

# The Michigan Ready to Learn Leadership Summit

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## *Report to the Legislature*

SEPTEMBER 1999

*Prepared for*  
House and Senate Appropriations Committees  
Michigan Legislature

*Prepared on behalf of*  
Michigan Child Care Task Force

*Prepared by*  
Public Sector Consultants, Inc.

# The Michigan Ready to Learn Leadership Summit

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# Introduction

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Section 643 of Michigan Public Act 294 of 1998 (the Family Independence agency budget bill) provided \$100,000 to leverage and match funds for the purpose of holding a “Ready to Learn” leadership summit to explore the development of a child-care and early education system that meets the needs of every child prior to kindergarten. The legislation required that a report on the business conducted and recommendations made at the summit to be submitted to the House and Senate appropriations committees no later than September 30, 1999. The text of section 643 of P.A. 294 may be found in Appendix A of this report.

The Michigan Child Care Task Force, operating under the direction of its legislative leadership, has determined that the most significant result of the leadership summit is that

*Michigan leaders are mobilized to create widespread recognition of the importance of quality early childhood education and care [ECEC] for all children in the state and to translate this knowledge into action to assure that all children have the opportunity to succeed.*

This accomplishment was made possible by the generous contributions of the following funders, who provided an additional \$142,400:

C.S. Mott Foundation  
Community Foundation for Muskegon County  
Frey Foundation  
Kalamazoo Foundation  
Kmart Corporation  
McGregor Fund  
Michigan Education Association  
MSU Coalition for Children, Youth, Families, and Communities  
MSU College of Human Ecology  
The Skillman Foundation  
W.K. Kellogg Foundation

On the eve of the summit, Wayne State University Medical School hosted a reception, laboratory tour, and opportunities for summit participants to converse with distinguished neuroscience faculty. The event provided an excellent opportunity for participants to learn about the latest tools and techniques in brain science research.

This document reports on the following:

- Current facts about Michigan early childhood education and care
- Research conducted for and materials presented at the summit
- “Dialogue with Michigan” community forums
- Identification and mobilization of leaders to attend the summit
- Media coverage surrounding the summit
- Summary of summit proceedings
- Leadership action prompted by the summit

## *Facts: Current Michigan Early Childhood Education and Care*

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- Combined public and private investment in Michigan children under age five is about \$2,200 a year per child compared to about \$7,200 in public investment alone per school-age child.
- Only slightly more than half of Michigan parents believe that their child always is cared for by trained teachers and caregivers.
- The median wage of child-care professionals is \$6.85 per hour.
- Almost half (46 percent) of Michigan children under age five are receiving education and care from someone other than a parent. The other 54 percent are cared for solely by their parents.
- Many families are juggling multiple education and care arrangements. If parents have more than one child under age five, they frequently must have separate arrangements for each child (this is the case with 40 percent of parents).
- Stable relationships between children and caregivers are hard to maintain. More than a quarter of the children cared for by someone other than a parent change arrangements every six months.
- Children in nonparent early education and care are there for a significant amount of time—an average of 40 hours a week.

# PART 1

## *Research Conducted and Materials Presented*

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Research was conducted—a good deal of it original—to provide summit participants with information from which to form a call to action that would enhance their commitment to the health and success of the first generation of the new century. In addition, findings were organized and presented summarizing the research revolution that tells us how and when the brains of children are “wired” for life. The following summarizes the research and materials presented; Appendix B is a copy of the full document prepared for summit attendees.

### **BUILDING CHILDREN’S BRAINS**

Presents findings from the research revolution that tells us how and when the brains of very young children are “wired” for life (see Appendix B, pages 5–10).

### **OPINION OF MICHIGAN PARENTS**

Reports the findings of the benchmark survey of Michigan parents in regard to their young children’s education and child care (see Appendix B, pages 11–59).

### **EXPENDITURES FOR EARLY EDUCATION AND CARE IN MICHIGAN**

Presents the first comprehensive documentation of Michigan’s investment in early childhood education and care, including total expenses and sources of funding and taking into account the value of uncompensated care provided by parents and relatives (see Appendix B, pages 61–70).

### **SEEKING A UNIVERSAL AND HIGH-QUALITY EARLY EDUCATION AND CARE SYSTEM: THE CHALLENGE**

Identifies three essential features such a system must have and describes specific strategies to realize them (see Appendix B, pages 71–79). The strategies were shaped by community leaders at local forums throughout Michigan.

### **CLOSING THE MICHIGAN EARLY EDUCATION AND CARE INVESTMENT GAP**

Quantifies the cost difference between current expenditures on early education and care in Michigan and the cost of a proposed universal and high-quality early-learning system (see Appendix B, pages 81–90).

### **SELECTED BIBLIOGRAPHY**

Presents resources for readers interested in learning more about the importance of high-quality early education and child care (see Appendix B, pages 92–93).

## PART 2

### *“Dialogue with Michigan” Community Forums*

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Preparations for the Ready to Learn Leadership Summit included activities characterized as the “Dialogue with Michigan.” Nineteen community forums were held across the state to lay the groundwork for a successful summit. The community forums extended the dialogue about early childhood education and care by identifying and communicating with a cross-section of local leaders representing business, health, K–12 and higher education, labor, media, religion, philanthropy, and government. Citizens from across the state considered the essentials of high-quality education and care and shared their ideas for action. The following consistent themes emerged.

#### **PARENT INVOLVEMENT**

- Parenting education is of interest in communities.
- All parents should have the opportunity to learn all they need to know.

#### **HIGH-QUALITY CAREGIVING**

- Education and care providers are not paid enough given their responsibilities for nurturing our youngest children.
- Continuous and comprehensive training should be available for all parents and other caregivers.

#### **COMMUNITY RESPONSIBILITY**

- We must build on what already is in place rather than seeking new mandates.
- We must support community innovation to meet local needs.

The prevailing opinions expressed at the community forums about parent involvement, quality caregiving, and community responsibility are summarized in Appendix B, pages 74–76. A more detailed report of the commentary from each forum is available from Public Sector Consultants, Inc., and may be obtained by contacting Pamela Sanders (517/484-4954). A map identifying the counties that participated in the forums is presented in Appendix C.



## PART 3

### *Identification and Mobilization of Leaders*

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Summit sponsors and planners sought to attract a core group of leaders from the fields of government, business, labor, philanthropy, K-12 and higher education, health care, media, and faith. Public Sector Consultants, Inc., (PSC) conducted interviews with many leaders from those fields and created an invitation list consisting of 10-14 individuals from each of the eight fields. From these 100+ people were culled the 50 initial invitees and follow-up invitations were sent to those needed to round out a core group of summiteers numbering 50.

Some of the summit participants were knowledgeable about early childhood issues, but most were not. Summit planners wanted to recruit to the movement people who were lighthouses within their professional fields and not the state's existing experts in and advocates for early childhood issues.

It is a stretch to expect very busy people with myriad responsibilities to move outside of their area of expertise to learn about and become swayed by research about a different topic. The obstacles were particularly acute in the fields of business, labor, and faith; it is within these areas that much recruitment work must be undertaken.

Based on the numerous interviews with leaders, an analysis of opportunities and obstacles was written and is presented in Appendix D.

## PART 4

### *Media Coverage*

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To build the interest of leaders attending the summit and to help the discussion resound across the state, summit organizers heightened media attention to the topic of early childhood education and care. The press was kept informed during the summit planning process, involved in the community forums, and encouraged to cover the summit and its outcomes. One result is that the media has become one of the key leadership sectors most engaged in action following the summit.

#### **SPECIFIC MEDIA STRATEGIES**

- Individual reporters, community affairs directors, and editorial boards were contacted and encouraged to cover the community forums and the summit and to generate stories on early childhood.
- Local sponsors of community forums were assisted in local media outreach.
- Arrangements were made for experts and summit planners to be interviewed by media reporters and commentators (e.g., Lansing's "NewsTalk 870") and TV programs (e.g., "Capital Connection").

Two press conferences were held prior to the summit, preceded by briefings for state agency public information officers on the research findings and the summit preparations.

- On May 19, 1999, the findings of the parent survey were released at the State Capitol Building. Appendix E is the advisory presented at the briefings and press conference on this date.
- On June 2, 1999, the findings of the economic investment analysis were released, also at the State Capitol Building. Appendix F is the advisory presented at the briefings and press conference on this date.

The media coverage was extensive and widespread, contributing a great deal to the excitement and momentum building to the summit and focusing the public's attention on early childhood education and care. Appendix G comprises copies of several pieces written about the summit and early childhood education and care.

## PART 5

### *Summary of June 11 Summit*

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The June 11, 1999, Ready to Learn Leadership Summit attracted 50 top Michigan leaders who explored the development of a universal, high-quality early education and care system that will assure every Michigan child has the opportunity to enter school ready to learn. Ninety-eight percent of the participants said the issue of early childhood now is among their priorities as a state leader, and 100 percent said that leaders attending the summit appeared strongly committed to a call to action.

The following summarizes the summit's important outcomes.

- Participants reached consensus on the implications of recent brain research—in particular, the absolute importance of the quality and quantity of time parents and adult caregivers spend with children from birth to kindergarten.
- Participants formally recognized that investment in our youngest children results in reduced social costs, improved work skills, and higher standards of individual behavior.
- Participants identified several specific actions that could be taken now to enhance quality and access, including instituting a broad public-communications and -engagement campaign, establishing links between local- and state-level action, and setting measures of progress to increase the quality of early education and care.
- Participants commissioned a work group to create a leadership vision, begin the public education campaign, and propose a call to action.

Appendix H is the synopsis of the June 11 summit proceedings.

## PART 6

### *Leadership Action*

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The June 11 summit produced immediate action. One vital outcome was creation of the bipartisan Legislative Children's Caucus. As of the date of this report, 35 legislators have joined the caucus.

A second critical outcome was formation of a work group of participants to develop a vision, define priorities for urgent action, and issue a comprehensive call to action. The group's work was presented and supported at a second leadership summit held on September 7, 1999, and hosted by Marianne Udow, vice president, Blue Cross and Blue Shield of Michigan. The following is the vision for early childhood in Michigan adopted by the second summit.

All children deserve the same start in life. Every Michigan child will enter school engaged in learning, with the capacity for success in school and in life. Every Michigan family will be able to access parent education and high-quality early childhood education and care through a system that respects the diversity of families with regard to ethnicity, religious beliefs, philosophy, and income.

To achieve this vision, all parents must have the knowledge and supports they need as their children's most important teachers and caregivers. The following conditions also are necessary:

- Every child always is with or closely supervised by a competent, informed, and caring adult.
- Communities are organized to provide safe havens for children to grow, learn, and play. Within communities, families must have access to affordable health care, with an emphasis on prevention.
- Businesses provide leadership in communities by supporting family life in the structure of the work environment.

Achievement of this vision will be assessed through global measures to be determined. These measures could include assessing child readiness at school entry and also measures related to each of the following priorities for immediate action:

- Multimedia public awareness campaign
- Parent education and support
- Professional development of nonparent adult caregivers
- State- and local-level public/private partnerships

At the second summit (see Appendix I for the synopsis of proceedings, including the four detailed priorities for action), David Lawrence stated that "It is only moral and fair and right that every child be entitled to have a chance to succeed." Michigan now has a cadre of leaders who share and will act on this belief.

# Appendix A

## Section 643 of Public Act 294 of 1998

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# Michigan *Ready to Learn* Leadership Summit

Michigan Family Independence Agency Budget, Fiscal Year 1999

Sec. 643 (1) From the funds appropriated in part 1, \$100,000.00 shall be used to leverage and match additional funds for the purpose of holding a "Ready to Learn" leadership summit to explore the development of a child care and early education system that meets the needs of every child prior to kindergarten entry. The summit shall bring together leaders from Michigan's legislature, the governor and leaders in the administration, leaders from Michigan's large business corporations and from small businesses, economists, experts in early childhood education and care, legal scholars, law enforcement officials, Michigan universities and other selected by the planning committee established under subsection (3).

(2) The "Ready to Learn" leadership summit shall examine how Michigan can develop a system that assures that every child in Michigan has a good opportunity to enter kindergarten ready to learn. The summit shall address at least the following topics:

- (a) Helping parents obtain high quality early childhood care and education.
- (b) Protecting children by assuring that early childhood care and education occurs in safe and healthy places.
- (c) Helping parents obtain early childhood care and education when they work nontraditional hours or have special needs because their children have disabilities or are sick.
- (d) Developing an early childhood care and education system that recognizes the diversity of Michigan's parents with respect to ethnic, religious, income, and philosophical differences.
- (e) Taking the next steps toward a comprehensive early childhood care and education system.

(3) Organizational leadership for planning and conducting the "Ready to Learn" leadership summit shall rest with a planning committee composed of people from the Michigan child care task force operating under the direction of the task force's legislative sponsors. This committee shall consult with the governor's office, the Michigan senate and house, business leaders, and Michigan foundations in planning and conducting the summit. The planning committee may expend funds to consult with and hire people and organizations considered necessary for implementing this section. The committee shall provide the house and senate appropriations committees a full accounting of its expenditures incurred under this section.

(4) The "Ready to Learn" leadership summit shall be held no later than July 31, 1999, and the planning committee shall submit a report on the business conducted and recommendations made at the summit to the house and senate appropriations committees no later than September 30, 1999.

# The First Generation of the New Century: *Ready to Learn, Ready for Life*

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JUNE 1999

*Sponsored by*  
The Michigan Child Care Task Force

*Prepared for*  
The Michigan Ready to Learn Leadership Summit

*Prepared by*  
Public Sector Consultants, Inc.

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# Acknowledgements

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*MSU Coalition for Children, Youth, Families and Communities*  
*MSU College of Human Ecology*  
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*State of Michigan*  
*W.K. Kellogg Foundation*

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# Preface

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The Ready to Learn Leadership Summit, a year in the making, convened top leadership from business, education, faith, government, health, labor, the media, and philanthropy to examine a proposal for a universal (available to all) and high-quality early-education system for all young Michigan children. Research was conducted—a good deal of it original—to provide participants with information from which to form a call to action for their individual sectors and also to enhance their collective commitment to the health and success of the first generation of the new century.

This document presents the following:

## **INTRODUCTION: KEY MESSAGES**

*Summarizes the messages delivered to the summit to stimulate dialogue and encourage a continuing course of action following the event.*

## **BUILDING CHILDREN'S BRAINS**

*Presents findings from the research revolution that tells us how and when the brains of very young children are “wired” for life.*

## **OPINION OF MICHIGAN PARENTS**

*Reports the findings of the benchmark survey of Michigan parents in regard to their young children's education and child care.*

## **EXPENDITURES FOR EARLY EDUCATION AND CARE IN MICHIGAN**

*Presents the first comprehensive documentation of Michigan's investment in early childhood education and care, including total expenses and sources of funding and taking into account the value of uncompensated care provided by parents and relatives.*

## **SEEKING A UNIVERSAL AND HIGH-QUALITY EARLY EDUCATION AND CARE SYSTEM: THE CHALLENGE**

*Identifies three essential features such a system must have and describes specific strategies to realize them. The strategies were shaped by community leaders at local forums throughout Michigan.*

## **CLOSING THE MICHIGAN ECEC INVESTMENT GAP**

*Quantifies the cost difference between current expenditures on early education and care in Michigan and the cost of a proposed universal and high-quality early-learning system.*

## **APPENDIX**

*Identifies the counties that participated in the Ready to Learn forums that preceded the summit.*

## **SELECTED BIBLIOGRAPHY**

*Presents resources for readers interested in learning more about the importance of high-quality early education and child care.*

# *Introduction: Key Messages*

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*The Ready to Learn Leadership Summit: Why Now?*

## **A CALL TO LEADERS TO ACT ON BEHALF OF YOUNG CHILDREN**

This summit and the information presented here about young children may confirm ideas that summit participants, as leaders, already have thought about.

