Parents

- ☛ ACF Child Care Bureau -- <http://www.acf.dhhs.gov/programs/ccb>
- ☛ Child Care Aware -- <http://www.childcareerr.org/childcareaware>
- ☛ Children's Defense Fund Parent Resource Network -- <http://www.childrensdefense.org/prn.html>
- ☛ The Children's Literature Web Guide -- <http://www.ucalgary.ca/~dkbrown/index.html>
- ☛ Consumer Product Safety Commission -- <http://www.cpsc.gov>
- ☛ I Am Your Child -- <http://www.iamyourchild.org>
- ☛ National Black Child Development Institute -- <http://www.nbcdi.org>
- ☛ National Parent Information Network -- <http://npin.org>
- ☛ National Parenting Center's ParentTalk Newsletter -- <http://www.tnpc.com/parentalk/index.html>
- ☛ National Program for Playground Safety -- <http://www.uni.edu/coe/playgrnd/main.html>
- ☛ ParentsPlace -- <http://www.parentsplace.com>
- ☛ ParenthoodWeb -- <http://parenthoodweb.com>
- ☛ Parenting Q&A -- <http://www.parenting-qa.com>
- ☛ ParentSoup -- <http://www.parentsoup.com>
- ☛ U.S. Department of Education Resources for Parents -- <http://www.ed.gov/inits/americanreads/>
- ☛ Working Mother (through Women's Web) -- <http://www.womweb.com/wmlife.htm>
- ☛ Zero to Three -- <http://www.zerotothree.org>

This information has been compiled by the National Child Care Information Center. At the time of printing, it was as accurate as possible; however, due to the ever-changing nature of the Internet, some addresses may not be available. The NCCIC does not endorse any organization, practice, publication or resource.

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The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families.

NCCIC activities include:

- ✓ **Dissemination of child care information** in response to requests from States, Territories and Tribes, other policy makers, parents, programs, organizations, child care providers and the public.
- ✓ **Outreach** to ACF child care grantees and the broader child care community via a toll-free 800 number, and by fax, mail and electronic media to provide the following information and connections:
 - electronic networks and databases
 - clearinghouses and national organizations
 - sources of child care funding
 - ACF issuances
 - State and Territorial program activities
 - Tribal program activities
 - promising practices
 - other child care resources
- ✓ **Publication of the *Child Care Bulletin***, distributed 6 times a year to Federal administrators, ACF child care grantees, national child care organizations and others interested in child care issues.
- ✓ **Child care data.** The NCCIC supports the Child Care Bureau in the collection and analysis of child care data and maintains the database of information reported by State, Tribal and Territorial Grantees. The Information Center assists the Child Care Bureau with its analysis of programmatic and expenditure data.
- ✓ **Adjunct ERIC Clearinghouse for Child Care.** Information and resources are available on-line through the Internet. The address of the World Wide Web site is:
<http://ericps.crc.uiuc.edu/nccic/nccichome.html>

For additional information, please contact: National Child Care Information Center, (800) 616-2242
Anne Goldstein, Director, agoldstein@acf.dhhs.gov



United States
**Office of
Personnel Management**

Washington, DC 20415-0001

In Reply Refer To

Your Reference:

MAR 26 1998

MEMORANDUM FOR DIRECTORS OF PERSONNEL

FROM: Steven R. Cohen
Director
Office of Workforce Relations

A handwritten signature in dark ink, appearing to read "Steven R. Cohen", is written over the "FROM:" line and extends into the "SUBJECT:" line.

SUBJECT: President Clinton's Directive to Improve Federally Sponsored Child Care

On March 10, 1998, President Clinton issued a memorandum for the Heads of Federal Departments and Agencies on *Steps to Improve Federally Sponsored Child Care*. A copy of that memorandum is attached.

The memorandum directs the Secretary of Defense, the Administrator of the General Services Administration, and the Director of the Office of Personnel Management "to take significant new steps to improve the quality of Federally sponsored child care in the executive branch." The Director of the Office of Personnel Management is tasked with "ensuring that, to the fullest extent possible, all Federal workers receive full information about child care benefits available to them on the Federal, state, and local levels, including information on resource and referral networks, available tax credits such as the Child and Dependent Care Tax Credit and Child Tax Credit, as well as public subsidies."

As a first step towards that objective, we are providing you with a copy of a flyer--*Helping Families Obtain 1997 Tax Information*--issued by the *National Child Care Information Center (NCCIC)*, Department of Health and Human Services. **As the 1997 tax season is ending, we think it is most important to share this information with employees now.** We will provide you with 1998 tax information at a later date.

The *NCCIC* offers a variety of other useful child care information, such as finding child care, funding resources, health and safety, welfare reform, and state contacts. *NCCIC* information may be accessed on the Internet at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>, or by telephone at 800-616-2242. *Child Care Aware* provides a free resource and referral service, directing callers towards local service providers and community resources which may meet their particular needs. *Child Care Aware* may be reached at 800-424-2246.

We are also providing this information to Federal agency work and family representatives and the *Interagency Adult Dependent Care Working Group* members. As further information is available, we will send it to you. Until such time, you may contact us as needed via Internet email at workandfamily@opm.gov, or by telephone at 202-606-5520.

Attachments

THE WHITE HOUSE
WASHINGTON

March 10, 1998

MEMORANDUM FOR THE HEADS OF FEDERAL DEPARTMENTS AND AGENCIES

SUBJECT: Steps to Improve Federally Sponsored Child Care

Now more than ever, America's working parents are struggling to balance their obligations to be good workers -- and their more important obligations to be good parents. By choice or by financial necessity, millions of Americans rely on child care to care for their children for part of each day. Parents deserve to know that their children are safe and nurtured in child care.

One of my highest priorities is to make child care better, safer, and more affordable. That is why my balanced budget includes the most significant investment in child care in our Nation's history and proposes specific measures to improve child care quality.

As a supplier of child care and as an employer that must recruit and retain a strong workforce, the Federal Government should lead the way in improving child care. I am proud that our military has developed one of the finest child care delivery systems in the world, and that the Department of Defense, at my request, is sharing its expertise with the public and private sectors. Still, we need to do more. The executive branch of the Federal Government has responsibility for over 1,000 child care centers -- 788 through the military, 109 through the General Services Administration, and 127 through other Federal departments. In addition, the military oversees nearly 10,000 professional family child care providers. In total, approximately 215,000 children are in our care.

Today I am directing my Administration to take significant new steps to improve the quality of Federally sponsored child care in the executive branch by (1) ensuring proper background checks of child care workers; (2) achieving 100 percent independent accreditation of all eligible centers; (3) exploring partnerships among Federal agencies and with the private sector to improve child care quality and affordability; and (4) ensuring that all Federal workers become better informed of child care benefits and the options available to them.

First, all child care workers in Federally sponsored centers should undergo thorough background checks to make sure that our children are safe. The vast majority of child care workers are caring people who have dedicated their lives to teaching and nurturing children. But one tragedy in child care is too many, and criminal and civil background checks are necessary to determine whether the people caring for our children are fit for this responsibility. The military already has a model system to conduct background checks of child care workers. I now want to guarantee that workers at all nonmilitary, Federal child care facilities undergo such background checks in a thorough and timely fashion.

I therefore direct the Administrator of General Services ("Administrator") to report to me, within 90 days, with a plan to ensure complete and timely background checks, to the fullest extent possible, for all child care workers in nonmilitary, Federally sponsored child care settings. Agencies with oversight of nonmilitary child care settings will report to the Administrator within 60 days on this matter.

Second, all Federally sponsored child care centers should receive nationally recognized, independent accreditation as soon as they are eligible to do so. Currently, only 76 percent of military centers, and 35 percent of other Federally sponsored centers, are accredited. By the year 2000, 100 percent should be accredited. I therefore direct the Secretary of Defense and the Administrator to provide me, within 90 days, with a plan to ensure, to the fullest extent possible, independent, nationally recognized accreditation of all eligible, Federally sponsored child care by the year 2000. Agencies with oversight of non-military child care settings shall report to the Administrator within 60 days on this matter.

Third, partnerships among Federal agencies and with the private sector are an increasingly important way to maximize existing resources and improve child care. I therefore direct the Administrator to work with the heads of all Federal departments and agencies to explore opportunities for collaboration both within Government and with the private sector to improve child care quality and affordability in Federally sponsored settings.

Finally, employers have a responsibility to make sure that their workers are better informed on child care and the options available to them at the national, State, and local levels. I therefore direct the Director of the Office of Personnel Management ("Director") to ensure that, to the fullest extent possible, all Federal workers receive full information about child care benefits available to them on the Federal, State, and local levels, including information on resource and referral

networks, available tax credits such as the Child and Dependent Care Tax Credit and Child Tax Credit, as well as public subsidies. The Director shall also host a nationwide summit designed to showcase model public and private sector solutions to child care needs.

William J. Clinton

Helping Families Obtain 1997 Tax Information

Financial relief for working families is available through two tax programs, the Earned Income Credit and the Child and Dependent Care Tax Credit.

The **Earned Income Credit (EIC)** reduces the amount of tax an individual owes and can also result in a refund after a tax return is filed. Eligible workers may choose to receive the EIC in advance payments in each paycheck.

☎ The Center on Budget and Policy Priorities can provide an Earned Income Credit Outreach Kit to give programs the information families need to access the EIC. The kits contain materials in both English and Spanish. The first kit is free and additional kits are available for a minimal charge. For more information on obtaining a kit, contact the Center on Budget and Policy Priorities, 820 First Street, NE, Suite 510, Washington, DC 20002, or call: (202) 408-1080.

In addition to the EIC, families may also be eligible for the **Child and Dependent Care Credit**, a benefit that helps families pay for child care. Families can receive credit for 20-30% of their child care expenses, depending on income.

☎ For a fact sheet about the Earned Income Credit or the Child and Dependent Care Credit, contact Sharon Jenkins or Kimberly Harris at the National Women's Law Center, 11 Dupont Circle NW, Suite 800, Washington, DC 20036, or call: (202) 588-5180.

☎ The Child Care Action Campaign has a two-page Information Guide (#16) on *How to Use the Federal Child Care Tax Credit*. To obtain a copy, call: (212) 239-0138, or e-mail a request to: hn5746@handsnet.org

☎ The Internal Revenue Service has several publications that explain how to qualify for and claim the EIC and the Child and Dependent Care Credit. Ordering information is provided in the box below.

IN TAX YEAR 1997, THOSE ELIGIBLE FOR THE EARNED INCOME CREDIT INCLUDE:

\$ Workers with one child who earned less than \$25,760 in 1997 are eligible for a credit of up to \$2,210;

\$ Workers with two or more children who earned less than \$29,290 in 1997 are eligible for a credit of up to \$3,656;

\$ Workers who earned less than \$9,770 in 1997 and who are not raising children are eligible for a maximum credit of \$332 if they are at least 25 and under 65.

— *Earned Income Credit Outreach Kit, available through the Center on Budget and Policy Priorities.*

Employment Taxes for Household Employers

For parents who employ a provider to deliver child care services in the child's home, there is new information on reporting and paying employment taxes. The IRS publishes several documents which provide guidance on this topic. A list of these publications is provided in the box below.

Free Tax Preparation Assistance

The IRS Volunteer Income Tax Assistance (VITA) program helps low-income workers complete their tax forms. For more information on VITA and other tax related questions, call: (800) 829-1040 (800-TAX-1040).

PUBLICATIONS AVAILABLE THROUGH THE INTERNAL REVENUE SERVICE

The following publications may be requested through the IRS by calling: (800) 829-3676 (800-TAX-FORM). It may also be possible to locate reference copies of these IRS publications at your local library.

- ① **#596 Earned Income Credit**
- ① **#503 Child and Dependent Care Expenses**
- ① **#926 Employment Taxes for Household Employers**
- ① **#15 Employers Tax Guide (Circular "E")**

Information compiled by the National Child Care Information Center, (800) 616-2242. The information contained in this document does not constitute tax advice or legal representation. No official endorsement of any publication or organization is intended or should be inferred. For specific information on eligibility for tax credit programs, consult an accountant or other tax expert.

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Child Care for Young Children: Quality

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

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

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

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

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

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

What Works to Improve the Quality of Child Care

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

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

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

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

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

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

Electronic Resources for Parents

- ☛ ACF Child Care Bureau -- <http://www.acf.dhhs.gov/programs/ccb>
- ☛ Child Care Aware -- <http://www.childcareerr.org/childcareaware>
- ☛ Children's Defense Fund Parent Resource Network -- <http://www.childrensdefense.org/prn.html>
- ☛ The Children's Literature Web Guide -- <http://www.ucalgary.ca/~dkbrown/index.html>
- ☛ Consumer Product Safety Commission -- <http://www.cpsc.gov>
- ☛ I Am Your Child -- <http://www.iamyourchild.org>
- ☛ National Black Child Development Institute -- <http://www.nbcdi.org>
- ☛ National Parent Information Network -- <http://npin.org>
- ☛ National Parenting Center's ParentTalk Newsletter -- <http://www.tnpc.com/parentalk/index.html>
- ☛ National Program for Playground Safety -- <http://www.uni.edu/coe/playgrnd/main.html>
- ☛ ParentsPlace -- <http://www.parentsplace.com>
- ☛ ParenthoodWeb -- <http://parenthoodweb.com>
- ☛ Parenting Q&A -- <http://www.parenting-qa.com>
- ☛ ParentSoup -- <http://www.parentsoup.com>
- ☛ U.S. Department of Education Resources for Parents -- <http://www.ed.gov/inits/americanreads/>
- ☛ Working Mother (through Women's Web) -- <http://www.womweb.com/wmlife.htm>
- ☛ Zero to Three -- <http://www.zerotothree.org>

This information has been compiled by the National Child Care Information Center. At the time of printing, it was as accurate as possible; however, due to the ever-changing nature of the Internet, some addresses may not be available. The NCCIC does not endorse any organization, practice, publication or resource.

The logo for the National Child Care Information Center (NCCIC) features the letters "NCCIC" in a large, bold, serif font. The letters are slightly stylized, with the "N" and "C"s having a unique, blocky appearance.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Phone: 800-616-2242
Fax: 800-716-2242
TTY: 800-516-2242
World Wide Web: <http://nccic.org>

April 6, 1998



CHILD CARE

BULLETIN

Child Care Bureau

July/August 1997

Issue 16

Child Care Providers: Key to Quality Care

Each day, as families across the country ready themselves for work, millions of child care providers are ready to care for and educate their children. Child care providers play a pivotal role in the lives of the children entrusted to their care. The provider, in concert with a supportive community that provides adequate funding and clearly established standards, is the key to quality child care.

An educated and experienced child care provider:

- is responsive to the needs of each child.
- establishes a safe, nurturing and stimulating environment for children to grow and learn,
- works in partnership with the family, and
- develops relationships with other community groups.

Such caregiving is essential to the successful development of the child, imperative for parents in the workforce, and a cornerstone of the community. While families are at work, quality child care settings give children the opportunity to thrive and develop to their full potential.