## **A NEW OPPORTUNITY**

Michigan has a rare opportunity to benefit children, parents, and communities. Thanks to remarkable brain-science findings, we now know how parents and caregivers can help children realize their full potential. Statistics show what is at stake: Too many Michigan children

- enter kindergarten unlikely to succeed,
- drop out of school,
- use drugs, or
- commit serious crimes or suicide.

When we fail to help children develop properly, we pay a huge social price: crime, illiteracy, poor work skills, and costly prison and welfare systems. In the new century, we can stop most of these problems where they begin—in early childhood.

## **A CHILD'S BRAIN**

Today, neuroscientists can observe the human brain in “real time.” Through positron emission tomography (PET) scans, they are able to observe a specific part of a brain as a person performs particular tasks (e.g., speaks, sees, hears), experiences emotions (e.g., happiness, fear), or reacts to another person (e.g., identifies whether the person is friendly or menacing).

Starting at birth, a child's brain develops in response to its experiences, literally building its neuronal networks in reaction to what happens around it. Within days, a newborn starts to build and dedicate brain networks, responding to

- the language s/he hears;
- his/her relationships with other people; and
- his/her “world view,” which is shaped by whether the child is loved or abused, cuddled or ignored.

The brain's self-construction continues through life, but the foundation is built in the very early years; it behooves society to make sure that the foundation is as well-built and strong as possible: the rest of one's life depends on it.

## **A THOUSAND-DAY RACE BEGINS 130,000 TIMES A YEAR**

Michigan greets 130,000 newborns every year. For each child, starting on the day of birth, we have about 1,000 days—the critical developmental period—to “get it right” in certain crucial areas. If we lose this race, we might make up for the loss but only at great effort and expense.

For many children, the adults around them do not know there even is a race; thus, it may be won or lost without realizing it. When we fail in this race, we harm the individual child and our collective future.

Every newborn has certain windows of optimal development, time periods that are valuable opportunities for the adults in his/her life to brighten the child's future. These windows are open widest for a certain number of days following birth, after which the potential for learning begins to narrow significantly. For example, the ability to develop certain social skills, such as those listed below, can be severely curtailed after a certain number of days, when the window no longer is fully open.

- *Emotional control* provides the foundation for mature adult behavior. The optimal window is the first 700 days.
- *Social attachment* determines how well an infant will relate to people through his/her lifetime. The optimal window is the first 700 days.
- *Vocabulary development* strongly affects success in school, relationships, and the workplace. The optimal window is the first 1,000 days.

Other windows of opportunity and the number of days for which they are open the widest include the following:

- *Math and logic development*. The optimal window is the first 1,500 days.
- *Motor development*. The optimal window is the first 1,900 days.

We should not enter the race on, say, day 200 or 500; neuroscience tells us that we should begin on day one to ensure that each child develops a solid foundation. Even so, if, for some reason, the race is entered on day 30 or 100, the amazing agility of a baby's brain gives him/her a good chance to catch up. Conversely, it is unwise to start playing catch-up at, say, age five, with only 50 days left in the optimal window of opportunity for motor-skill development and the other windows already partially closed.

In Michigan, we need to be in this race on day one 130,000 times every year.

## **STRONG LEADERSHIP IS NEEDED**

The Ready to Learn Leadership Summit occurred because of brain science. Neuroscientists have provided us with pictures of the brain that are causing thoughtful people to see childhood in a whole new way. Knowledge alone is not enough, however; much work lies ahead in applying this new knowledge. The summit aimed to engage top Michigan leaders in promoting the healthy development of young children. The summit's sponsors believe that the leaders who attended will take action because science has provided clear and concrete direction for resolving problems that previously seemed unsolvable.

We need leadership in two areas:

- Support for simple, immediate actions that will help us enter and win more of the 130,000 races that start each year

- Involvement in a long-term discussion about the tough political and economic issues we must address if we hope to assure that every child is winning the race by the time s/he enters kindergarten

## **SIMPLE STEPS TO SUCCESS**

“Simple” is a relative term. We know that even small efforts on behalf of child development, while paying off handsomely, seem to test society’s resolve and resources. The following are examples of simple ways to get off to a sound start in the child-development race; all they need is the support of the state’s top leadership:

- Governor Engler champions the *Read, Educate and Develop Youth* (READY) program directed to ensuring that every child can read by the fourth grade. READY really is a parent education kit: It helps parents work with their children aged 0–3 to help them become successful readers later on. So far, it has been a struggle to find the resources to provide a READY kit (each costs about \$20) to every family that would benefit from it. Why not make this excellent learning kit available to *all* homes with newborns?
- Brain science could provide the basis for a public-awareness campaign that informs people about the importance of early childhood development. Michigan has benefited immensely from public-information campaigns in support of smoking cessation, alcohol-free driving, and tourism promotion. Why not the same kind of campaign for early childhood development?
- If more people in Michigan knew of the 1,000-day race that helps determine the future of every newborn, they could improve the lives of countless children. A unified, strategic partnership could improve the quality of parenting and caregiving among diverse groups of people and institutions. Why not create this partnership and focus public attention on winning the race?

Myriad other possibilities exist: For example, the state could promote incentives for businesses to support employees in their parenting roles, fund modest training programs that help early childhood educators increase their skills, or engage in ways to inform parents about early childhood programs.

## **TIME, PATIENCE, AND DIALOGUE**

Child advocates like to point out that 20 or so of the wealthy modern democracies have an expensive system of universal early childhood education and care. Unfortunately, the United States is not among them. Nor has Michigan moved in this direction.

Americans (and Michiganians), unlike citizens of most other countries, are accustomed to a relatively low level of taxation and a relatively high level of individual and family freedom and independence. Yet the promise of being able to prepare every child to succeed by the time s/he enters kindergarten challenges us to invest more time, money, and leadership than we now do in our children’s early years. There are thousands of people in Michigan who are poised to begin a long-term, patient dialogue about how we can help every child win the 1,000-day race and start life likely to succeed.

Economists tell us that with a shift of about one percent of our gross domestic product, we can create a national early-learning environment for every child. Shifts of such size have occurred in our country a number of times, sometimes quite rapidly. The question is whether early

childhood learning presents a sufficient payoff to justify such a shift. Top Michigan leaders can spur a dialogue to examine this issue. The following tough questions merit attention:

- How do we make sure that every parent and caregiver has essential information on early education and care?
- How can we design financing strategies that support options for early education and care arrangements, so that parents can choose arrangements that meet their needs?
- How do we pay early childhood education and care providers enough money to attract, train, and retain those who will readily and effectively apply new knowledge in their work?

### **COSTING OUT AN EARLY CHILDHOOD LEARNING SYSTEM**

What is the smart way to cost out an early childhood learning system? Most people agree that investment in children pays off in the long run. Some say the payoff begins in the shorter term, perhaps on day 1,001 of each child's life; surely, the payoff starts in elementary school. Others argue that the answer is not putting money into a new system but operating the current early childhood education and care structure more efficiently and/or, in the name of individual freedom, leaving families to run the child-development race alone.

Michigan (along with every other state) has yet to resolve the investment issues, because the people who best understand the bottom line have not yet become engaged in the debate. The Ready to Learn Summit launched a committed effort of Michigan leaders to tackle these tough questions on behalf of all children in the state. With such concerted commitment, meaningful answers are certain to be found.



## PART 1

### *Building Children's Brains*

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*by Joan Lessen-Firestone, Ph.D.*

Many things can wait.  
The child cannot.  
Now is the time  
His bones are being formed,  
His blood is being made,  
His mind is being developed.  
To him, we cannot say *tomorrow*.  
His name is *today*.

—Gabriella Mistral

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# Introduction

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For countless generations, young children have cuddled in their parents' arms, grabbed and explored interesting objects, and bounced and crawled as soon as they were able. While such behaviors usually are tolerated and often encouraged, only recently have we begun to understand their critical importance in building children's brains. Almost 80 percent of our knowledge about the brain has been developed during the past five years through such modern technologies as positron emission tomography (PET) scans.

We now know that the "wiring" of a child's brain, unlike his/her skeletal system, is not determined before birth. The brain's wiring occurs in direct response to the environmental input the child receives after s/he is born. The brain of a child who has happily spent his/her first five years hearing and speaking English, playing the violin, and swimming in a lake will wire itself differently from that of child who contentedly spends those years learning Japanese and Russian, exploring the computer, and playing on swings and teeter-totters. More significant is the fact that these two children's brains will both look and perform very differently from that of a child who spent his/her first years in a stress-filled environment without much language, much stimulation, or much nurturing.

By the time children enter kindergarten, a great deal of the emotional and intellectual wiring of their brains has been set. Whether children are on a path leading to academic success and positive social behavior or to school failure and violence is determined largely by the manner in which this wiring has occurred. For the first time, we now understand how and why this happens.

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## Four Major Parts

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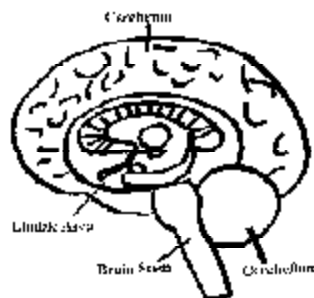
Understanding four major parts of the brain will help explain how it functions (see Figure 1).

### BRAIN STEM

The *brain stem* is at the base of the brain and, since the brain develops from the bottom up, is the first part of the brain to become active. It serves two functions, both critical for survival. First, it controls such automatic functions as heartbeat and breathing, which, for the child to live, must operate from the moment of birth. Second, it is the area associated with "fight or flight." Whenever the child feels threatened or fearful, s/he will revert to functioning in this area of the brain and act quickly, without thought or planning, to survive.

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**FIGURE 1**  
**Side View of the Human Brain**



## CEREBELLUM

Above the brain stem is the *cerebellum*, which is associated with movement. This densely packed area has many connections with the parts of the brain related to abstract thinking and mental focus. When young children do not move and exercise regularly, the connections are weaker than they otherwise would be, and thinking and focus suffer. *Vestibular* stimulation, such as swinging and spinning, particularly supports one's ability to focus.

## LIMBIC

The *limbic* area, or emotional center, of the brain is next. This area of the brain works differently from the other areas in that it contains structures that secrete substances into the blood stream. These substances circulate throughout the body, affecting how we feel and act. This is the area of the brain that releases adrenaline when one is stressed.

## CEREBRUM

The *cerebrum* is the highest part of the brain and deals with thought processes. At the top and front of the cerebrum, almost below the natural hairline, is the *frontal cortex*. This is the area in which abstract thought occurs. It is not fully developed until children are about eight years old. The other parts of the cerebrum, which are connected to sensory input, develop earlier. This explains young children's ability to deal with concrete objects they can see, feel, taste, and smell before they can think about abstract ideas that do not have a sensory connection.

The cerebrum is covered by the *cortex* (Latin for "bark"). New research indicates that the cortex varies in thickness among individuals, and the thickness of the cortex, rather than the size or weight of the entire brain, is related to how smart individuals are—that is, how quickly they can solve problems and learn new tasks. We now know that the experiences a child has determine the thickness of his/her cortex. We also know what types of experience thicken the cortex and what types do not.

Certainly, genetic inheritance plays a role in children's intelligence. But rather than set an absolute level of intelligence, heredity seems to set the *range* within which a child's intelligence is likely to fall. The environmental experiences a child receives determine the absolute level reached within this range. It is currently thought that the range of intelligence set by heredity encompasses about 40 I.Q. points. For example, a child may be born with a possible I.Q. range of 80–120. His/her experiences in the first years of life determine where in this range s/he ultimately will fall—and if, for example, high school will be a struggle or college a success.

---

## Neurons

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The important cells in the cortex are neurons (see Figure 2). All 100 billion neurons that an individual ever will possess are present in the brain at birth. Each first resembles a spindly young tree before it develops its elaborate system of branches and roots. Each is fairly isolated and does not communicate with other neurons through its branches (*dendrites*) or roots (*axons*). As infants begin to receive appropriate stimulation—stimulation that is sensory, novel, and challenging, such as the sight and sound of a new rattle—the neurons begin to branch out. When babies begin to realize that two objects are similar ("I can suck a breast, and I can suck a bottle") or that two events are related ("When mommy comes in my room, I get picked up"),

neurons begin to communicate with one another. The more communication that occurs, the more branching that occurs, and the denser the forest of neurons becomes. Even though no new neurons are created, the cortex becomes thicker because of the extensive network of branches and roots that develop among the existing neurons when children receive appropriate stimulation.

### BIRTH TO THREE: NEURONS BRANCH AND CONNECT

The development of neurons, and the attendant change in brain interconnectedness, does not happen with equal ease throughout one's life. It is during the first three years of life that brain growth occurs most quickly and easily: Multitudes of new connections are made every day. This is not surprising if we consider the external changes that occur from birth to three years.

During this first three years, normally developing children learn to speak, think, and perform sophisticated movements and build interpersonal relationships. There is no other three-year period in life during which we come close to matching the rate of these accomplishments. PET scans comparing the brains of healthy and neglected three-year-olds clearly show that this growth occurs as a function of the environment rather than heredity (see Figure 3).

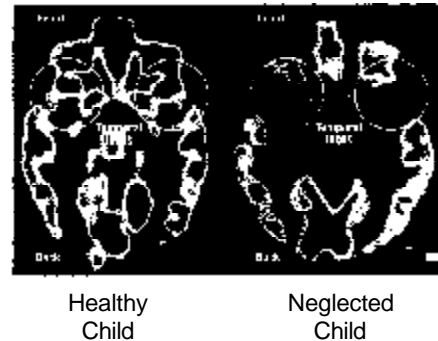
### THREE TO NINE: CONNECTIONS CONSOLIDATE

After age three, it becomes somewhat more difficult for neural connections to be made, but until about age nine, when the hormones associated with puberty come into play, the brain still has good potential to grow and change. It is, in fact, during this time—from about three to nine—that the brain uses the most energy in its work (see Figure 4). The brain of a child in this age range daily uses twice as much glucose energy as it will at any other time in his/her life. Almost 50 percent of the calories that young children consume are used to support this intense brain activity, much of which has to do with consolidating the growth of neural pathways. In the first three

**FIGURE 2**  
**Complex Neuronal Fields**

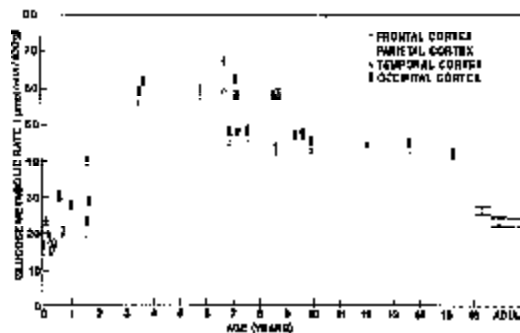


**FIGURE 3**  
**Effect of Extreme Deprivation**



SOURCE: H.T. Chugani, Wayne State University.

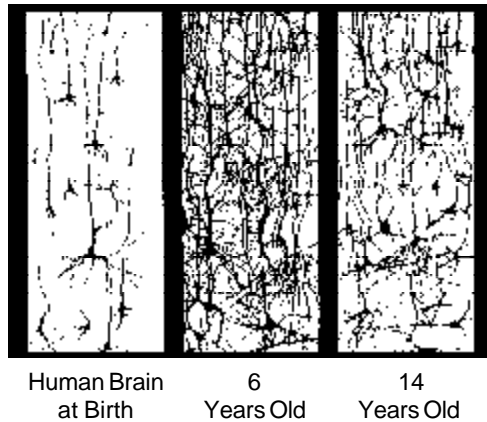
**FIGURE 4**  
**Synaptic Activity**



SOURCE: H.T. Chugani, Wayne State University.

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**FIGURE 5**  
**Human Brain Development**



SOURCE: H.T. Chugani, Wayne State University.

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years, pathways proliferate wildly as each new experience and stimulus lead to the growth of new connections. The more connections that are made, the more possibilities that exist. Beginning about age three, the connections are pruned and refined—consolidated—with the result that only those that are well used and meaningfully connected to the child's life remain (see Figure 5).

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## The Early Years Are Critical

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After consolidation is complete, at around age nine or ten, the brain loses much of its plasticity, and changes in wiring become much harder to make. People who learn to speak a foreign language after age ten, for example, rarely will be mistaken for a native speaker of that language. During the first year of life, children make all sounds of every language and, in so doing, develop neural connections that allow these sounds to be perfectly made. But if the sounds are not reinforced by adults and used regularly by the child, the early connections will disappear during the period of consolidation. Even extensive practice during later life never will recreate these original connections.

The critical period for developing other skills is even shorter. Infants, for instance, occasionally are born with cataracts. It appears as if their eyes, visual nerves, and visual area of the cortex would function perfectly if only the cloudy coverings over the eyes were removed. If the cataracts are removed during the child's first two years, s/he quickly gains visual abilities and soon is indistinguishable from any child born without cataracts. If the operation occurs after a child's second birthday, however, it is useless—s/he will never regain the ability to see. The critical period for developing vision has passed, and the opportunity for the child to see has been lost forever.

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## Stress is Devastating

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The remarkable growth and development of the neural cortex during the earliest years of life can occur only when a child feels emotionally secure in warm, stable relationships. When young children are stressed, fearful, or insecure, the limbic (emotional) area of the brain actually prevents learning from occurring.

Whenever a child feels stressed or frightened, a structure in the limbic system responds by secreting *cortisol* into the bloodstream. This circulates through the body and washes over the neural cortex, where it prevents neural connections from being formed and strengthened. Even if excellent opportunities for stimulation and learning are present in the environment, children who are stressed cannot take advantage of them to develop their brains. Unable to use the higher, thinking part of the brain, children revert to functioning in the lower area of the brain

stem and use the survival mechanisms of fight or flight to cope with their situation. It is only when the period of stress ends, and children again feel secure, that learning and higher-level thought processes can resume.

The relationship among fear, cortisol, and learning exists throughout life. Even adults with mature coping skills cannot learn or even think clearly when under too much stress. Infants, because they are dependent on others to fulfill their every need, are much more likely than individuals of any other age to frequently feel panic or fear.

If children live under stressful conditions for significant periods of time in their first two years, the results are disastrous. For it is during this time that the emotional center of the brain is being refined, and its entire developmental course is altered when it experiences frequent high levels of stress and the corresponding high levels of cortisol. Repeated exposure to a great deal of cortisol programs the child's brain to expect, like, and even seek situations that will lead to the release of cortisol. This happens in much the same way that children who live in a home where food is highly salted learn to prefer it that way. Children who become accustomed to high cortisol begin to live in the brain stem, rather than the thinking cortex, and view each interaction as one that threatens their survival. The teacher who is reaching out to them is not doing so to give a welcoming pat but an aggressive hit or shove. The child, without thinking, immediately responds by hitting the teacher first or running away. It is quite possible that the tremendous increase in seemingly random acts of violence in our society is related to the increased number of children responding to high levels of early stress and fear by living in their brain stems.

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## A Final Word

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During the past several years our knowledge and understanding of brain growth and development has grown exponentially. We now know how to provide environmental stimulation that will create optimal neural wiring in the cortex and encourage the development of thoughtful, academically competent adults. We understand the critical connection between the quality of infants' emotional relationships and their later social behavior. And we realize that some windows of opportunity for affecting children's brain development are remarkably brief. Our challenge now is to act on this knowledge to ensure that every child born in Michigan reaches kindergarten with the intellectual and emotional foundation necessary to enable him/her to become a productive, contributing citizen.

## PART 2

### *Opinion of Michigan Parents*

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*by Public Sector Consultants, Inc.*

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## Executive Summary

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In February 1999, Public Sector Consultants, Inc. (PSC), a Lansing public policy research firm, conducted a survey for the Michigan Child Care Task Force that focused on 800 Michigan parents with children under age five. The survey—the first comprehensive statewide poll on the early childhood education and care (ECEC) of children before they begin kindergarten—registered the collective voice of parents of young children. The survey asked parents in detail about their ECEC arrangements: where their children receive ECEC, from whom, for how many hours, at what times of the day, and at what cost. PSC also queried parents on the stability of their arrangements, indicators of ECEC quality, and the difficulties they would encounter if they had to find new arrangements.

The survey has a margin of error of plus or minus 3.5 percent, with a 95 percent confidence interval. This margin allows PSC to extrapolate the range of responses for the entire Michigan population of children under age five—approximately 653,000 in 1997.

The survey responses give Michigan residents a much better understanding than before of the various ways in which our state's youngest children receive early learning and care. These findings offer a base line for the opportunity that we now have to invest wisely in our youngest children's early development.

### KEY FINDINGS

For the purpose of this survey, “early childhood education and care” means the time a child spends in (1) his/her own home with someone other than a parent; (2) another private home with someone other than a parent, regardless of whether the home is regulated by the state; and (3) child-care centers, Head Start, preschool, nursery school, school readiness, or enrichment programs. This definition is not intended to suggest that parents do not provide education and care for their children. In fact, we assume that they do.

### Caregivers and Locations

- A slight majority (54 percent) of Michigan children under age five are cared for and educated solely by their parents. Forty-six percent—approximately 300,000—of Michigan children under age five receive some kind of early childhood education and care from someone other than a parent.
- The majority of children aged three and four receive some kind of ECEC from someone other than a parent. In other words, as children approach school age, more parents place them in an ECEC arrangement.
- Of those children receiving ECEC,
  - Almost 100,000 (32 percent) receive it in their own home from someone other than a parent;
  - Approximately 140,000 (47 percent) receive it in someone else's home from someone other than a parent; and
  - Approximately 140,000 (47 percent) receive it in child-care centers, Head Start, preschool, nursery school, or school readiness or enrichment programs. (These

percentages total more than 100 because a significant number of parents have multiple ECEC arrangements—over and beyond the time the parents themselves spend with their child.)

- Two-thirds of parents surveyed who have an infant have the infant cared for in their own home, even if it is by someone other than a parent.
- Of those children receiving ECEC from a nonparent in the child's own home, 23 percent get it from a sibling, 51 percent from a grandparent or other relative, and 53 percent from a nonrelative. (Again, the percentages total more than 100 because many parents have more than one caregiver for their child.)

### **Hours in Education and Care**

- Children who receive ECEC tend to do so for a significant number of hours each week. On average, children in early childhood education and care receive 40 hours of it a week. One-quarter of children receiving ECEC do so for more than 50 hours a week, two-thirds for more than 30 hours.

### **Cost of Education and Care**

- Parents who pay for ECEC spend approximately \$100 a week, on average. This finding is consistent with federal surveys on consumer expenditures.

### **Multiple Arrangements and Nontraditional Hours**

- ECEC arrangements often are unstable. In the six months preceding the survey, 27 percent of children in ECEC had their arrangements changed. This means that 75,000 to 85,000 young children lose their teacher or caregiver every half year.
- Even when “normal” work hours are broadly conceived, many children require ECEC at other times. Of those children receiving ECEC, almost one-quarter need it at times other than Monday through Friday between 5:30 A.M. and 7 P.M.
- The patchwork structure of early childhood education and care means that young children in the same family often are in different arrangements. Almost 40 percent of parents with more than one child under age five have different ECEC arrangements for different children.

### **Caregiver Training and ECEC Activities**

- Slightly more than half of parents say that their child (1) always is cared for by trained teachers and caregivers, (2) always is read to by a teacher or caregiver, and (3) is involved daily in activities that include creative time.

### **Problems Finding New Arrangements**

- Parents were asked if they would encounter problems if they had to change their ECEC arrangements tomorrow; of those to whom the situation applied, parents say they would have a major problem with finding the following:
  - Education and care at the same or lower cost (cited as a major problem by 45 percent)
  - Education and care of the same or better quality (44 percent)
  - Education and care when children are ill (42 percent)

- Education and care for children with a special need, such as a disability or chronic illness (35 percent)
- Education and care arrangements where the teacher or caregiver will be there at least one year (27 percent)
- Education and care for infants or siblings (20 percent)

### **Parents Caring for Children Other than Their Own**

- Roughly one-quarter (26 percent) of all parents report caring for another child in addition to their own.

### **Variations in Care Arrangements by Age of Child**

(Percentages add to more than 100 because of multiple arrangements.)

#### ■ All children aged 0–4:

- 54 percent with parents only
- 15 percent with nonparent in child's own home
- 22 percent with nonparent in another home
- 21 percent in child-care center or education program

#### ■ Under age one:

- 60 percent with parents only
- 22 percent with nonparent in child's own home
- 27 percent with nonparent in another home
- 9 percent in child-care center or education program

#### ■ Ages 1–2:

- 60 percent with parents only
- 13 percent with nonparent in child's own home
- 23 percent with nonparent in another home
- 18 percent in child-care center or education program

#### ■ Ages 3–4:

- 52 percent with parents only
- 12 percent with nonparent in child's own home
- 18 percent with nonparent in another home
- 29 percent in child-care center or education program

### **Variations by Region**

- The percentage of respondents reporting that their child receives only parent care ranges from a low of roughly 50 percent in the western, central, and Thumb regions to a high of 70 percent in southern and northern Michigan.
- The percentage of children who changed care arrangements in the six months preceding the survey ranges from a low of roughly 20 percent (in the City of Detroit, central Michigan, and the Thumb) to a high of 47 percent in northern Michigan.
- The percentage of respondents who report caring for a child other than their own ranges from about 15 percent in metro Detroit and southern Michigan to a high of 54 percent in the City of Detroit.

### **Variations by Race**

- More Caucasian than African-American respondents report that their child is cared for only by his/her parents (57 percent and 41 percent, respectively).
- Of children cared for in private homes other than their own, significantly more African Americans than Caucasians are cared for by a relative.
- Significantly more African-American than Caucasian children receive ECEC in child care centers and other education programs.
- More than twice as many African-American respondents as Caucasian (57 percent and 22 percent, respectively) care for another child while they care for their own.

### **Variations by Education**

- Of respondents with a high school diploma or less, 70 percent report that their child is cared for only by his/her parents; among respondents who have at least some college education, the figure is 44 percent.

## **CONCLUSIONS**

The survey findings invite several important conclusions. Any efforts to strengthen early learning and development must not lose sight of these essential facts.

- Almost half (46 percent) of Michigan children aged under five are receiving some ECEC from someone other than a parent. The other 54 percent are cared for solely by their parents.
- Many of the Michigan families who *are* receiving early childhood education and care from someone other than a parent are juggling multiple arrangements. Many parents rely on more than one caregiver, even within the same setting. If parents have more than one child aged under five, they frequently (40 percent of the time) must have separate arrangements.
- Stable relationships between caregivers/teachers and young children are hard to maintain. More than a quarter of children in ECEC changed arrangements in the six months preceding the survey. Moreover, parents foresee major problems if they have to find new arrangements. Doubtless, one difficulty stems from the fact that almost one-quarter of children in ECEC need it at nontraditional hours.

- Children in ECEC are there for a significant amount of time—an average of 40 hours a week. Two-thirds are in education and care for at least 30 hours a week.

All Michigan parents face innumerable pressures in their efforts to raise children. These findings begin to illustrate the complex and fragile network of relationships and opportunities to learn and grow that form our current patchwork of early childhood education and care. By offering a base line of parents' collective voice, the survey results open the door for a healthy discussion of improvements that will help all young children enter kindergarten ready to continue learning.

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## Map of Regions

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## Methodology

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Completing a survey of parents with children under age five presented several methodological challenges. To determine the population for sampling, PSC first had to identify residences in Michigan. According to the 1990 U.S. Census, Michigan's 9,295,297 people compose 3,424,122 households.<sup>1</sup> Second, PSC had to narrow this list of residences down to those households containing a family.<sup>2</sup> The 1990 Census reported that there were 2,458,481 families in Michigan, meaning 72 percent of Michigan households contain a family. Third, PSC had to narrow the list of families to only those with children under age five (26 percent of all families, or 628,529 families). When these figures are multiplied, PSC finds that 18 percent of Michigan households contain a family having at least one child under age five.

When these calculations were completed, PSC could draw a sample and begin the survey. In many cases, public-opinion and survey research is conducted via a procedure called "random digit dialing" (RDD), by which a computer randomly generates telephone numbers for interviewers to call. Because the numbers are randomly generated, the interviewer does not know, until the call is completed, whether the telephone number is a business, residence, out of service, or unassigned.

In a typical public-opinion survey, it is not unusual to dial 7,000 to 10,000 telephone numbers to reach 800 residents over the age of 18, giving a success rate of roughly 10 percent. Since only 18 percent of such 800 Michigan households would contain a family with a child under age five, an RDD sample would generate an eligible *family* in only 2 percent of all telephone calls. Completing 800 interviews—a typical interview size for Michigan with the ability to produce numerous cross tabulations of data—therefore would require at least 50,000 telephone calls, or more than five times as many as a typical RDD survey of the general Michigan public. Therefore, because of the expense, using only "blind" telephone calls to random Michigan telephone numbers was out of the question.

Another common public-opinion methodology is to draw a sample from a list of known members of the population—in this case, telephone numbers generated from public or commercial databases. These "listed" samples often allow greater flexibility in selection than is the case with RDD samples. For this survey, PSC located a commercial database that identifies—through birth records, buying habits, and other information cross-referenced to address and telephone information—parents with children under age five. In this sample, approximately 60 percent of the telephone numbers could be assumed valid—an incidence *much* higher than would be case with an RDD sample.

---

<sup>1</sup>According to the U.S. Census, "A household includes all the persons who occupy a housing unit. A housing unit is a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied (or if vacant, is intended for occupancy) as separate living quarters. . . . The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements."

<sup>2</sup>According to the U.S. Census, "A family consists of a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption. All persons in a household who are related to the householder are regarded as members of his or her family. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated persons or one person living alone." Family types include "married couple family," "male householder, no wife present," and "female householder, no husband present."

However, purchased samples do not necessarily include unlisted telephone numbers, and the normal movement of people in and out of residences would render a substantial number of the sample invalid. Furthermore, even if the sample was accurate, the data are based on multiple sources updated at different times. Parents may no longer have a child *under* age five; s/he now may be aged five or six. To address these sampling problems, PSC divided the child-care sample into two groups.

- The first group consisted of 400 interviews conducted using RDD. Since telephone numbers were randomly selected and every family had an equal chance of being included in the sample,<sup>3</sup> this sample would build the most accurate and representative picture of Michigan's parents.
- To hold costs down, the second 400 interviews were conducted using a listed sample. Any difference in demographic characteristics between the listed sample and the demographics of Michigan's families as reported by the 1990 U.S. Census could be corrected using the RDD sample.

All telephone interviews were completed by Western Wats, a professional public-opinion research firm. The same survey instrument was used for both samples; all respondents were asked the same screening questions to ensure they were eligible for the survey. RDD calls were made from February 28 to March 14, 1999; listed calls were made March 3–7, 1999. For both samples, interviewers conducted calls at times throughout the day to ensure that parents with nontraditional work schedules were included. Callbacks were made to telephone numbers of families that were eligible but unable to complete the survey at that time.

PSC analyzed the two samples on demographic characteristics. As expected, the RDD sample reflects the actual demographic characteristics of Michigan families as reported in the 1990 census. Also, as expected, the listed sample had some substantial variations: Compared to Michigan demographics, City of Detroit residents are underrepresented and metro Detroit residents are overrepresented. More respondents in the listed sample reported higher incomes than in the RDD sample; this also was expected given that the listed sample relies heavily on economic transactions to match addresses to demographic characteristics.