This issue of the *Child Care Bulletin* recognizes and celebrates

the important work of the child care provider and highlights ways in which states, national organizations, and communities have supported the early childhood workforce, by establishing initiatives which promote leadership development and credentialing; providing a mechanism for providers to receive health benefits; developing comprehensive training opportunities; and increasing compensation for quality child care professionals.

Programs that have linked professional development and compensation, such as the T.E.A.C.H. Early Childhood® Project and the Military Child Development System, are described in this issue. Information is provided on the national leadership development projects *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century* and the *African American Early Childhood Resource Center*,

as well as on ways that states and community programs have been training women who are transitioning off of welfare to become successful child care providers. Also presented are initiatives developed by Save the Children Child Care Support Center such as warm lines, neighborhood networks, community collaboratives, specialized training, and resource rooms that help to support family child care providers.

We salute each child care provider, caring for infants, toddlers, preschool- age children, school-age children, in homes, centers, during the day, evening or weekend. We honor the dedication and efforts of all those who say, "I nurture the future; I am a child care provider." As another school year begins, our hopes are that it brings with it renewed energy and optimism and that together we can make a difference for all children and families.

July/August 1997 • Issue 16

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Child Care Providers



U.S. Department of
Health and Human Services
Administration for Children and Families
Administration on Children,
Youth and Families
Child Care Bureau

A Profile of the Child Care Work Force

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

Who are the child care teaching staff?

97% are female

33% are women of color

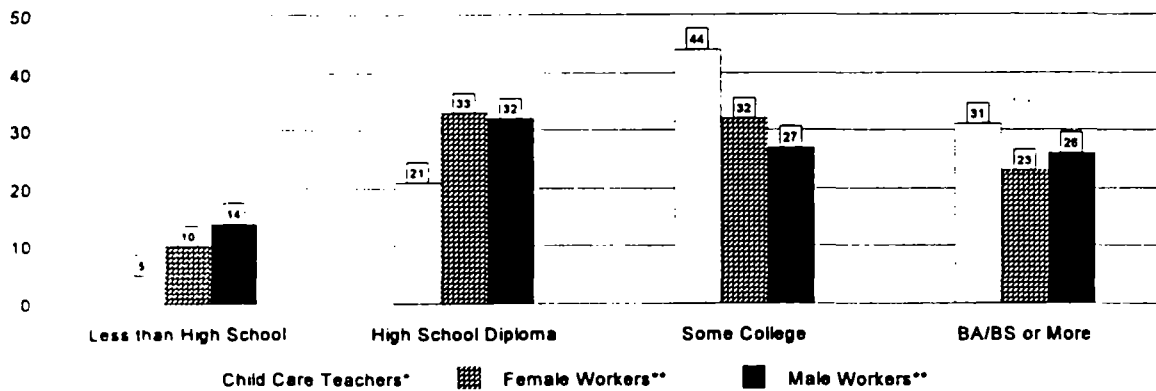
41% have children

10% are single parents

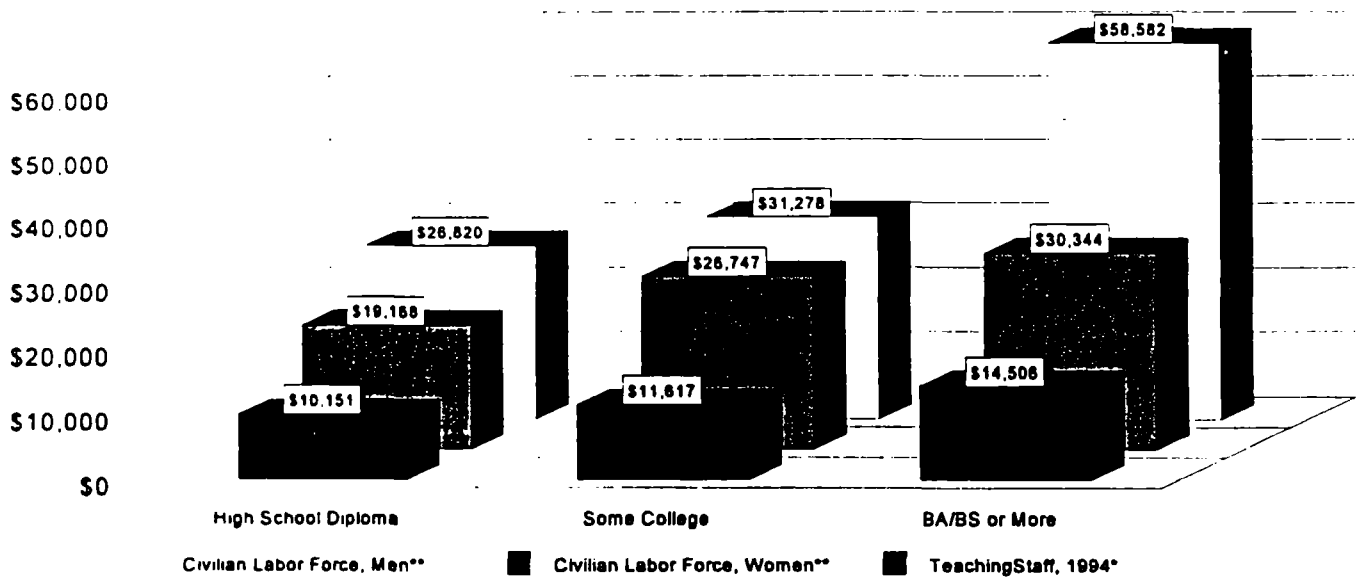
- Child care teaching staff earn an average of \$6.89 per hour or \$12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report (1995), salary data are in 1993 dollars).

- Only 18 percent of child care centers offer fully-paid health coverage to teaching staff.
- Although they earn lower wages, child care teachers are better educated than the general population.
- One-third of all child care teachers leave their centers each year.
- Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just \$5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers



Annual Wages of Child Care Teaching Staff Versus All Workers



*National Child Care Staffing Study, wages in 1996 dollars **Current Population Surveys, 1996. Bureau of Labor Statistics, U.S. Department of Labor
For more information, contact the National Center for the Early Childhood Work Force (NCECW), at: (202) 737-7700, or e-mail: ncecw@ncecw.org

This profile of the child care work force has been excerpted from information provided by the National Center for the Early Childhood Work Force.

New Initiative Focuses on Early Childhood Leaders and Directors

Cecelia Alvarado, Bess Emanuel, Kimberly Elliott, and Sheri Azer

The Center for Career Development in Early Care and Education at Wheelock College has begun a national early childhood leadership development initiative, *Taking the Lead: Investing in Early Childhood Leadership for the 21st Century*. Funded by the Early Childhood Funders Collaborative, the new initiative aims to improve the quality of programs for children and families by developing a diverse generation of leaders for the many roles in the early care and education field.

Taking the Lead intends to build the field's capacity to increase program quality by:

- ▣ expanding the skills of new and existing leaders in the field to generate greater public support for and private and public investment in early care and education; and

- ▣ advancing the development of a director's credential for early care and education programs.

The initiative consists of several activities: a national scan of current leadership development options and director credentialing efforts; and two sets of pilot projects around the country.

The first set of pilot projects, *Experiments in Director Credentialing*, focuses on developing models of credentialing for those who direct early childhood programs. Given the pivotal role of the director, training in administration and leadership is important to the quality of programs. Awarding a credential that recognizes competence, commends accomplishments, and acts as an incentive for the pursuit of training is a strategy for states and communities to help directors develop the skills they need to achieve quality programs.

Also, *Emerging Leaders Experiments* will attempt to identify, train, and promote new and existing leaders in the field. The goals of this activity include assisting the field to develop an understanding of the institutional and personal barriers that may impede the development of potential leaders, working to identify the pathways to leadership, and assuring innovative content of leadership development.