Before correcting the listed sample's demographics, PSC also compared the results of the two samples to determine whether the answers differ in a statistically significant way. In most cases, using generally accepted tests and methods, there is no statistical difference between the answers from the two samples. Therefore, PSC combined the two samples, analyzed the demographic characteristics of the *combined* sample, and applied weighting to make the *combined* sample reasonably approximate demographic data from the census and the RDD-only sample.

A sample of 800 from a population of approximately 630,000 Michigan families with children under age five yields an accuracy rate of plus or minus 3.5 percent with 95 percent confidence. In other words, 95 of 100 samples will be accurate within 3.5 percent of the actual result we would get if we surveyed all Michigan families. The sampling error is slightly greater within subgroups, depending on the size of the subgroup. Public Sector Consultants believes that this poll accurately reflects public opinion at the time of the survey.

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<sup>3</sup>Some families may have more than one telephone number and, therefore, have more than one opportunity to be selected for the survey. However, since there are millions of telephone numbers in Michigan, a family with more than one telephone line has only the most negligible additional chance of being selected (e.g., three in two million) compared to a family with only one telephone line (one in two million).

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## Number and Age of Children Receiving Early Childhood Education and Care

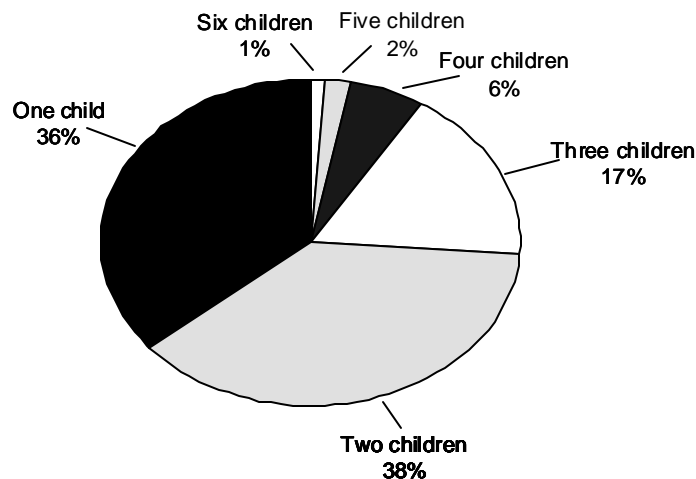
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The first series of questions in the survey (1) identified the number and ages of all children aged under 18 that live with the respondent and (2) randomly selected *one* of the children under the age of five as the focus of the survey questions. The majority of survey questions, therefore, are based on this “survey child”—the *one* randomly selected child—regardless of how many children under age five the respondent may have identified. Only question 16 asks about *all* of the respondent’s children under age five, including the survey child.

*QUESTION 1: To begin, please tell me how many children under age 18 live with you and each of their ages. [SURVEYOR RANDOMLY SELECTS ONE CHILD UNDER AGE FIVE FOR USE IN THE SURVEY.] In what month and year was [THIS \_\_-YEAR-OLD] born?*

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**EXHIBIT 1**  
**Number of Children under Age 18, Percentage of Respondent Households**



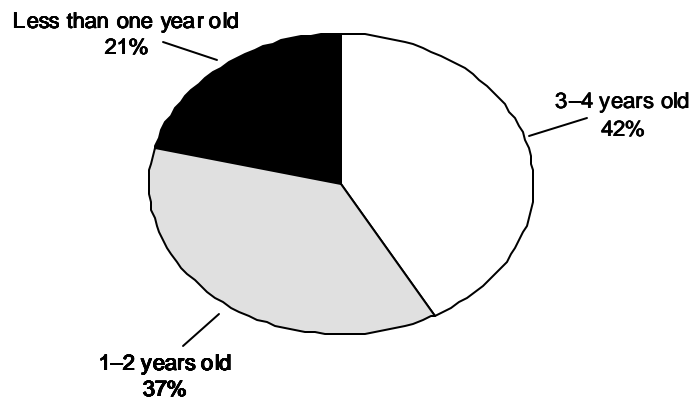
SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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**EXHIBIT 2**  
**Age of Survey child, Percentage of Total**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

NOTE: The "survey child" is the randomly selected child aged under five in the respondent's household.

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## Childhood Education and Care: Caregivers, Locations, Hours

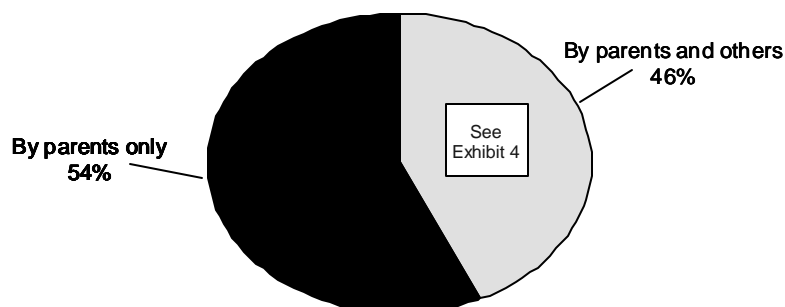
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**NOTE:** For ease of reading, ECEC and “care” are used as shorthand for “early childhood education and care.”

Survey questions 2–11 asked respondents to identify the survey child’s early education and care (ECEC) arrangements and number of hours spent in ECEC. The following present the summary information for these questions; detail may be found in subsequent sections. Following the exhibits, which display the answers to the questions, are further data extrapolated from cross tabulating the responses by various demographics (e.g., region of residence, age of child).

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**EXHIBIT 3**  
**Education/Care Arrangements, Survey Children**



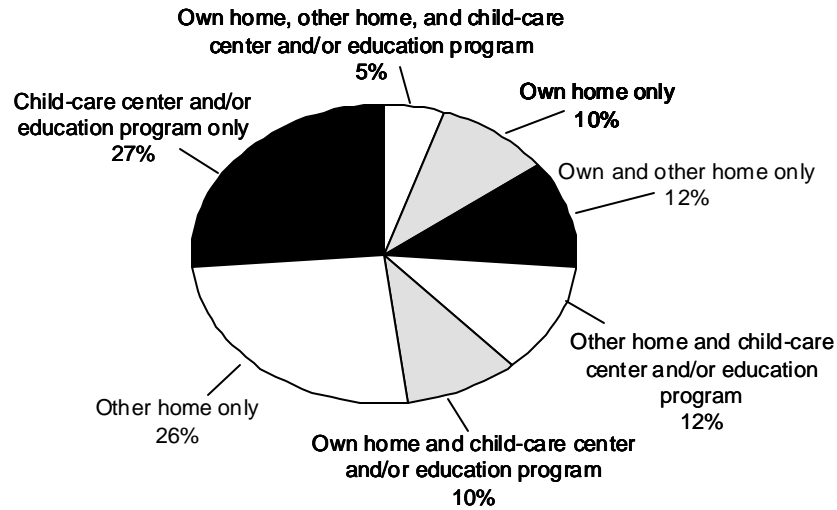
SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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- Almost half (46 percent) of survey children receive some education and care from someone other than a parent.
- The majority of survey children, regardless of age, receive care only from their parents (or guardian). Of children aged two and younger, 60 percent are cared for only by their parents; of children aged three and four, 52 percent are cared for only by their parents.
- More Caucasian than African-American respondents report that their survey child is cared for only by his/her parents (57 percent and 41 percent, respectively) or only in someone else’s home (13 percent and 3 percent, respectively).
- More African-American than Caucasian respondents report that their survey child is cared for only in child-care centers (27 percent and 10 percent, respectively) or in multiple locations (27 percent and 16 percent, respectively).
- Regionally, the percentage of respondents reporting that their child receives only parent care ranges from a low of roughly 50 percent in the western, central, and Thumb regions to a high of 70 percent in southern and northern Michigan. The percentage of respondents

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#### EXHIBIT 4 Location of Nonparent Education/Care



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

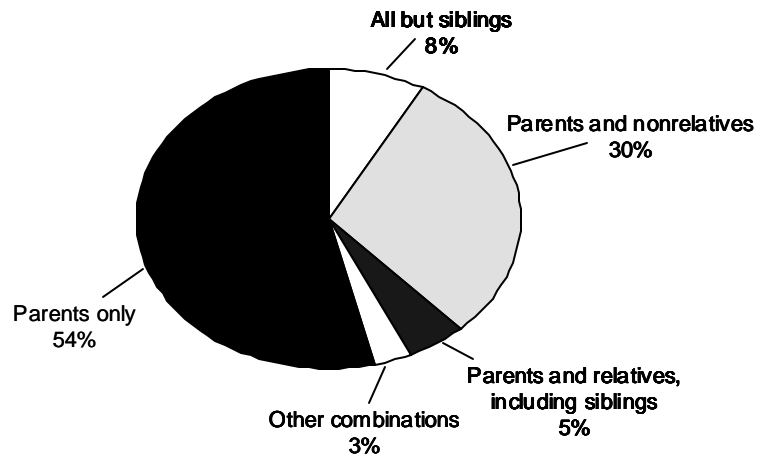
Own home = Child receives education/care in his/her own home.

Other home = Child receives education/care in another private home.

NOTE: This exhibit pertains only to the 46 percent of the survey children who receive nonparent as well as parent education/care (see Exhibit 3).

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#### EXHIBIT 5 Education/Care Providers, Survey Children



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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using a combination of care locations ranges from less than 10 percent in southern and northern Michigan to 29 percent in the City of Detroit.

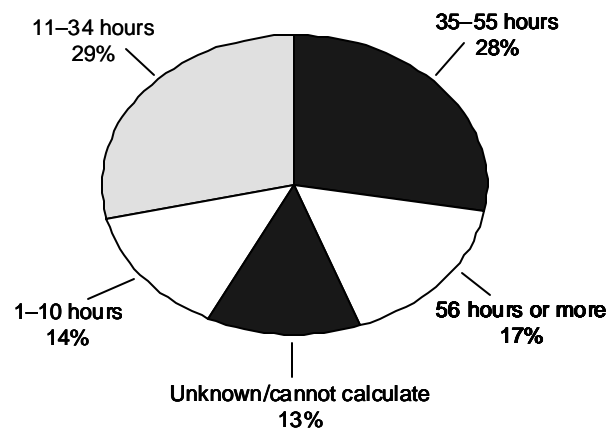
- Of respondents with a high school diploma or less, 70 percent report that their child is cared for only by his/her parents; among respondents who have at least some college education, the figure is 44 percent.

- With one exception, care location does not vary with the child's age. The exception is the child who receives care only in a child-care center or education program. The percentage of respondents reporting that their child receives only such care increases from 2 percent of children aged under one year to 19 percent of children aged three or four.

Respondents whose survey child is cared for by parents *and* nonparents were asked to identify the typical monthly total number of hours in each care location. The following details the number of hours for these children (46 percent of the total sample).

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**EXHIBIT 6**  
**Hours per Week in Child Education/Care, Survey Children**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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- The plurality of survey children who receive care for less than 34 hours/week (37 percent) receive it in a child-care center or education program. The plurality receiving care for 35-55 hours/week (39 percent) receive it in someone else's home. The majority of children receiving care for 56 or more hours/week (79 percent) receive it in a combination of locations.
- The plurality receiving care only in other homes (48 percent) are reported to spend 35-55 hours/week in care.
- The plurality (39 percent) receiving care at more than one location receive care 56 or more hours/week.
- There is substantial variation by region in the total hours of care.
  - More City of Detroit children (30 percent) than others are in the highest use category of care (56 or more hours/week). Receiving the next highest number of care hours (35-55 hours/week) are metro Detroit children (received by 34 percent) and Thumb youngsters (received by 31 percent).
  - The plurality of residents in western and central Michigan are equally divided between 11-34 and 35-55 hours/week of care. A majority of respondents in southern (53 percent) and northern Michigan (50 percent) report that their children receive 11-34 hours/week of care.

- By education, equal shares of respondents with less than a high school diploma report that their child receives care 35–55 hours/week and 56 hours/week or more (35 percent and 34 percent, respectively). Equal shares of respondents with some college or a college degree report that their child receives care 11–34 and 35–55 hours/week, while the plurality (36 percent) of respondents with a high school diploma report that their child receives care 11–34 hours/week.
- The plurality (34 percent) of children aged 1–2 receive care 35–55 hours/week, while the plurality (35 percent) of 3–4 year olds receive care 11–34 hours/week. Equal shares of children under age one receive care 11–34 and 35–55 hours/week (24 percent and 25 percent, respectively).

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## Education and Care by Nonparents

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*QUESTION 2: Does anyone other than your \_\_\_-year-old's parents or guardians care for him/her?*

Please refer back to Exhibit 3.

- Among Caucasian respondents, the majority (54 percent) report that their child is cared for only by parents; among African-American respondents, the majority (61 percent) report that their child is cared for by parents and others.
- By region, in metro Detroit, southern, and northern Michigan, the majorities report that their child is cared for only by parents, while in the Thumb, the majority reports that their child is cared for by parents and others. In the other regions, respondents are equally divided between the two categories.
- Among respondents with incomplete high school or a high school education, the majorities (62 percent and 70 percent, respectively) report that care is given by parents and others. Among respondents with at least some college education, the majority (58 percent) report that their child is cared for only by parents.
- The majority (57 percent) of children aged two or younger receive care only from their parents.

### IMPORTANT NOTE

Survey questions 3–24 were asked *only* of respondents who had indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child. This was the case with 46 percent of the total sample (that is, 370 of the 800 people surveyed). As noted in the next several sections of this report, the answers to the survey questions therefore reflect a proportion of this 46 percent—*not a proportion of the total sample of 800 people*.

For example, 47 percent of the people *who were asked* QUESTION 6 reported that the survey child receives education or care in someone else's home. Therefore, 22 percent of all children receive care in an other-home setting (47 percent x 46 percent = 21.6 percent)

## NONPARENT EDUCATION/CARE IN CHILD'S OWN HOME

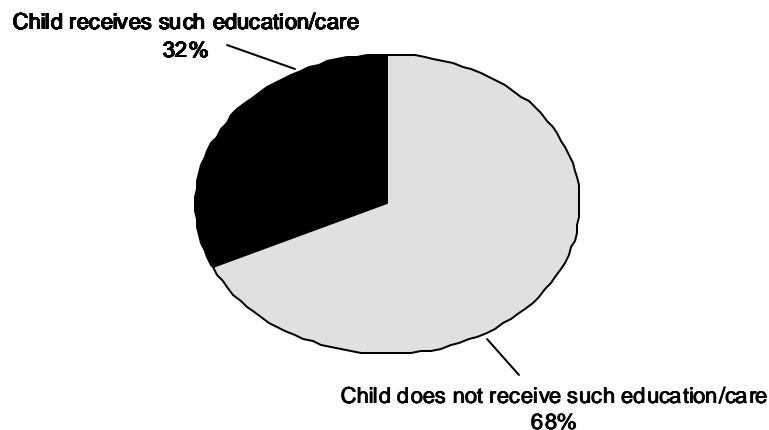
*NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.*

### Own-Home, Nonparent Education/Care

*QUESTION 3: During a typical week in the last month, did your \_\_\_-year-old receive education or care in your home but provided by someone other than yourself, another parent, or a guardian?*

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**EXHIBIT 7**  
**Nonparent, Own-Home Education/Care, Survey Children**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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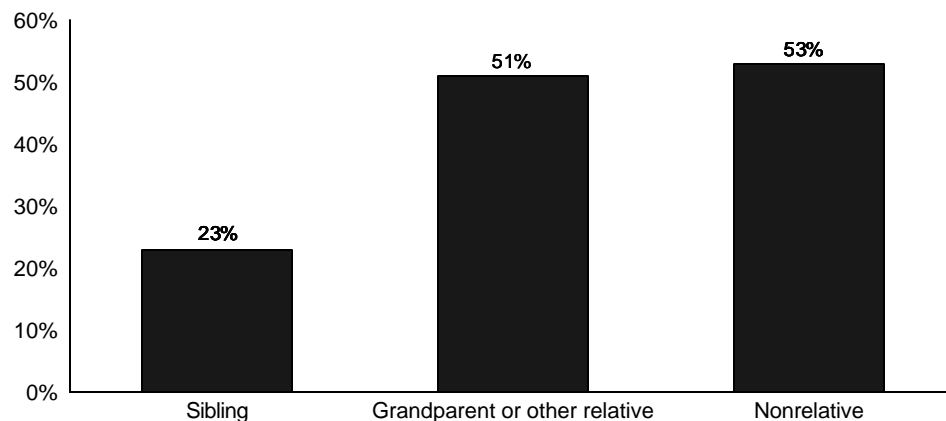
- More Caucasian than African-American respondents (34 percent and 22 percent, respectively) report their child receiving nonparent care in their own home.
- The percentage of children receiving nonparent care in their own home ranges from a low in the southern and Thumb regions (24 percent and 26 percent, respectively) to a high of 50 percent in the northern region.
- As the total number of child-care hours increases, so does the portion of children reported to be receiving own-home, nonparent care.

- Among children receiving 1–10 hours of care, 25 percent receive own-home, nonparent care.
  - Among children receiving 11–34 hours of care, the figure is 30 percent.
  - Among children receiving 35–55 hours of care, the figure is 29 percent.
  - Among children receiving 56 or more hours of care, the figure is 62 percent.
- More infants than older children receive own-home, nonparent care.
- Among children under age one, 47 percent receive own-home, nonparent care.
  - Among children aged 1–2, the figure is 29 percent.
  - Among children aged 3–4, the figure is 27 percent.

### Own-Home Education/Care by Siblings, Relatives, and Others

*QUESTION 4: Who else provided the care?*

**EXHIBIT 8**  
**Own-Home, Nonparent Education/Care Providers, Survey Children**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

NOTE: Respondents could choose more than one option.

The following pertains to children receiving own-home care by nonparents:

- The percentage receiving sibling care ranges from roughly 10 percent in metro Detroit and central Michigan to roughly one-third in western and northern Michigan.
- One-third (35 percent) of children of respondents with a high school diploma or less receive sibling care. Of children of respondents with at least some college education, 10 percent receive such care.
- The percentage receiving sibling care decreases with age.
  - Among children aged less than one year, 33 percent receive sibling care at home.
  - Among children aged 1–2, the figure is 21 percent.
  - Among children aged 3–4, the figure is 16 percent.

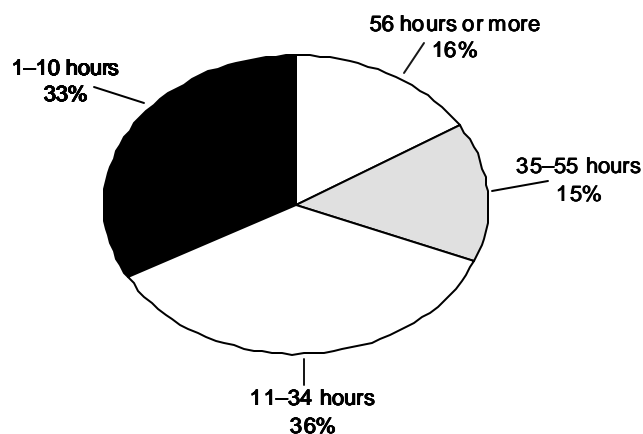
- Age appears to have no bearing on whether a child is cared for by a nonrelative. Roughly 50 percent of each of the three age groups (aged under one, aged 2–3, aged 3–4) receives care from a nonrelative.
- More African-American than Caucasian respondents (73 percent and 49 percent, respectively) report that their child receives care from a relative.

### Hours Spent in Nonparent, Own-Home Education/Care

*QUESTION 5: During a typical week in the last month, how many hours did your \_\_\_-year-old receive care in your own home? Again, only include the time that this child spent with someone other than a parent or guardian.*

#### EXHIBIT 9

#### Own-Home, Nonparent Education/Care Received by Survey Children, Hours per Week



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

### NONPARENT EDUCATION/CARE IN OTHER PRIVATE HOMES

*NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.*

#### Education/Care Received in Another Home

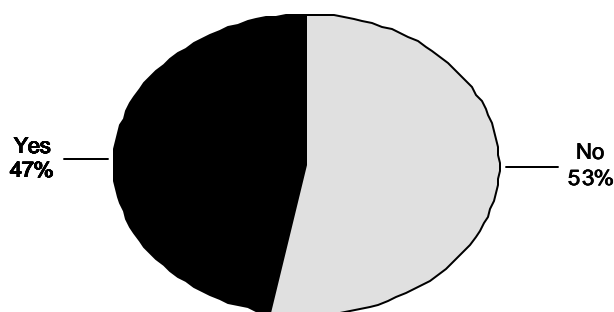
*QUESTION 6: During a typical week in the last month, did your \_\_\_-year-old receive education or care in someone else's private home?*

- Statistically equal percentages of Caucasian and African-American respondents (49 percent and 41 percent, respectively) report that their child receives other-home.
- By region, only one-third of the respondents in northern Michigan report that their child receives other-home care. More than half of the respondents in the City of Detroit (55 percent), southern (56 percent), or central Michigan (51 percent) report the same.
- The percentage of respondents whose child receives other-home care *decreases* with the child's age.
  - Among children aged under one year, 60 percent receive other-home care.



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**EXHIBIT 10**  
**Q: Does Your Child Typically Receive Care in Someone Else's Private Home?**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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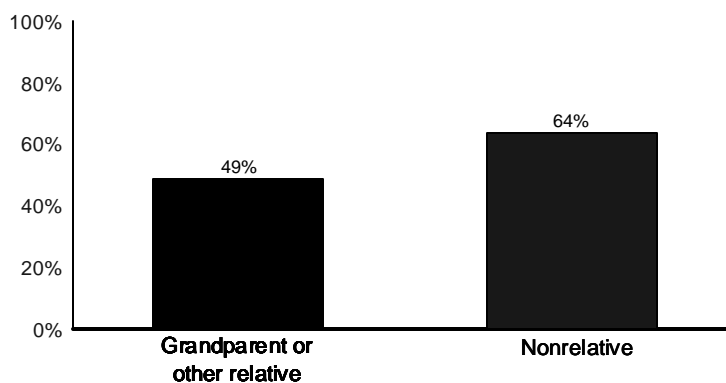
- Among children aged 1–2, the figure is 50 percent.
- Among children aged 3–4, the figure is 40 percent.

**Other-Home Education/Care with Relatives or Others**

*QUESTION 7: Who else provided the care?*

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**EXHIBIT 11**  
**Other-Home, Nonparent Education/Care Providers, Survey Children**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.  
NOTE: Respondents could choose more than one option.

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The following pertains to children receiving other-home care:

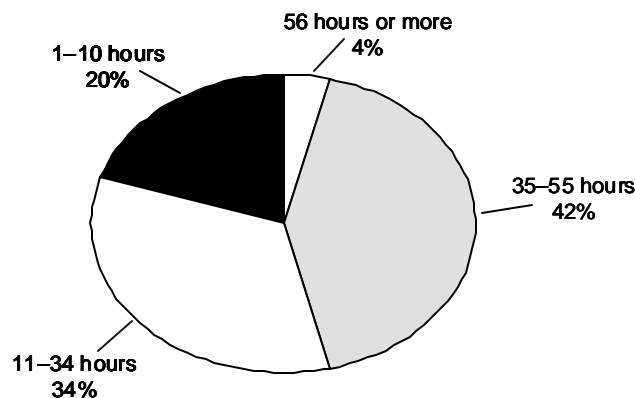
- A majority, regardless of age, receive care from a nonrelative.
- More African-Americans than Caucasians (76 percent and 44 percent, respectively) report that their child is cared for by a relative.
- More Caucasians than African-Americans (69 percent and 30 percent, respectively) report that their child is cared for by a nonrelative.

- Care by relatives ranges from 28 percent of residents of the central region to 88 percent in northern Michigan. In all regions except the City of Detroit, the percentage of care provided by nonrelatives exceeds 50 percent. In Detroit, only one-third of the children receive care with nonrelatives.
- The percentage of children receiving care from relatives decreases as the respondent's level of education rises. Of respondents with less than a high school education, 54 percent report that their child receives care from relatives; of respondents with a college degree or more, the figure is 37 percent.
- Conversely, the percentage of children receiving care from nonrelatives increases as the respondent's education increases. Of respondents with less than a high school education, 46 percent report that their child receives care from a nonrelative; of respondents with a college degree or more, the figure is 76 percent.

### Hours Spent in Other-Home Education/Care

*QUESTION 8: During a typical week in the last month, how many hours did your \_\_\_-year-old receive care in someone else's private home?*

**EXHIBIT 12**  
**Other-Home Education/Care, Survey Children, Hours per Week**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

- Of Caucasian respondents, a statistically similar percentage report that their child receives other-home care 11-34 and 35-55 hours/week (35 percent and 43 percent, respectively). Of African-American respondents, a statistically similar percentage report the their children spend 1-10 and 35-55 hours/week (43 percent in each case) in other-home care.
- While the plurality of children under age one (45 percent) spend 11-34 hours/week in other-home care, the majority of children age 1-2 spend 35-55 hours/week in such care. Nearly equal percentages of children ages three and four spend 1-10, 11-34, and 35-55 hours in care (31 percent, 31 percent, and 38 percent, respectively).
  - Of children aged under one year, the plurality—45 percent—spend 11-34 hours/week in care in another private home.
  - Of children aged 1-2, the majority spend 35-55 hours/week in such care.

- Among children aged 3–4, roughly one-third receives such care in each of the hour ranges: 31 percent spend 1–10 hours/week, 31 percent spend 11–34 hours/week, and 38 percent spend 35–55 hours/week.

## EDUCATION/CARE OUTSIDE OF A PRIVATE HOME

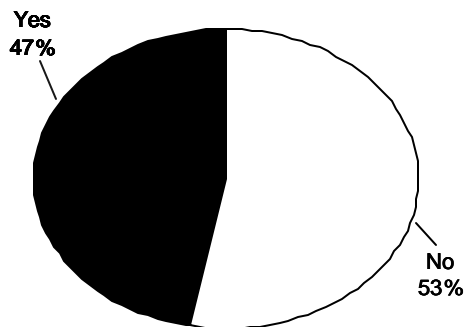
*NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.*

*QUESTION 9: During a typical week in the last month, did your \_\_\_-year-old receive education or care in a daycare center, nursery school, or other early-childhood program that is not located in someone's private home?*

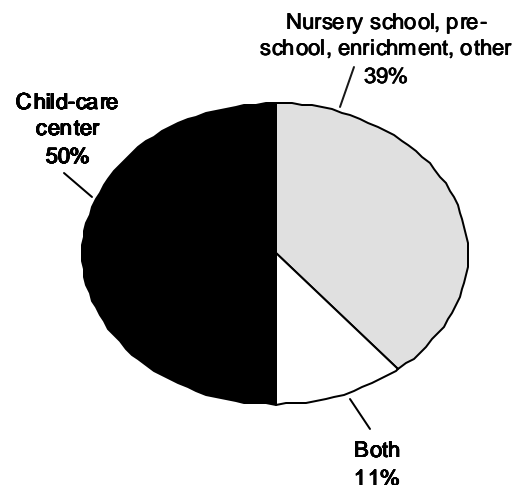
### EXHIBIT 13

#### Education/Care Received in Child-Care Centers and Education Programs, Survey Children

**Q: Does Your Child Typically Receive Care . . . Not Located in a Private Home?**



**Location Cited by 47 Percent Responding "Yes"**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

*QUESTION 10: What was the location?*

#### Location of Education/Care Outside of a Private Home

- More African-American than Caucasian respondents (69 percent and 44 percent, respectively) report that their child receives ECEC in a child-care center or education program.
- Regionally, the percentage of children receiving such care falls into one of two categories: 50–60 percent (City of Detroit, metro Detroit, and the Thumb) or 30–40 percent (southern, western, central, and northern Michigan).

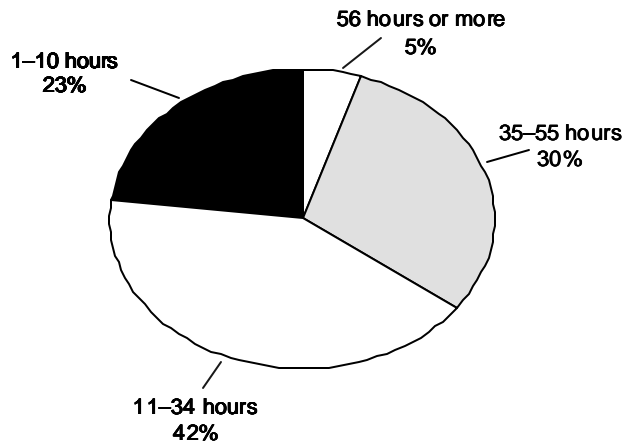
- As the age of the child increases, so does the extent of ECEC in a child-care center or education program.
  - Among children aged less than one year, 19 percent receive such care.
  - Among children aged 1–2, the figure is 40 percent.
  - Among children aged 3–4, the figure is 64 percent.
- Among Caucasian respondents, nearly equal proportions report that their child receives care in a child-care center (45 percent each) versus a preschool or enrichment program (40 percent). Among African-American respondents, 63 percent report that their child receives care in a child-care center.
- In four regions, the majority report using a child-care center: City of Detroit (65 percent) central Michigan (54 percent), the Thumb (55 percent), and northern Michigan (67 percent). In metro Detroit and southern and western Michigan, the percentage of respondents who report using a child-care center is about the same as those who report they have their child in a preschool or enrichment program.

### Hours Spent in Child-Care Centers and Education Programs

*QUESTION 11: During a typical week in the last month, how many hours did your \_\_\_-year-old receive care in these programs?*

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**EXHIBIT 14**  
**Hours per Week in Child-Care Center or Education Program, Survey Children**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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## ALL NONPARENT EDUCATION/CARE ARRANGEMENTS

NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.

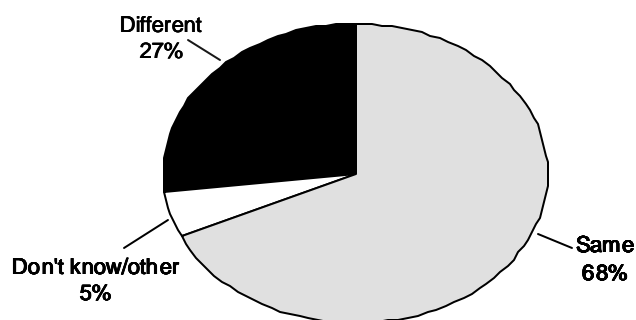
### Arrangements Today Compared to Six Months Previous

QUESTION 12: When you think about all of these arrangements your \_\_\_-year-old has today, are they the same or different from the arrangements you had six months ago?

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#### EXHIBIT 15

Q: Are Your Survey Child's Care Arrangements the Same Now as Six Months Ago?



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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- Regardless of whether the survey child receives ECEC in his/her own home, another home, or a child-care center or education program, one-third of the respondents report that the arrangement they had at the time of the survey is different from that of six months previous.
- Regionally, the percentage of children who change care arrangements ranges from a low of roughly 20 percent (in the City of Detroit, central Michigan, and the Thumb) to a high of 47 percent (in northern Michigan).