Project applications have been received and final selection of the pilot sites is underway.

To learn more, contact *Taking the Lead*, The Center for Career Development in Early Care and Education, Wheelock College, at: (617) 734-5200, ext. 211.

New Resource Center Offers Leadership Development Opportunities

Carla Taylor

The National Black Child Development Institute (NBCDI) has launched the African American Early Childhood Resource Center to help diversify the leadership pool and to serve as a model for other under represented groups within the leadership ranks of the early childhood profession. The resource center will enrich higher education, enhance career opportunities, and provide technical assistance to early childhood organizations in areas such as improving recruitment, retention, and advancement of diverse leaders. It will also maintain a database of diversity resources to identify teaching materials and seminars that promote leadership and multiculturalism. A Registry of African American Early Childhood Leaders will include a database of the skills and experiences of African American leaders in a variety of early childhood positions. Organizations and businesses may obtain a list of potential employment applicants, advisors, writers and presenters.

An African American Early Childhood Leadership Mentoring Program will pair entry level professionals and graduate students with mentors who will provide ongoing support, and an African American Early Childhood National Leadership Network will organize a consortium of colleges, organizations, and corporations to expand opportunities for early childhood leaders.

Carla Taylor is Senior Editor and Public Policy Analyst for The National Black Child Development Institute (NBCDI). To learn more, contact NBCDI, 1023 15th Street, NW, Suite 600, Washington, DC 20005, or call: (202) 387-1281, or e-mail: moreinfo@nbcidi.org

Training Requirements in Child Care Licensing

Child care licensing regulations vary from state to state. Requirements range from no training needed prior to working with children to mandatory college-level coursework for providers.

In 1997, pre-service early childhood education training is required by:

- 20 states for teachers;
- 33 states for directors; and
- 11 states for family child care providers.

Annual ongoing hours of training are required by:

- 44 states for teachers;
- 36 states for directors; and
- 31 states for family child care providers.

Data compiled by The Center for Career Development in Early Care and Education based on information provided by Work/Family Directions, Inc. To learn more, contact The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or call: (617) 734-5200, ext. 211, or e-mail at: whc_admin@fio.org Visit the web site at: <http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

What's New with the CDA Credential?

The Child Development Associate (CDA) credential is nationally recognized in the early childhood field as a professional credential awarded to skilled child care providers. The Council for Early Childhood Professional Recognition (The Council) administers the CDA credentialing program (see "Staff Credentialing Programs Improve Skills," in the *Child Care Bulletin*, May/June 1995).

Currently, more than 88,000 providers have obtained the CDA credential and that number is rising. The number of child care providers applying for the CDA credential per year has grown to nearly 10,000 as a result of an increase in demand from many public and private employers for trained, qualified staff. In addition, 46 states and the District of Columbia incorporate the CDA into their licensing regulations.

Second Setting CDA

The CDA credential is awarded for a specific type of child care setting: center-based, family child care, or home visitor. For qualified caregivers who already have a CDA

credential and wish to be certified in an additional setting, The Council now offers the Second Setting CDA. This credential is available to center-based and family child care professionals who received their CDA credential under the revised direct assessment procedures on or after January 1, 1993.

Revised CDA Renewal Process

The goal of the renewal system is to encourage caregivers to seek continuing education and professional growth. Effective January 1, 1996, The Council revised the CDA Renewal Process for center-based and family child care. The renewal fee will continue to be \$50, with the first renewal three years after receiving the CDA credential and then every five years thereafter. Those who do not meet the renewal criteria within a specified timeframe will need to complete a new CDA assessment. However, The Council is now holding an open renewal period. Caregivers whose CDA credential expired years ago may renew it before January 1, 1998 without completing a new assessment. Under the

new CDA renewal requirements, a provider must:

- Hold a current Red Cross or other agency First Aid Certificate;
- Have at least 80 hours of work experience with young children during the year of renewal;
- Hold current membership in a national or local early childhood professional organization;
- Know an Early Childhood Education Professional who can complete a Letter of Recommendation regarding competence with young children;
- Show proof of at least 4.5 Continuing Education Units (CEU's), or a 3 credit hour course in early childhood education/child developments within the past five years. The Council has also published CEU Criteria Guidelines, which are available upon request.

New Publication

A CDA Training Guide that focuses on helping colleges, agencies, and organizations with developing a CDA training program will soon be available from The Council.

For more information, contact: The Council for Early Childhood Professional Recognition, 2460 16th Street, NW, Washington, DC 20009-3575, or call (202) 265-9090 or (800) 424-4310.

Spotlight on... USA Child Care National Development Project

USA Child Care is a national membership association of child care and early education providers and advocates who deliver services directly to children and families. The mission of USA Child Care is to serve as a national voice for these direct service providers to ensure quality, comprehensive early care and education that is affordable and accessible to all families.

USA Child Care is working to develop statewide associations that can partner with states and local governments to deliver quality child care. Aided by a grant from the David and Lucile Packard Foundation, the National Development Project will establish new statewide associations of providers to help communicate needs in local communities through the voice of those working directly with families. The first of these new associations, the Missouri Child Care and Education Association, has moved quickly to create a position statement on welfare reform and to conduct a Leadership Development and Information Seminar on Child Care and Welfare Reform. Also, Indiana and New York have recently received grants from the National Development Project to establish coalitions of providers. Other components of the Project include assistance to any state working to create a statewide association of child care directors, development of an information service to link child care professionals with information on best practices and legislative developments, and skill-based training of about 45 child care providers as a national leadership corps on child care issues.

For more information about USA Child Care and the National Development Project, contact Shirley Stubbs-Gillente, President, at: (816) 474-3751, ext. 603, or Kathleen Hermes, Project Director, at: (913) 385-0034, or e-mail at: usaccare@aol.com

Child Care Initiatives Across the Country

Rhode Island Provides Benefits to Caregivers

The Governor of Rhode Island has announced significant enhancements to the state's child care program to ensure that quality child care is available to all working families. As of January 1998, reimbursement rates to providers who care for subsidized children will increase to become more competitive with local market rates by the year 2000. Payments to providers will increase incrementally each year for three years.

In addition, licensed home-based providers who care for children of working families can now qualify for health and dental benefits through Rite Care, the state's health insurance program. Rhode Island is the first state in the country to offer comprehensive health and dental insurance to home-based providers. Health coverage has been available since January 1, 1997 and dental coverage was added on in June 1997. Rite Care coverage is available to qualified providers and their minor children (under age 18) who reside with them.

To qualify for Rite Care membership, a provider must be licensed as a family care (home-based) provider. The provider must have been paid at least \$1,800 by DHS for child care services within the six months preceding his or her request for coverage, and must not be in receipt of Rhode Island Medical Assistance or any other health insurance. The providers must requalify for Rite Care coverage every six months.

For more information, contact Carole Ponto, Senior Human Services Policy and Systems Specialist, Rhode Island Department of Human Services, at: (401) 464-2422.

Wisconsin's Incentives for Quality Standards

The Wisconsin Quality Child Care Initiative is designed to improve the quality of child care throughout the state. The Initiative includes a set of "High Quality Standards" established by the state. Programs are encouraged to meet the standards through multi-year Quality Improvement and Staff Retention grants. The grants pay for staff training, substitute time, improved compensation, equipment, and accreditation fees. The state has provided a number of resources to help programs meet the standards, including on-site technical assistance, a statewide information clearinghouse, and early childhood credentialing system that assesses whether staff training meets the standards and identifies training resources and mentor teacher training.

A further incentive for quality is built into the reimbursement rate system for publicly-subsidized child care. Center-based programs and family child care providers that become accredited receive a differential of up to 10 percent above the market rate. The actual amount of the incentive cannot exceed the price charged to private-pay families by the facility.