### Special Hours

QUESTION 13: During a typical week in the last month, did your \_\_\_-year-old need education or care only between 5:30 in the morning and 7 at night, Monday through Friday?

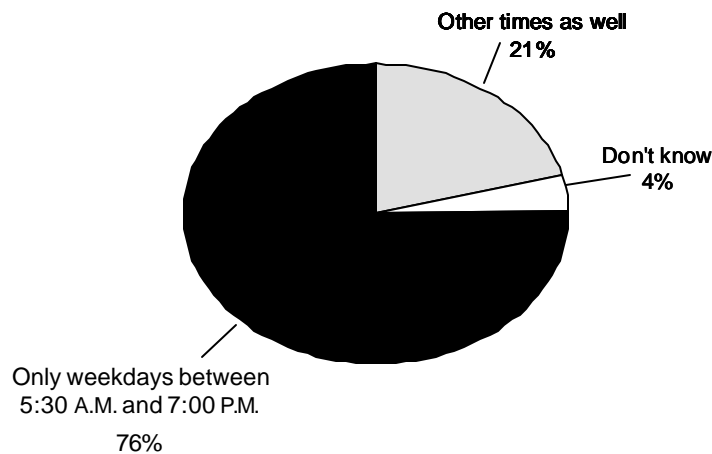
QUESTION 14: During a typical week in the last month, did your child need education or care on weekdays from 7 in the evening until midnight? On weekdays from midnight until 5:30 the following morning? At any time during the weekend, from Friday night through Monday morning?

Questions 13 and 14 were asked only of the 370 respondents reporting nonparent care. Of these, 76 (21 percent) indicated that their child requires care at times other than 5:30 A.M. to 7:00 P.M. Question 14, therefore, was asked of these 76 parents, and in theory, all 76 should have answered "yes" to at least one part of the question, since they had indicated in responding to question 13 that their child needs care at one of these times. However, 42 of the 76 answered "no" to all three parts—which negates their response to question 13.

Perhaps they misunderstood question 13. Perhaps they have children who need overnight care,

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**EXHIBIT 16**  
**Hours and Days During Which Childhood Education/Care Is Needed**



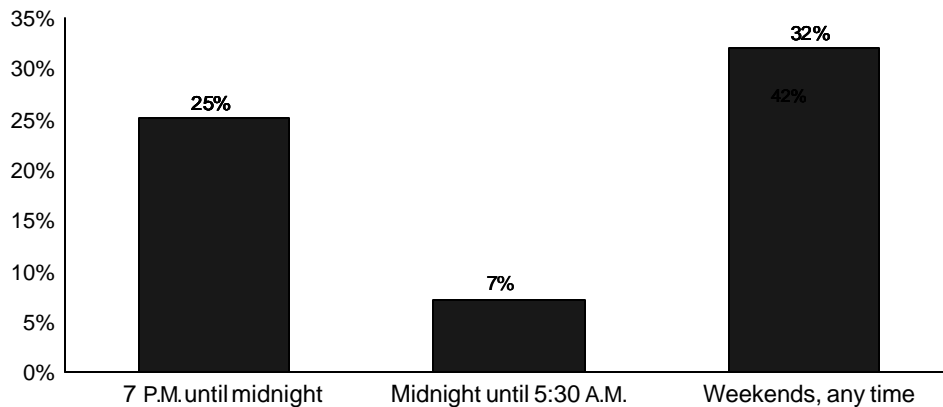
SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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**EXHIBIT 17**  
**Percentage of Survey Children Needing Education/Care During Nontraditional Times**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

NOTE: Respondents could choose more than one option.

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and, therefore, answered the first two parts of question 14 “no” because neither range included all of the times that their child needs care (instead of answering “yes” to both, to show both late-evening and early-morning care needs). Or perhaps there was interviewer error.

In PSC’s opinion, any analysis based on the responses to these questions should be treated with care, with the most weight going to the answers to question 13, the initial question about care hours.

*QUESTION 15: Does your \_\_\_-year-old ever receive child care for more than 24 hours in a row?*

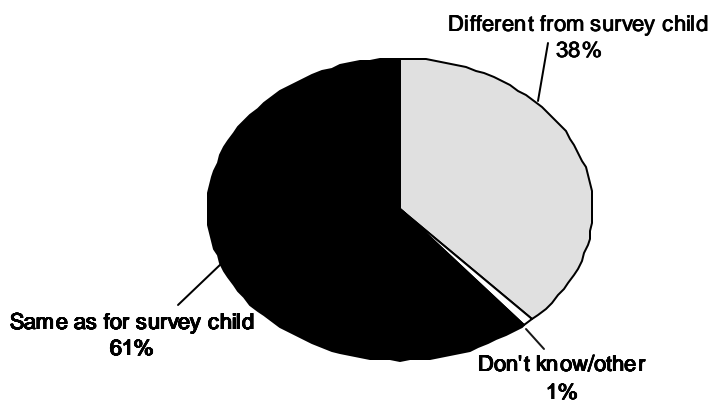
- The percentage of children needing care at “nontraditional” times (times other than weekdays between 5:30 A.M. and 7 P.M.) drops as the total hours in care rises.
  - Of children in care 1–10 hours/week, 35 percent need care at nontraditional times.
  - Of children in care 56 hours/week or more, the figure is only 10 percent.
- The percentage of children needing care at nontraditional times decreases as the age of the child increases.
  - Among children aged under one year, 32 need care during nontraditional hours.
  - Among children aged 1–2, the figure is 21 percent.
  - Among children aged 3–4, the figure is 15 percent.
- Of children needing care during nontraditional hours, the percentage needing 7 P.M.–midnight care increases with the age of the child.
  - Among children aged under one year, 9 percent need care from 7 P.M. to midnight.
  - Among children aged 1–2, the figure is 26 percent.
  - Among children aged 3–4, the figure is 40 percent.
- Of children needing care during nontraditional hours, the percentage needing 7 P.M.–midnight care varies with the type of care:
  - Of children receiving own-home care, 37 percent need 7 P.M.–midnight care.
  - Of children receiving other-home care, the figure is 24 percent.
  - Of children receiving ECEC in a child-care center or education program, the figure is 48 percent.

### Sibling Education/Care Arrangements

*QUESTION 15: You mentioned that you have other children under age five. Do these other children have exactly the same education and care arrangements as your \_\_\_-year-old?* [Asked only if respondent had identified more than one child under age five question 1.]

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**EXHIBIT 18**  
**Education/Care Arrangements for Other Children in Survey Child’s Family**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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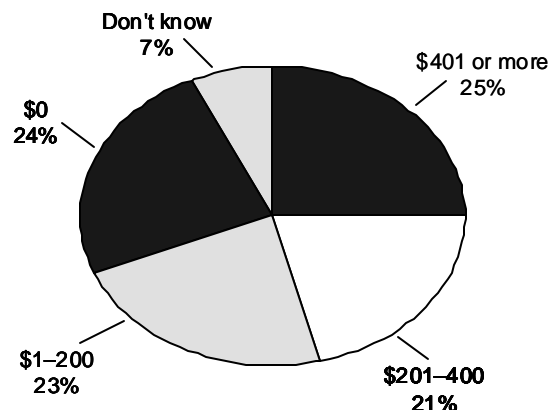
- Among respondents whose survey child receives only own- or other-home care (63 percent and 64 percent, respectively), a majority report that their other children have the same care arrangement.
- As the total amount of time the child spends in care rises, the percentage of respondents who report that their other children have the same care also rises.
  - For survey children receiving care 1–10 hours/week, 36 percent of respondents report that the child’s siblings receive the same type of care.
  - In families of children receiving care 11–34 hours/week, the figure is 50 percent.
  - In families of children receiving care 35 hours/week or more, the figure is 73 percent.

## COST OF NONPARENT EDUCATION/CARE ARRANGEMENTS

*NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.*

*QUESTION 17: Child care and education are paid for in many ways—sometimes with money from yourself or someone else and sometimes by doing or giving something in exchange. Sometimes it’s even free. (a) During the last month, how much did all of the education and care arrangements for your \_\_\_-year-old cost? Please include amounts paid for by yourself as well as by someone else on your behalf. (b) To help pay for the cost of child care, did you do something for or give something to someone without receiving money in return? For example, you may have an arrangement with a neighbor whereby you watch each other’s children every other day.*

**EXHIBIT 19**  
**Monthly Cost of Survey Child’s Education/Care**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

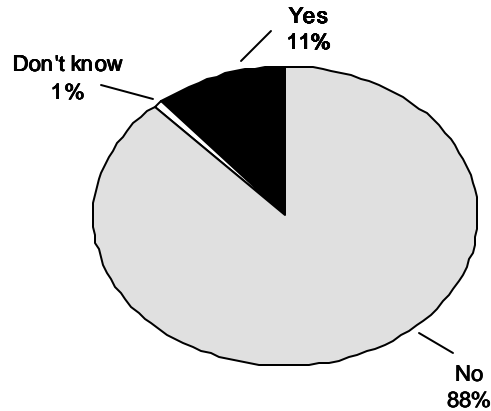
- The average cost of care reported in this survey is \$229/month. Multiple other sources report that the average care payment approaches \$400/month. Given this data, PSC has concerns about the reliability of this finding; perhaps a substantial portion of the parents who responded \$0/month did not want to answer the question (and, therefore, should have been included in the “Don’t know/refused/other” category).



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### EXHIBIT 20

**Q: Do you exchange a service/good for your child's education/care?**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

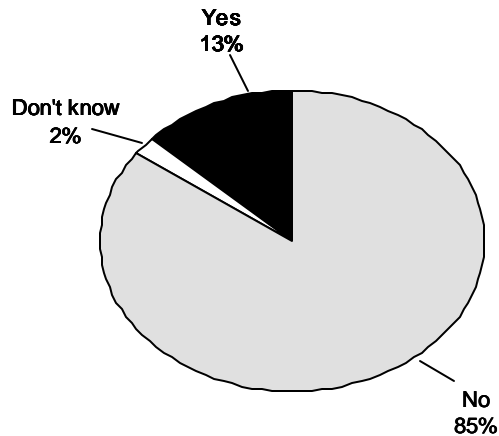
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*QUESTION 18: Is the amount of money you are charged for education or care programs determined by how much money you earn?*

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### EXHIBIT 21

**Q: Is the amount you are charged for education/care programs determined by your earnings?**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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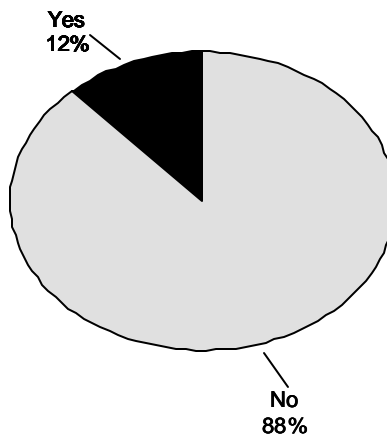
*QUESTION 19: Some people receive assistance from a government agency, their employer, or someone outside their household, such as a friend or relative, to help pay for education and care. Does anyone else pay for all or part of the cost of your \_\_\_-year-old's education or care?*

*QUESTION 20: Who or what agency helps pay for child care?*

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## EXHIBIT 22

Q: Do you receive help in paying for child care/education?



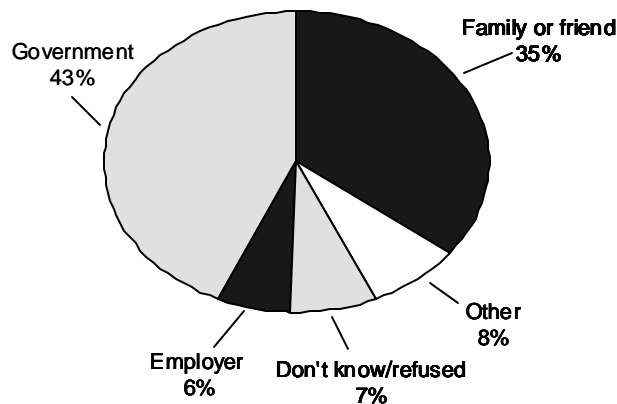
SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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## EXHIBIT 23

Q: Who or what agency helps pay for your child's education/care?



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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*QUESTION 21: During an average month, how much money do you receive from these other sources to pay for child care?*

- The average assistance received is \$310/month. However, only a small number (40) of people were eligible to answer this question; of these, 11 (27 percent) received no payment last month and 7 (18 percent) responded "Don't know" or refused to answer. PSC cautions readers to use care in interpreting or projecting these numbers.

## PERCEPTION OF QUALITY OF NONPARENT EDUCATION/CARE ARRANGEMENTS

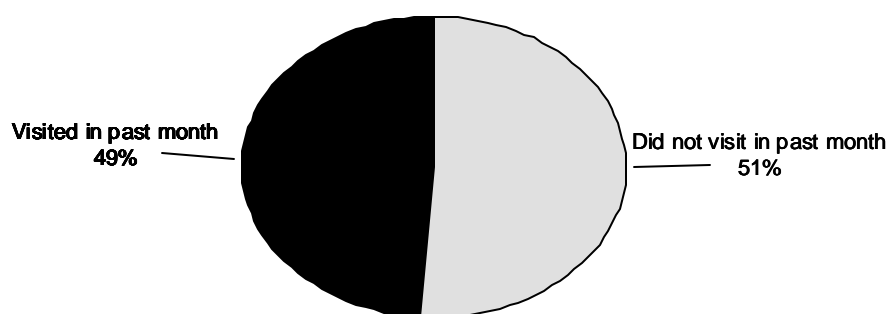
NOTE: The data presented in this section reflect the responses of only the 46 percent of the sample who indicated that nonparents—people other than the parent/spouse/guardian—provide care for the survey child.

### Visiting Child's Education/Care Setting(s)

QUESTION 22: Within the last month, did you visit your \_\_\_-year-old while he or she was being cared for—other than when you were picking up or dropping him or her off?

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**EXHIBIT 24**  
**Percentage of Respondents Who Visit Survey Child in Education/Care Setting at Times Other than Pick Up or Drop Off**



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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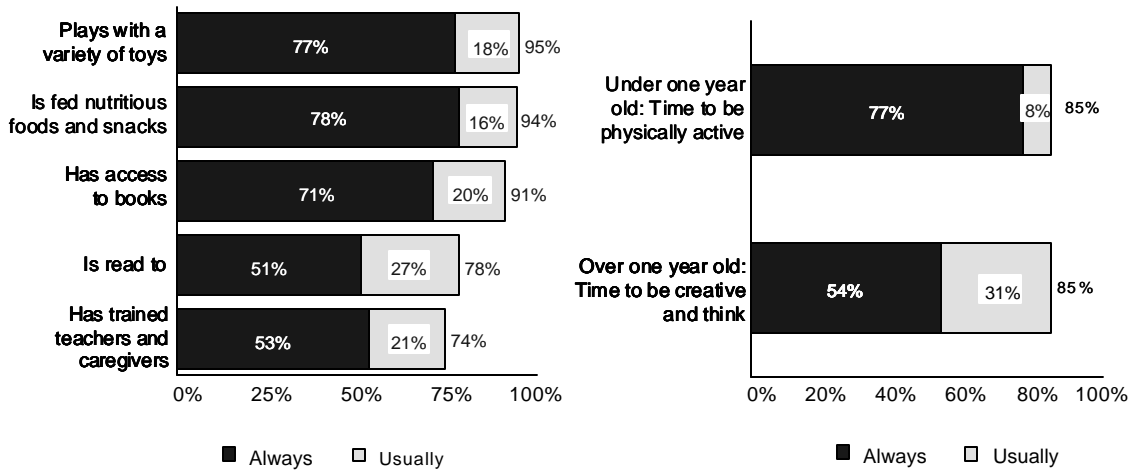
- Of respondents whose children receive ECEC in a child-care center or education program, 59 percent report visiting their child other than when they pick up or drop off him/her. Of respondents whose children receive other-home care, only 41 percent report the same.
- The percentage of respondents who report visiting their child while in care increases as the total amount of time the child is in care increases.
  - For children receiving 1–10 hours of care, 31 percent of respondents report having visited their child in his/her child-care venue.
  - For children receiving 11–34 hours of care, the figure is 45 percent.
  - For children receiving 35–55 hours of care, the figure is 55 percent.
  - For children receiving 56 or more hours of care, the figure is 65 percent.
- While a majority of respondents of children in age groups 1–2 and 3–4 report visiting their child while in care (the figures are 53 percent and 56 percent, respectively), only 24 percent of respondents of children under age one report the same.

### Education/Care Activities

QUESTION 23: I will now read you a list of statements about activities that may occur each day while your \_\_\_-year-old is receiving education or care. After I read each item, please tell me whether you believe it always occurs, usually occurs, sometimes occurs, or never occurs during a typical day while your child is in care.

## EXHIBIT 25

### Activities that Respondent Believes Occur in Survey Child's Education/Care Setting



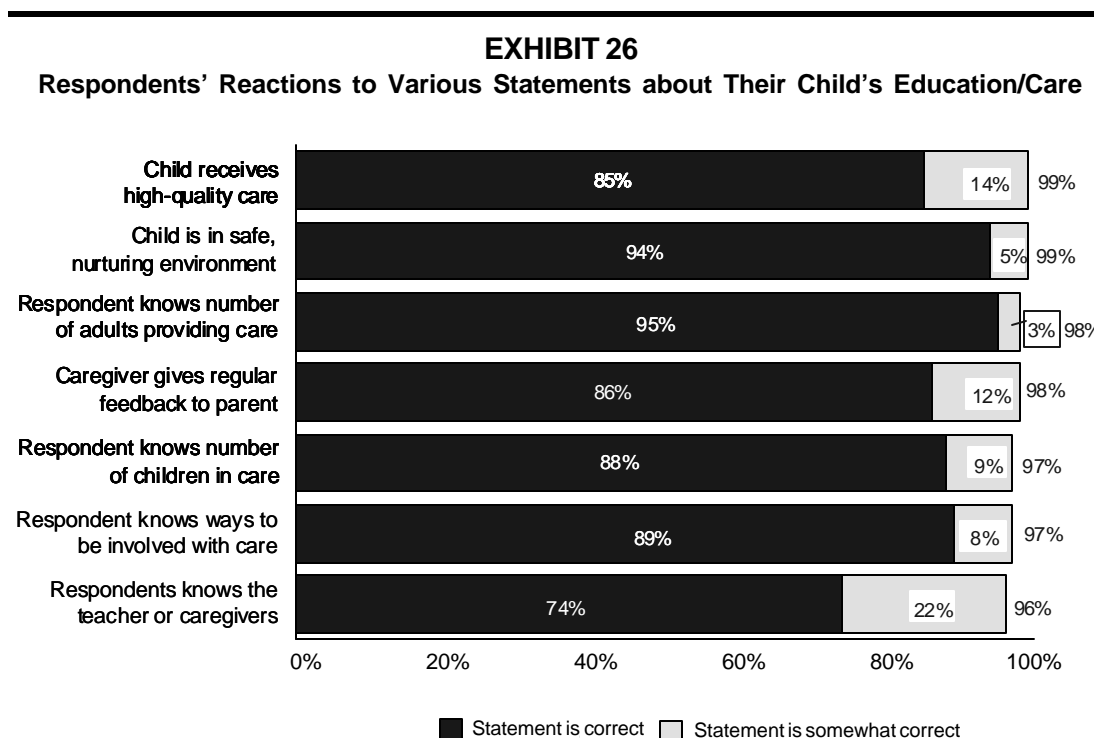
SOURCE: Survey, Public Sector Consultants, Inc., 1999.

- The percentage of respondents who say their child “always” or “usually” is read to while in care increases as the age of the child increases.
  - For children aged under one year, 56 percent of respondents report that their child always or usually is read to.
  - For children aged 1–2, the figure is 75 percent.
  - For children aged 3–4, the figure is 88 percent.
- When analyzed by the survey child's nonparent-care location, the percentage of respondents who report that their child always/usually is read to varies from 67 percent in own-home settings to 71 percent in other-home settings and 92 percent in child-care centers and education programs.
- More Caucasian than African-American respondents (81 percent and 59 percent, respectively) report that their child always/usually is read to while in care.
- As the total hours of care increase, the percentage of respondents who report that their child always/usually is read to decreases.
  - For children receiving 1–10 hours of care, 95 percent of respondents report that they believe their child always/usually is read to.
  - For children receiving 11–34 hours of care, the figure is 74 percent.
  - For children receiving 35–55 hours of care, the figure is 77 percent.
  - For children receiving 56 or more hours of care, the figure is 68 percent.
- As the respondent's education level increases, the percentage reporting that their child always/usually is read to also increases.

- Among respondents with less than a high school education, 39 percent report that their child always/usually is read to.
  - Among respondents with a high school diploma, the figure is 78 percent.
  - Among respondents with some college or more, the figure is 86 percent.
- More Caucasian than African-American respondents (90 percent and 62 percent, respectively) report that their child always/usually has creative time and thinking time each day.

### Various Aspects of Education/Care

*QUESTION 24: I will now read you a list of statements about your \_\_\_-year-old's care arrangements. Please tell me whether the statement is correct, somewhat correct, somewhat incorrect, or incorrect.*



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

- At least 90 percent of respondents, regardless of the location, report as “correct” or “somewhat correct” the statement that they know all of their child’s teachers/caregivers and what training each has. The percentage who deem the statement “correct” ranges from 56 percent of those whose children receive ECEC in child-care centers and education programs to 81 percent of those whose children receive own-home care.

# Problems Making New Education/Care Arrangements

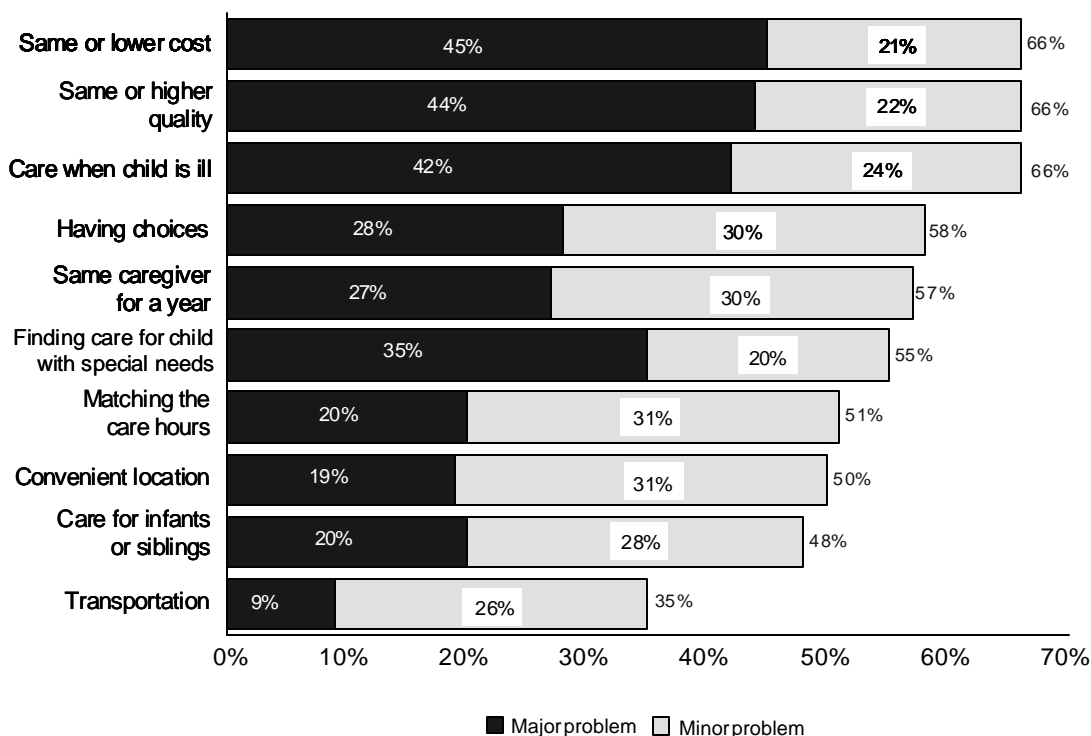
## IMPORTANT NOTE

Survey questions 25–37 were asked of all respondents.

*QUESTION 25: Sometimes people encounter difficulties, or barriers, in arranging education and care. Suppose your \_\_\_-year-old's current education and care arrangements were no longer available and must be permanently changed. If you tried to make new arrangements, please tell me whether the following items would be a major problem, minor problem, or no problem at all. If any question does not apply to your situation, please say so.*

## EXHIBIT 27

### Perceived Problems in Making New Education/Care Arrangements



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

- Regionally, the incidence of a transportation problem ranges from 23 percent of respondents in western Michigan to 42 percent in southern Michigan and the City of Detroit.
- The extent to which location convenience would a problem does not seem to be tied to the amount of time a respondent's child is in care.

- For respondents with children in care 1–10 hours/week, relocating care would be a problem for 60 percent.
  - For respondents with children in care 11–34 hours/week, the figure is 54 percent.
  - For respondents with children in care 35–55 hours/week, the figure is 71 percent.
  - For respondents with children in care 56 hours/week or more, the figure is 66 percent.
- Regionally, a perceived problem in finding conveniently located new care varies from a low of 36 percent of Thumb respondents to a high of 50 percent in southern, central, and northern Michigan.
  - More African-American than Caucasian respondents (37 percent and 21 percent, respectively) report that finding new care for children with a special need—such as a disability or a chronic illness—would be a problem.
  - A majority of all respondents, regardless of education, are concerned about finding new care of the same or higher quality—54 percent of respondents with a high school diploma or less, 62 percent of respondents with some college, and 68 percent of respondents with a college degree or more.
  - The percentage of respondents who report that it would be a problem to find a new caregiver who would be with the child at least a year ranges from one-third in the City of Detroit to two-thirds in southern Michigan. Roughly half the residents in all other regions also report this as a problem.
  - Roughly half of respondents in every region, with two exceptions, report that having enough care arrangements from which to choose is a problem. The exceptions are southern Michigan (where 66 percent see this as a problem) and northern Michigan (42 percent). However, the percentage who say it would be a “major” problem ranges from 18 percent in northern Michigan to 40 percent in the southern region.

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## Caring for Other Children

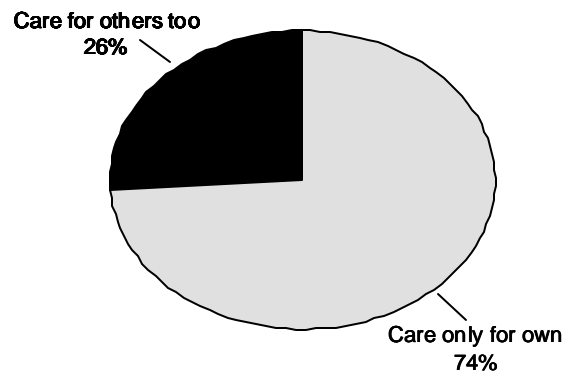
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*QUESTION 26: While you care for your own \_\_\_-year-old, do you regularly care for other people's children as well?*

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### EXHIBIT 28

#### Caring for Other Children as Well as One's Own



SOURCE: Survey, Public Sector Consultants, Inc., 1999.

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- Roughly one-quarter of all respondents report caring for another child, regardless of the number of hours the survey child is in care each week or the age of the survey child.
- The percentage of respondents who report caring for another child at the same time they care for their own decreases as the respondent's level of education increases.
  - Of respondents with less than a high school diploma, 42 percent care for another's child(ren) in addition to their own.
  - Of respondents with a high school degree or some college, the figure is 26 percent.
  - Of respondents with at least a college degree, the figure is 12 percent.
- Regionally, the percentage of respondents who report caring for another child ranges from about 15 percent in metro Detroit and southern Michigan to a high of 54 percent in the City of Detroit.
- More than twice as many African-American respondents than Caucasian (57 percent and 22 percent, respectively) care for another child while they care for their own.



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## Survey Instrument and Percentage Responses

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Hello, I'm calling from Public Sector Consultants, a Lansing consulting company. We are conducting a survey to get background information on early childhood education and child care in Michigan. This survey is not being conducted for any candidate or political party. Public Sector Consultants is using the survey to help evaluate ways to strengthen Michigan's early childhood education and child care system.

Do any children under age 5 live with you?

Yes ..... [CONTINUE]

No ..... [TERMINATE: Thank you for your time.]

May I speak with the person who most often arranges child care for the child/children?

Yes ..... [CONTINUE]

No ..... [INTERVIEWER: Is there a time I may call this person back?]

[REPEAT INTRODUCTION IF RESPONDENT IS NOT THE ONE WHO ANSWERED THE PHONE, THEN CONTINUE BELOW]

Before we begin, let me tell you that this interview is completely voluntary. If we come to any question that you don't want to answer, just let me know and we'll go on to the next question. Let me also assure you that all your responses will be confidential. Neither you nor your children will be identified in any way.

1) To begin, please tell me . . .

a) How many children under age 18 live with you and each of their ages?

|                  |     |
|------------------|-----|
| 1 child .....    | 36% |
| 2 children ..... | 39% |
| 3 children ..... | 17% |
| 4 children ..... | 6%  |
| 5 children ..... | 2%  |
| 6 children ..... | 1%  |

[RANDOMLY SELECT ONE CHILD UNDER AGE 5 FOR USE IN THE SURVEY. USE CHILD'S AGE IN PLACE OF NAME OR GENDER THROUGHOUT SURVEY IN REFERENCE TO THE CHILD ("YOUR 3-YEAR-OLD" OR "YOUR 3-MONTH OLD").]

b) In what month and year was your [CHILD'S AGE] born? [IF RESPONDENT HESITATES, PROMPT, "Knowing your child's birthday will help us group your responses with other parents who have children of that age. It will also help me refer to your child throughout the survey by age rather than his or her name."]

|                          |     |
|--------------------------|-----|
| Less than 1 yr old ..... | 21% |
| 1-2 years old .....      | 37% |
| 3-4 years old .....      | 42% |

I will now read you a list of questions to help me understand from whom and where your [CHILD'S AGE] receives early childhood education and child care. For this survey, the phrase "early childhood education and child care" means that your child spends some or all of his or her day with someone other than a parent or guardian. This includes the time your [CHILD'S AGE] spends in Head Start, day care, school readiness, preschool/pre-kindergarten, or enrichment programs.