To become eligible for the differential, centers must be accredited by the National Association for the Education of Young Children. Family child care providers can be accredited by the National Association for Family Child Care, the state AEYC affiliate or have a CDA credential.

For more information, contact either Kay Hendon at: (608) 266-8200 or Laura Saterfield at: (608) 266-3443, in the Wisconsin Office of Child Care.

Georgia: Advancing Careers Through Education and Training

The Advancing Careers Through Education and Training (ACET) project in Georgia aims to improve childhood care and education by developing a career system for the field. The ACET project is funded by Georgia Academy, a private nonprofit agency, and the Georgia Child Care Council, which administers CCDF monies.

During the past five years, a group of experts have volunteered their time to put the professional development system in place. This group, the Collaborative Leadership Team, and Georgia Academy developed a strategic plan which is the blueprint for the project.

A major accomplishment has been the completion of professional competencies for early care and education, school-age care, administration, and training. The competencies are used as the basis for all state approved child care training.

To help improve accessibility of training across the state and particularly in rural areas, ACET has developed a competency based curriculum for a Train-the-Trainer program. This curriculum focuses on adult learning and the development, design, and delivery of high quality training. More than 200 trainers will participate through a grant from the Georgia Child Care Council.

The next steps for ACET include finding ways to increase salaries as child care professionals reach higher levels of education, developing a statewide registry to track training credits, identifying "levels" of professionals, designing training for both beginning and advanced teachers, and designing a system to certify trainers.

To learn more, contact Anita Payne, ACET Project Coordinator, at: (800) 586-2238, or (404) 527-7394.

Initiatives to Recruit and Support New Child Care Providers

California: Helping Welfare Recipients To Pursue Careers in the Child Care Field

The California Department of Education will launch three pilot programs in different areas of the state to train Temporary Assistance to Needy Families (TANF) recipients to become child care and development teachers. In the two-year training program, TANF recipients will be selected, enrolled full time in community college during the first year, with tutorial assistance as needed, and assigned to a mentor teacher to supervise their field placement and provide advice and support. The second year of training will include paid employment, up to 32 hours per week, and continued education. The program's educational goal is for participants to complete 24 units in early childhood education and 16 units in general education to qualify the TANF recipient to apply for a Child Development Teacher Permit at the end of the program.

The California Department of Social Services will also award funds to county welfare departments for two-year pilot projects to train welfare recipients as in-home licensed or license-exempt family child care providers, or caregivers who will work in a child's own home. A special effort is being made to recruit

providers for infants and mildly sick-child care and for child care during non-traditional hours.

The objectives for the projects are to increase the supply, quality, and safety of license-exempt care; to help welfare recipients meet work participation requirements; to help counties meet work participation goals; and to provide state and local program managers with data to assess the effectiveness of training welfare recipients to be child care providers.

A portion of the project funds may be used to pay for recipient expenses such as licensing fees and CPR training. The projects' requirements for participants include a minimum age, intentionality of wanting to become a child care provider, an assessment of candidates for suitability in the profession, as well as for their training needs. The participants also set goals and make plans for reaching and maintaining self-sufficiency.

For more information, contact either David Houtrouw, California Department of Education, Child Care Division, at: (916) 323-3090, e-mail: dhoutrou@cde.ca.gov or Julie Salley-Gray, California Department of Social Services, at: (916) 653-7367.

Pennsylvania: Shifting From Unemployment to Family Child Care Provider

Funding provided by the Philadelphia Job Partnership Act and the Pew Charitable Trusts has created an initiative designed to expand the availability of affordable, neighborhood based child care and to help public assistance recipients move toward self-sufficiency.

Since 1992, the YMCA of Philadelphia and Vicinity has operated a family child care network which recruits and provides training and support to low-income and unemployed individuals who are willing to enter the child care field. The YMCA provides assistance with licensing and insurance fees, ongoing training through local universities, and \$1,000 in start-up costs for specific furniture items, equipment, and toys. The YMCA also conducts unannounced monitoring visits and offers technical assistance to the providers.

The network currently consists of 36 homes and expects to increase the number to 50 or more by the end of 1997. Thirteen homes are accredited and several more are in the process of achieving accreditation. In addition, 8 Latino providers are currently in training, and plans are being made for training in an Asian community with Vietnamese, Cambodian, and Korean caregivers. Outreach is also being done in the Ethiopian, South African, and West Indian communities in Philadelphia.

To learn more, contact Lola Rooney, YMCA Family Child Care Network, at: (215) 963-3786.

Colorado: Moving From Public Assistance to Success in the Child Care Field

Through state legislation, Colorado has created the Neighbor-to-Neighbor Child Care Training and Education Pilot Program. The goals of the program are to increase the supply of trained child care providers while helping recipients of public assistance reach self-sufficiency. The program is funding up to ten pilot sites throughout the state to recruit, train and educate public assistance recipients to become family child care providers or to work in centers. Community based agencies have submitted proposals to become one of the pilot sites.

The Neighbor-to-Neighbor program does not provide direct cash assistance to participants, but rather, supports the new providers with training, assistance in obtaining the appropriate state and local licenses, and assistance with start up costs. An evaluation will be prepared at the end of this one year pilot project. It will include best practices, pilot site comparisons, challenges, and employment related outcome information.

For more information, contact Oxana Golden, Colorado Department of Social Services, Division of Child Care, at: (303) 866-5943.

Support for Those Starting a Career in Early Childhood

As states work to move welfare recipients into employment, they may consider training Temporary Assistance for Needy Families (TANF) recipients who want to work with children for careers in the early childhood field. To help prepare anyone for a successful career in child care, especially individuals who seek to become economically self-sufficient, it is critical to keep the following points in mind.

- Individuals must choose to make this their work.
- Use a screening process to identify individuals who have interest in and aptitude for the work.
- Individuals must be prepared for a successful career that brings them economic self-sufficiency.
- Quality training must be built in before and during employment.
- Supervised fieldwork with young children is a key component of training.
- Transitional personal support is essential.
- The different needs of the varying TANF population must be considered and built into the training options.
- Build capacity for continued training and mentoring.
- Links between increased compensation and increased training and competence are key.
- Individuals need additional supports and structures to move successfully into family child care.

This is a summary of information developed by The Center for Career Development in Early Care and Education at Wheelock College. It is based on conversations with numerous state administrators, training program administrators and representatives from states, communities, and national organizations. It also draws on materials developed by the National Center for the Early Childhood Work Force and the Child Care Action Campaign.

T.E.A.C.H. Project Helps Promote Professional Development in Six States

Sue Russell

To address critical issues of professional development, compensation, and staff retention in the child care field, Day Care Services Association in North Carolina created the T.E.A.C.H. Early Childhood® Project (see also "T.E.A.C.H. Project Retains Providers," *Child Care Bulletin*, May/June 1995). Starting as a pilot program in 1990 to provide teachers with a scholarship to work toward their associate degree in early childhood education, the Project now serves as an umbrella for seven different scholarship initiatives.

All seven scholarship programs have four components: scholarship, education, compensation and commitment. To receive a scholarship that covers a large share of tuition, book and travel costs, and may provide paid release time, depending on the program, the recipient agrees to complete a specified amount of education. The caregiver then receives additional compensation in the form of a raise or a bonus and also agrees to continue working in their child care program for a specific period of time. There are currently scholarships to earn the North Carolina Early Childhood or Family Childhood Credential, the Child Development Associate (CDA) credential, an associate degree in early childhood education, a bachelor's degree in child development, or to become a Model/Mentor Teacher.

More than 4,300 scholarships have been awarded in the last four years. For those participants with scholarships to earn their CDA credential, associate, or bachelor's degree, the turnover rate has averaged less than 10 percent per year. Participants working on the associate degree have averaged 16 credit

hours per year, while working full time. After four years on the scholarship program, their earnings have increased 30 percent, indicating not only that they are receiving the expected additional compensation, but that they are making progress on the career ladder in their program.

Funding for T.E.A.C.H. Early Childhood® Project has always been a partnership between the scholarship program, the teacher, and the child care program in which they work. While the Project continues to receive foundation and corporate support, the North Carolina General Assembly has provided the Project state funding for the last five years, this year providing \$1.422 million in continuation funding.

The Project has been licensed to operate in five other states: Colorado, Florida, Georgia, Illinois, and New York. In each state, the T.E.A.C.H. Early Childhood® Project is administered by a statewide child care organization committed to improving the education and compensation of the early childhood work force. Using the principles and scholarship components that are fundamental to the Project, each state has created its own scholarship programs to meet the needs of its child care providers and that fits into the educational structure of the state.

Administering organizations in each state:

- Colorado Office of Resource and Referral Agencies
- Florida Children's Forum
- Georgia Association on Young Children
- Illinois Network of Child Care Resource and Referral Agencies
- New York State Child Care Coordinating Council

Sue Russell is the Executive Director of Day Care Services Association, which administers the T.E.A.C.H. Early Childhood® Project in North Carolina. To learn more, contact Sue Russell or Edith Locke at: (919) 967-3272.

Neighborhood Networks and Warm Lines Support Family Child Care

Roberta Malavenda

Developing neighborhood child care networks is a productive response to the child care challenges that face many communities. The Save the Children Child Care Support Center (CCSC) in Atlanta, Georgia, works with partners such as churches and synagogues, housing authorities, child care centers, family child care associations, community collaboratives, and other groups to create active networks that build on each community's strengths and assets.

The following examples show how neighborhood networks increase the supply of child care and improve its quality through training, technical assistance, and visits to family child care homes.

► In Dallas, Georgia, a fast-growing community west of Atlanta, CCSC joined with the Paulding Collaborative for Children and Families to plan an expanded system of quality early care and education beginning at birth. Through "Starting Points," families with newborns are contacted and offered services, and an "Early Start" program features a family child care network and home-based child development activities. The Collaborative also sponsors a child care committee to encourage business, government, and others to invest in the community's child care system and contributes space for the CCSC's parent referral service.

► In DeKalb County's Chamblee area, Spanish-speaking caregivers learn about state registration, health and safety, child development, and business practices in monthly workshops and meetings. Providers receive start-up equipment and supplies and learn about their eligibility for financial assistance to build fences or to remove outdoor safety hazards. This provider and child-oriented partnership, funded by the United Way of Metropolitan Atlanta, includes Sheltering Arms Child Development and Family Support, The Latin American Association, Catholic Social Services, and the Child Care Support Center.

► Networks in the rural areas of Meriwether and Polk counties in Georgia offer free workshops in convenient locations for both regulated and unregulated caregivers. These otherwise isolated providers have opportunities to attend state-approved training, learn about community resources, borrow toys and equipment from lending libraries, and network with each other. Child care specialists help them to arrange their homes for safe caregiving, develop parent policies, and create marketing fliers. The Polk Collaborative for Families and Children

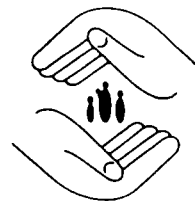
is sponsoring a CDA workshop for providers who have made a special commitment to professionalism. Also, a campaign has begun to recruit providers to help parents who must work evening or weekend shifts by providing child care during nontraditional hours.

► The Child Care Support Center's Warm Line and Resource Room offers a variety of services and supports for family child care providers. Prospective caregivers attend "How to Start a Family Child Care Home" workshops and learn about state family child care rules and regulations. The Resource Room also assists with required fingerprinting services and resource specialists answer questions about zoning, insurance, associations, and community child care planning efforts.

Roberta Malavenda is Deputy Director of the Save the Children Child Care Support Center (CCSC). For more information, contact: Save the Children CCSC, 1447 Peachtree Street, NE, Suite 700, Atlanta, GA, 30309-3030, or call: (404) 479-4200.

The National Association for Family Child Care

(NAFCC) is a professional organization representing family and group home child care providers throughout the United States. The purpose of NAFCC is to serve as a national voice and networking system for family child care. NAFCC is a national membership organization that provides technical assistance to family child care associations through leadership and professional development, and by promoting quality and professionalism through the NAFCC accreditation program. NAFCC develops publications for family child care providers, including *Quality Criteria for Family Child Care* and *The National Perspective* newsletter.



For more information, contact:
National Association for Family Child Care (NAFCC)
206 - 6th Avenue, Suite 900
Des Moines, IA 50309-4018

or call: (800) 359-3817 or (515) 282-8192

e-mail: nafcc@assoc-mgmt.com

Visit the web site at:

<http://www.assoc-mgmt.com/dms/users/nafcc>

Highlights from the Military Child Development System

The Department of Defense (DoD) Child Care System is the largest employer sponsored child care program in the world, serving more than 200,000 children (ages birth to 12) daily. Known as the Child Development Program, it includes 811 child development centers, 9,793 family child care homes, and information and referral services. Through these delivery systems, DoD offers full-day, part-day, hourly care, before- and after-school programs, and extended hour care to cover nights, weekends and shift work schedules. The services include care for infants and toddlers, mildly ill children, and those with special needs.

The Military Child Development Program has evolved to become a model system with many valuable lessons to share with states, territories, tribes, and local communities. The following are some highlights:

▣ **Staff Training** – Training is key to providing quality child care. The Military Child Development Program uses competency based training modules which follow the 13 functional areas of the Child Development Associate (CDA) credential program. In addition, caregiving staff complete another 24 hours of training each year. The military actively promotes professional development and also maintains an “up-or-out” policy with regard to staff training.

▣ **Compensation** – A critical element of program quality is a wage and benefits package that contributes to staff retention. The military has seen turnover rates respond to training and wages. By linking wages and advancement to training, education, and performance, the military has dramatically reduced the turnover rate among caregiving staff. In 1996, the annual rate was below 40 percent compared to, as high as, 300 percent a decade ago. Most employees in the Military Child Development Program receive annual and sick leave plus other benefits such as health and life insurance.

▣ **Certification and Inspection** – Standards and oversight provide consistent quality and safety. Four unannounced inspections are held each year, one of which leads to certification, the DoD equivalent of state licensing. Each inspection has a firm “fix, waive or close” policy to ensure action. DoD also maintains a toll-free hotline for parents to report safety concerns.

▣ **Accreditation** – By meeting national accreditation standards, the military has an outside evaluation source that is key to long-term quality child care. Currently, 75 percent of all military child development centers have been accredited by the National Association for the Education of Young Children (NAEYC), and the remainder are in various stages of the accreditation process.

▣ **Sliding Fee Scales** – Quality care costs more than most parents can afford. Cost sharing creates affordable care. Fees are established on a sliding scale, based on total family income. Families pay between \$35-\$90 per week, with \$65 being the average weekly fee in 1996. Parents pay about half the cost of care. In the child development centers, there is a dollar for dollar match of appropriated funds to parent fees. In family child care homes, the military provides indirect financial support through equipment lending libraries, low cost insurance options and free training, as well as direct cash subsidies as incentives to care for infants.

Partnerships with States, Tribes, and Communities

The following are a few examples of ways that the Military Child Development Program has been coordinating with off-base child care programs:

Family Child Care: The Navy has Memorandums of Agreement with the states of Texas, New York, and Oregon to provide training and technical assistance for off-base family child care providers. The providers meet state licensing standards, have liability insurance, and complete the same training as Navy providers. They also have access to the family child care resource library and attend DoD sponsored training at no cost.

Accreditation Mentoring: The child development staff at the Davis Monthan Air Force Base in Arizona has assisted the Tucson Urban League Center in the accreditation process. Also, the center director at Dyess Air Force Base in Texas serves as a mentor for several local off-base centers that are pursuing accreditation.

School-Age Care: The Army's school-age program at Fort Meade, Maryland and the YMCA have formed a partnership to deliver services. The YMCA provides the space and Fort Meade staffs and equips the program.

Training: Nursing students at North Alabama Skills Center learn about child care principles through the center at the Army's Redstone Arsenal in Alabama.

Resource and Referral: The Dover Air Force Base in Delaware works with Family and Work Place Connection, a resource and referral agency, to help both military and civilian families find child care.

Parent Education: The Marine Corps Base at Quantico, Virginia partners with the Prince William County Project Parent Program to support the education, economic and social needs of parents through training opportunities and parent education materials.

Intergenerational Programs: The Marine Corps Base at Camp Pendleton, California has established an intergenerational program with a community senior center.

For more information, contact the Department of Defense Office of Family Policy at: (703) 696-1702.



Healthy Child Care Update: Action Steps to Support Providers

Using the Healthy Child Care America Campaign's *Blueprint for Action*, communities can link health programs with child care. The following are some action steps and strategies excerpted from the *Blueprint* which involve support for providers.

Action Step: Provide training and ongoing consultation to child care providers and families in the areas of social and emotional health. Ensure that mental health services are available so that families and child care providers can take advantage of opportunities to enhance the social and emotional health of children.

- ★ Offer training in stress management techniques to families and child care providers.
- ★ Train providers and families to foster children's self-esteem and to recognize social and emotional problems.
- ★ Establish ongoing communication between social service programs and child care providers.

Action Step: Expand and provide ongoing support to providers and families caring for children with special health needs. Providers and families need information and resources about how the Americans with Disabilities Act will impact child care in areas such as inclusion of children with special needs, eligibility for services, and removal of barriers in facilities.

- ★ Establish linkages between providers, Part H, University Affiliated Programs, and other organizations to provide support, information, and resources.
- ★ Encourage parents of children with disabilities to serve as mentors for child care providers.

Action Step: Assess and promote the health, training, and work environment of providers. Avoiding back injury, reducing risk of infectious disease, and scheduling adequate rest breaks can enhance job satisfaction and the overall well-being of providers. Healthy staff provide the best care for children.

- ★ Supply information to providers concerning occupational hazards and measures to reduce these hazards, such as using proper posture when lifting and carrying children to avoid leg and back injuries.
- ★ Develop personnel policies regarding paid sick leave, vacation, and health benefits for child care providers.
- ★ Work to ensure mentoring and adequate compensation for child care providers.

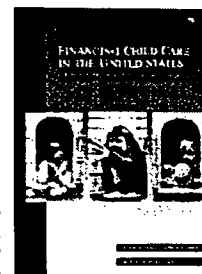
A full-text version of the Healthy Child Care America Blueprint is available through the National Child Care Information Center's web site at: <http://ericps.crc.uiuc.edu/nccic/nccichome.html> or link directly from the American Academy of Pediatrics' web site at: <http://www.aap.org>

PUBLICATIONS

➤ *Financing Child Care in the United States: An Illustrative Catalog of Current Strategies*

A. Mitchell, L. Stoney, and H. Dichter

A compendium of innovative public- and private-sector strategies for financing child care services, with in-depth profiles and analyses of nearly 50 projects. Development and distribution of the publication has been made possible through funding from The Ewing Marion Kauffman Foundation and The Pew Charitable Trusts. (Free publication, available from: Publications Fulfillment, The Pew Charitable Trusts, 2005 Market Street, Suite 1700, Philadelphia, PA 19103-7017, or call: (215) 575-4776. It is also available through the web site at: <http://www.pewtrusts.com/docs/childcare.html>).



➤ *Using Research to Improve Child Care for Low-Income Families*

An-Me Chung and Louise Stoney

This report is a synthesis of major issues, policy questions, research findings, and information needs in child care policy. It provides a framework for ongoing dialogue and action by the research community in partnership with state child care administrators and other key stakeholders. (A Child Care Bureau, ACF/DHHS publication, available free from the National Child Care Information Center at: (800) 616-2242, or send e-mail to: agoldstein@acf.dhhs.gov It is also available in full-text online at the NCCIC web site at: <http://ericps.crc.uiuc.edu/nccic/nccichome.html>).

➤ *Strengthening the Social Compact: An Intergenerational Strategy* Generations United

A monograph from the fall 1996 Wingspread Conference, *2000 and Beyond: Building an Action Plan for the Intergenerational Movement*, which assessed intergenerational approaches and programs as a means to strengthen communities and foster the engagement of adults in the lives of children. It provides guidance for advancing an organization's programs and policy goals. (Available for \$7 from Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC 20001-2085, or call: (202) 662-4283 or fax: (202) 408-7629).

CHILD CARE RESOURCES

» » » Organizational Resources « « «

Center for Career Development in Early Care and Education, Wheelock College (617-734-5200, ext. 211) strives to improve the quality of care and education for young children by helping states and localities build early childhood training systems. Activities include publishing and disseminating documents to inform professional development efforts around the country; working with strategic sites to document innovative career development projects; providing technical assistance; offering advanced seminars in child care administration; serving as a resource on development of state policies related to professional development issues; and working with other national organizations to inform policy makers and to develop program and funding strategies for career development. *For more information, write to: The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176, or send e-mail to: whe_admin@fio.org Visit the web site at: <http://ericps.crc.uiuc.edu/ccdece/ccdece.html>*

Council for Early Childhood Professional Recognition (800-424-4310 or 202-265-9090), works to improve the status of professionals working in centers, family child care homes, and as home visitors; and helps to meet the need for qualified staff through administration of the Child Development Associate (CDA) Credentialing Program. The CDA acknowledges skills of working professionals and helps provide a framework for professional development. The Council has a one-year formal education program leading to the credential, the CDA Professional Preparation Program (CDA P₃), and has also expanded its focus to include administration of Reggio Children/USA (tracking developments of Reggio Emilia experiences in early childhood programs in the United States), along with the National Head Start Fellowships Program, and the Army School-Age Credentialing Program. The Council also fields a national training team, in alliance with other national early childhood organizations, and publishes books and manuals on trends and developments in the field. *For more information, write to: The Council for Early Childhood Professional Recognition, 2460 16th Street, NW, Washington, DC 20009-3575.*

National Center for the Early Childhood Work Force (202-737-7700) is a resource organization committed to improving the quality of child care through upgrading the compensation and training of child care workers. NCECW is a national resource clearinghouse on child care staffing issues, and works toward better regulation and funding of child care services. NCECW coordinates two major national efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign, a grassroots coalition working for better-quality care for children and a better livelihood for teachers and providers, and the Early Childhood Mentoring Alliance, an information and technical assistance network for mentors and mentoring programs nationwide. The NCECW works through policy and program development, research and evaluation, and public education activities at the national, state, and local levels. *For more information, write to: National Center for the Early Childhood Work Force (NCECW), 733 15th Street, NW, Suite 1037, Washington, DC, 20005, or e-mail: ncecw@ncecw.org*

National Institute for Early Childhood Professional Development, an initiative of the **National Association for the Education of Young Children (NAEYC) (800-424-2460, ext. 386 or 388)** was launched in 1991 to improve the quality and consistency of professional preparation programs for early childhood educators. This initiative is instrumental in refining standards for early childhood preparation programs and also hosts an annual national conference which focuses exclusively on teacher preparation and development, and highlights innovations and initiatives from across the country. *For more information, write to: National Institute for Early Childhood Professional Development, NAEYC, 1509 16th Street, NW, Washington, DC, 20036, or visit the NAEYC web site at: <http://www.naeyc.org/naeyc>*

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<http://ericps.crc.uiuc.edu/nccic/nccichome.html>

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Internet access to ACF and the Child Care Bureau:
<http://www.acf.dhhs.gov/programs/ccb>

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Next Issue:

Summary of State Plans and New Activities

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May 1998

ESTABLISHING A WORK-SITE PARENTING SUPPORT GROUP:

A Guide for Group Leaders (Employee Assistance Counselors, Peer Coordinators, and Work/Family Specialists)

Introduction: Many men and women in the Federal government serve in a dual role as a worker and as a parent. But fatherhood and motherhood, unlike a job, are roles most adults assume without the benefit of training, education, or practical experience. The challenges of such an enormous undertaking leave many employees drained and distracted. The workplace is frequently a further extension of the home, complete with the worries and problems often associated with fatherhood and motherhood. Many employers have recognized this conflict and are searching for ways to help their employees balance the demands of work and caring for children. One effective and useful tool is the work-site support group. Support groups bring together men and women who have similar concerns or difficulties and enable participants to share personal stories and helpful information. Members often find it comforting to learn that their problems and concerns are not unique. Establishing a support group is inexpensive and relatively simple. The information listed below explains how to

start a support group in your agency. These suggestions can be modified to suit the needs of your employees.

Employee Needs Assessment: Establishing a support group should be based on a sufficient employee need and desire for one. One way to determine that is to conduct an employee survey to assess the extent to which men and women have parenting responsibilities or concerns and would like help meeting them. A survey should include questions about anticipated parenting concerns and employee interest in participating in a support group. If the survey results reveal an interest in starting one, consider the remainder of these steps. Keep in mind that a support group can be as small as five people and may grow as employees learn of its existence.

Support Group Leader: Because attendance at support group meetings may be sporadic at times, the consistent attendance of the group leader at the meetings can help to maintain the group.

The group leader can be responsible for advertising future group meetings, arranging meeting space, and maintaining a current list of group members and their telephone numbers (see Meeting Time and Place below). A group also can offer group members parenting and/or child care resource and referral information and explain personnel flexibilities available in their agencies that may help employees balance work and caregiving demands.

There also may be interest in starting a support group newsletter that could include newspaper and magazine articles on parenting, child care and children's issues, resource and referral information, and the date and time of the next support group meeting. A newsletter is especially helpful to members who temporarily lose contact with the group.

If a counselor or work and family specialist is not available to attend meetings on a regular basis, a leader may emerge from the group. This individual could be responsible for arranging the meetings or writing a newsletter. These tasks also could be shared by members on a rotating basis. Keep in mind that these are merely suggestions for a potential group leader. Each group will conduct itself differently.

Meeting Time and Place: Establish the time, place, and frequency of the support group meetings. Generally, employees like to meet at lunch time and will bring their lunches. Participants will decide how often they want to meet. Usually, a meeting room must be reserved in advance. Contact the agency building services office to find out how to reserve a room. Once a meeting time has been established, advertise the meeting

at least two weeks in advance by placing announcements in a location where employees are certain to see them (bulletin boards or employee newsletters, for instance).

Goals/Purposes/Expectations: It is important to explore what members wish to accomplish at the meetings. Members should discuss the goals of the support group at the first gathering. The goals may change as new members are added or as problems or concerns change. These goals and purposes should be considered each time the group meets. Members also may wish to explain what they hope to gain from attending the meetings.

Confidentiality: Support group members must agree not to discuss the personal aspects of the meetings they attend. Certainly it is appropriate to share resource information outside the group but the personal problems and concerns of members should remain private. This agreement of confidentiality should be stated at the first meeting.

Open or Close Ended Group: Support groups can be open-ended or close-ended. An open group accepts new members at any time while a close group establishes a group but does not add new members for a specified period of time. The person that establishes the support group may make this decision or the members at the first meeting may decide. An agency parenting support group may be better suited to an open-ended format since many employees experience parenting difficulties suddenly.

Resource and Referral Information: Mothers and fathers, whether they have

small children, teenagers, or adult children, sometimes need assistance with the parenting problems they encounter. From finding quality child care to locating a math tutor for a ninth grader, parenting resources are available in the community. As mentioned above, an EAP counselor or work and family manager can often provide such information. However, these professionals may not be readily available to the group on a regular basis or may have limited access to such information.

Employees can call Child Care Aware, a toll-free telephone number (1-800-424-2246) operated by the National Association of Child Care Resource and Referral Agencies, to locate a nearby child care resource and referral agency. Employees also can contact their county government human services office or a local hospital. Both organizations have extensive knowledge of available parenting resources.

The Office of Personnel Management's Work and Family Program Center can provide parenting support groups with copies of the Handbook of Child and Elder Care Resources. The child care section of the Handbook is written for mothers and fathers of small children and includes information on selecting day care and lists national organizations and resources that can be of assistance to mothers and fathers.

If you have additional questions about creating and running a support group or would like a copy of The Handbook of Child and Elder Care Resources, contact

the Work and Family Program Center, ph (202) 606-5520, fax (202) 606-2091, email workandfamily@opm.gov, Internet <http://www.opm.gov/wrkfam>.

Suggested Discussion Topics

- ◆ **Daycare**
- ◆ **How to Establish or Enforce Child Support**
- ◆ **Latchkey Children**
- ◆ **Care of School Age Children**
- ◆ **Child and Animal Abuse**
- ◆ **Chemical Dependency in Adolescent Children**
- ◆ **Gangs**
- ◆ **Living with a Teenager**
- ◆ **Violence**
- ◆ **Adoption**
- ◆ **Tips for Fathers**

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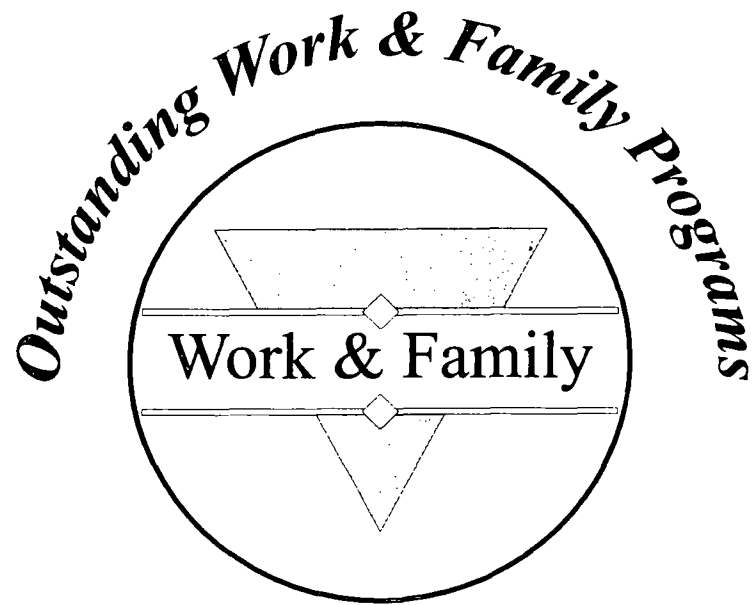
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Booklet, "Office of Personnel Management Director's Awards," 16 pages

OPM
Director's Awards



**Awards
Ceremony**

June 18, 1998