2) Does anyone other than your [CHILD'S AGE]'s parents or guardians care for him or her?

|  |     |
|--|-----|
| Yes [CONTINUE] .....                                 | 46% |
| No [SKIP TO QUESTION 25] .....                       | 54% |
| Don't know/refused/other [SKIP TO QUESTION 25] ..... | 0%  |

3) During a typical week in the last month, did your [CHILD'S AGE] receive education or care in your home but provided by someone other than yourself, another parent, or a guardian?

|   |     |
|---|-----|
| Yes [CONTINUE] .....                                | 32% |
| No [SKIP TO QUESTION 6] .....                       | 68% |
| Don't know/refused/other [SKIP TO QUESTION 6] ..... | 0%  |

- 4) Who else provided the care? Was it provided . . .
- a) By your [CHILD'S AGE]'s brother or sister?
- |                                |     |
|--------------------------------|-----|
| Yes .....                      | 23% |
| No .....                       | 77% |
| Don't know/refused/other ..... | 0%  |
- b) By your [CHILD'S AGE]'s grandparent or other relative?
- |                                |     |
|--------------------------------|-----|
| Yes .....                      | 51% |
| No .....                       | 49% |
| Don't know/refused/other ..... | 0%  |
- c) By someone not related to your [CHILD'S AGE] at all?
- |                                |     |
|--------------------------------|-----|
| Yes .....                      | 53% |
| No .....                       | 47% |
| Don't know/refused/other ..... | 0%  |
- 5) During a typical week in the last month, how many hours did your [CHILD'S AGE] receive care in your own home? Again, only include the time that your [CHILD'S AGE] spent with someone other than a parent or guardian.
- |                                |     |
|--------------------------------|-----|
| 1-10 .....                     | 31% |
| 11-34 .....                    | 33% |
| 35-55 .....                    | 14% |
| 56 or more .....               | 15% |
| Don't know/refused/other ..... | 7%  |
- 6) During a typical week in the last month, did your [CHILD'S AGE] receive education or care in someone else's private home?
- |   |     |
|---|-----|
| Yes [CONTINUE] .....                                | 47% |
| No [SKIP TO QUESTION 9] .....                       | 53% |
| Don't know/refused/other [SKIP TO QUESTION 9] ..... | 0%  |
- 7) Who else provided the care? Was it provided . . .
- a) By your [CHILD'S AGE]'s grandparent or other relative?
- |                                |     |
|--------------------------------|-----|
| Yes .....                      | 49% |
| No .....                       | 51% |
| Don't know/refused/other ..... | 0%  |

b) By someone not related to your [CHILD'S AGE] at all?

|                                |     |
|--------------------------------|-----|
| Yes .....                      | 64% |
| No .....                       | 36% |
| Don't know/refused/other ..... | 0%  |

8) During a typical week in the last month, how many hours did your [CHILD'S AGE] receive care in someone else's private home?

|                                |     |
|--------------------------------|-----|
| 1-10 .....                     | 20% |
| 11-34 .....                    | 34% |
| 35-55 .....                    | 42% |
| 56 or more .....               | 4%  |
| Don't know/refused/other ..... | 1%  |

9) During a typical week in the last month, did your [CHILD'S AGE] receive education or care in a day care center, nursery school, or other early childhood program that is not located in someone's private home?

|  |     |
|--|-----|
| Yes [CONTINUE] .....                                 | 47% |
| No [SKIP TO QUESTION 12] .....                       | 53% |
| Don't know/refused/other [SKIP TO QUESTION 12] ..... | 0%  |

10) Was the location . . .

|   |     |
|---|-----|
| a day care or child care center, or .....   | 50% |
| a half-day nursery school, pre-school, school readiness, parent cooperative,<br>Head Start, or early childhood enrichment program, or ..... | 39% |
| both? .....   | 11% |
| Don't know/refused/other (volunteered) .....  | 1%  |

11) During a typical week in the last month, how many hours did your [CHILD'S AGE] receive care in these programs?

|                                |     |
|--------------------------------|-----|
| 1-10 .....                     | 23% |
| 11-34 .....                    | 42% |
| 35-55 .....                    | 30% |
| 56 or more .....               | 5%  |
| Don't know/refused/other ..... | 0%  |

I will now ask you a series of questions about all of the education and care arrangements for your [CHILD'S AGE]. As you answer these questions, please keep in mind all of the arrangements you use to provide your [CHILD'S AGE] with education and care, regardless of whether they are offered in your home, someone else's home, or a day care or nursery school.

12) [IF THE CHILD IS MORE THAN 6 MONTHS OLD, CONTINUE. OTHERWISE, SKIP TO NEXT QUESTION] When you think about all of these arrangements your [CHILD'S AGE] has today, are they the same or different from the arrangements you had 6 months ago?

Yes/existing arrangements are the same ..... 68%  
 No/existing arrangements are different ..... 27%  
 Don't know/refused/other ..... 5%

13) During a typical week in the last month, did your [CHILD'S AGE] need education or care only between 5:30 in the morning and 7 at night, Monday through Friday?

Yes [SKIP TO QUESTION 16] ..... 76%  
 No [CONTINUE] ..... 21%  
 Don't know/refused/other [SKIP TO QUESTION 16] ..... 4%

14) During a typical week in the last month, did your child need education or care. . .

a) On weekdays from 7 in the evening until midnight?

Yes ..... 25%  
 No ..... 73%  
 Don't know/refused/other ..... 2%

b) On weekdays from midnight until 5:30 the following morning?

Yes ..... 7%  
 No ..... 93%  
 Don't know/refused/other ..... 0%

c) At any time during the weekend, from Friday night through Monday morning?

Yes ..... 32%  
 No ..... 68%  
 Don't know/refused/other ..... 0%

15) Does your [CHILD'S AGE] ever receive child care for more than 24 hours in a row?

Yes ..... 4%  
 No ..... 96%  
 Don't know/refused/other ..... 1%

- 16) [ASK ONLY IF RESPONDENT IDENTIFIED MORE THAN ONE CHILD UNDER AGE 5 IN QUESTION 1. OTHERWISE, SKIP TO NEXT QUESTION] You mentioned that you have other children under age 5. Do these other children have exactly the same education and care arrangements as your [CHILD'S AGE]?

|                                |     |
|--------------------------------|-----|
| Yes .....                      | 61% |
| No .....                       | 38% |
| Don't know/refused/other ..... | 0%  |

The next few questions have to do with how much education and child care costs.

- 17) Child care and education are paid for in many ways—sometimes with money from yourself or someone else and sometimes by doing or giving something in exchange. Sometimes it's even free.

- a) During the last month, how much did all of the education and care arrangements for your [CHILD'S AGE] cost? Please include amounts paid for by yourself as well as by someone else on your behalf.

|                                |     |
|--------------------------------|-----|
| 0 .....                        | 24% |
| \$1–200 .....                  | 23% |
| \$201–400 .....                | 21% |
| \$401 or more .....            | 25% |
| Don't know/refused/other ..... | 7%  |

- b) To help pay for the cost of child care, did you do something or give something to someone without receiving money in return? For example, you may have an arrangement with a neighbor whereby you watch each other's children every other day. [IF THE ANSWER TO QUESTION 17A IS DON'T KNOW SKIP TO QUESTION 22 UPON COMPLETION. FOR ALL OTHER ANSWERS TO QUESTION 17A CONTINUE TO NEXT QUESTION.]

|                                |     |
|--------------------------------|-----|
| Yes .....                      | 11% |
| No .....                       | 88% |
| Don't know/refused/other ..... | 1%  |

- 18) Is the amount of money you are charged for education or care programs determined by how much money you earn?

|                                |     |
|--------------------------------|-----|
| Yes .....                      | 13% |
| No .....                       | 85% |
| Don't know/refused/other ..... | 2%  |

19) Some people receive assistance from a government agency, their employer, or someone outside their household such as a friend or relative to help pay for education and care. Does anyone else pay for all or part of the cost of your [CHILD'S AGE]'s education or care?

Yes [CONTINUE TO NEXT QUESTION] ..... 12%  
 No [SKIP TO QUESTION 22] ..... 88%  
 Don't know/refused/other [SKIP TO QUESTION 22] ..... 0%

20) Who or what agency helps pay for child care? [INTERVIEWER READ OPTIONS; ROTATE; ALLOW FOR MULTIPLE ANSWERS]

Government, such as social services or the Family Independence Agency  
 [OTHER ACCEPTABLE RESPONSES INCLUDE *FIA, DSS, the state, Department of Social Services, the county, welfare, and Head Start*] ..... 43%  
 Your employer ..... 6%  
 Your [CHILD'S AGE]'s noncustodial parent or guardian ..... 0%  
 A member of your family, your parents, or your friends ..... 35%  
 Other [VOLUNTEERED] ..... 8%  
 Don't know [VOLUNTEERED] ..... 6%  
 Refused/other [VOLUNTEERED] ..... 1%

21) During an average month, how much money do you receive from these other sources to pay for child care?

\$0 ..... 30%  
 \$1-200 ..... 30%  
 \$201-400 ..... 10%  
 \$401 or more ..... 13%  
 Don't know/refused/other ..... 17%

The next few questions have to do with the kind of education and care your [CHILD'S AGE] receives.

22) [ASK ONLY IF RESPONDENT'S ANSWER TO QUESTION 6 = 1 OR QUESTION 9 = 1, OTHERWISE SKIP TO NEXT QUESTION] Within the last month, did you visit your [CHILD'S AGE] while he or she was being cared for—other than when you were picking up or dropping him or her off?

Yes ..... 49%  
 No ..... 51%  
 Don't know/refused/other ..... 0%

23) I will now read you a list of statements about activities that may occur each day while your [CHILD'S AGE] is receiving education or care. After I read each item, please tell me whether you believe it always occurs, usually occurs, sometimes occurs, or never occurs during a typical day while your child is in care.

|   | <b>Always</b> | <b>Usually</b> | <b>Some</b> | <b>Never</b> | <b>Don't Know<br/>(vol.)</b> | <b>Refused<br/>(vol.)</b> |
|---|---------------|----------------|-------------|--------------|------------------------------|---------------------------|
| a) My child is cared for by trained teachers and caregivers   | 53%           | 21%            | 6%          | 18%          | 2%                           | 0%                        |
| b) My child is read to by a teacher or caregiver  | 52%           | 26%            | 15%         | 5%           | 3%                           | 0%                        |
| c) My child has access to books that are right for his/her age  | 71%           | 20%            | 4%          | 3%           | 2%                           | 0%                        |
| d) My child plays with a variety of toys that are right for his/her age   | 77%           | 18%            | 3%          | 2%           | 0%                           | 0%                        |
| e) My child is fed nutritious foods and snacks  | 78%           | 16%            | 3%          | 2%           | 1%                           | 0%                        |
| f) [ASK ONLY IF CHILD IS LESS THAN ONE YEAR OLD] My child's daily activities include times to be physically active.   | 77%           | 8%             | 5%          | 9%           | 0%                           | 0%                        |
| g) [ASK ONLY IF CHILD IS ONE YEAR OR OLDER] My child's daily activities include creative time—such as art or music—as well as time for thinking and building—such as working with puzzles, building blocks, or LEGOs. | 54%           | 31%            | 12%         | 3%           | 0%                           | 0%                        |



24) I will now read you a list of statements about your [CHILD'S AGE]'s care arrangements. Please tell me whether the statement is correct, somewhat correct, somewhat incorrect, or incorrect. [ROTATE]

|  | <b>Correct</b> | <b>Somewhat correct</b> | <b>Somewhat incorrect</b> | <b>Incorrect</b> | <b>Don't know (vol.)</b> | <b>Refused/other (vol.)</b> |
|--|----------------|-------------------------|---------------------------|------------------|--------------------------|-----------------------------|
| a) I know all of my child's teachers and caregivers and what training they have        | 74%            | 22%                     | 3%                        | 1%               | 0%                       | 0%                          |
| b) I know how many other children are typically in care with my child                  | 88%            | 9%                      | 1%                        | 1%               | 0%                       | 0%                          |
| c) I know the number of adults who typically care for my child                         | 95%            | 3%                      | 1%                        | 0%               | 1%                       | 0%                          |
| d) I know about specific ways for me to be involved with my child's education and care | 89%            | 8%                      | 2%                        | 0%               | 0%                       | 0%                          |
| e) My child is receiving high-quality education and care                               | 85%            | 14%                     | 0%                        | 0%               | 0%                       | 0%                          |
| f) My child is in a safe, nurturing education and care environment                     | 94%            | 5%                      | 0%                        | 1%               | 0%                       | 0%                          |
| g) My child's teacher or caregiver gives me regular feedback on how my child is doing  | 86%            | 12%                     | 2%                        | 1%               | 0%                       | 0%                          |

25) Sometimes people encounter difficulties, or barriers, in arranging education and care. Suppose your [CHILD'S AGE]'s current education and care arrangements were no longer available and must be permanently changed. If you tried to make new arrangements, please tell me whether the following items would be a major problem, minor problem, or no problem at all. If any question does not apply to your situation, please say so. [ROTATE]

|  | <b>Major<br/>problem</b> | <b>Minor<br/>problem</b> | <b>No<br/>problem<br/>incorrect</b> | <b>Does<br/>not apply</b> | <b>Don't<br/>know<br/>(vol.)</b> | <b>Refused/<br/>other<br/>(vol.)</b> |
|--|--------------------------|--------------------------|-------------------------------------|---------------------------|----------------------------------|--------------------------------------|
| a) Transportation between your home, the care location, and/or your workplace                          | 8%                       | 24%                      | 58%                                 | 9%                        | 0%                               | 0%                                   |
| b) Finding care in a location convenient to your home and/or workplace                                 | 17%                      | 28%                      | 46%                                 | 8%                        | 1%                               | 0%                                   |
| c) Matching the facility's or caregiver's hours with your schedule                                     | 18%                      | 28%                      | 45%                                 | 8%                        | 1%                               | 0%                                   |
| d) Finding care for children with special needs, such as a disability or chronic illness               | 14%                      | 9%                       | 19%                                 | 57%                       | 1%                               | 0%                                   |
| e) Finding care for infants or siblings  | 16%                      | 21%                      | 40%                                 | 22%                       | 1%                               | 0%                                   |
| f) Finding care of the same or better quality than the care you have now                               | 40%                      | 19%                      | 31%                                 | 9%                        | 1%                               | 0%                                   |
| g) Finding care of the same or lower cost than the care you have now                                   | 40%                      | 19%                      | 30%                                 | 11%                       | 1%                               | 0%                                   |
| h) Finding a new care arrangement where the teacher or caregiver would be there for at least one year  | 22%                      | 25%                      | 37%                                 | 12%                       | 4%                               | 0%                                   |
| i) Finding education and care arrangements that will care for your [CHILD'S AGE] when he or she is ill | 37%                      | 21%                      | 31%                                 | 9%                        | 1%                               | 0%                                   |
| j) Finding enough new care arrangements to choose from   | 25%                      | 27%                      | 38%                                 | 8%                        | 2%                               | 0%                                   |

Thank you. To complete the survey, I have a few demographic questions.

26) While you care for your own [CHILD'S AGE], do you regularly care for other people's children as well?

|           |     |
|-----------|-----|
| Yes ..... | 26% |
| No .....  | 74% |

27) In what year were you born?

|               |     |
|---------------|-----|
| <25 .....     | 20% |
| 25-34 .....   | 48% |
| 35-44 .....   | 27% |
| 45-54 .....   | 3%  |
| 55-64 .....   | 1%  |
| Refused ..... | 2%  |

28) What county do you live in?

29) What is your zip code?

|                       |     |
|-----------------------|-----|
| City of Detroit ..... | 10% |
| Metro Detroit .....   | 31% |
| Southern .....        | 6%  |
| Western .....         | 20% |
| Central .....         | 9%  |
| Thumb .....           | 14% |
| Northern .....        | 10% |

30) What is the highest level of education you have completed? [READ CATEGORIES]

|   |     |
|---|-----|
| Grade school or less (grades 1-7) ..... | 0%  |
| Some high school .....                  | 17% |
| Graduated from high school .....        | 31% |
| Vocational technical school .....       | 8%  |
| Some college .....                      | 24% |
| College graduate .....                  | 12% |
| Postgraduate study or degree .....      | 6%  |
| Don't know (VOLUNTEERED) .....          | 0%  |
| Refused/other (VOLUNTEERED) .....       | 2%  |

31) Would you mind telling me if you are Caucasian, African-American, Hispanic, Native American, Asian-American, Arab-American, or some other ethnic group?

|                          |     |
|--------------------------|-----|
| Caucasian .....          | 81% |
| African-American .....   | 10% |
| Hispanic .....           | 3%  |
| Native American .....    | 1%  |
| Asian-American .....     | 1%  |
| Arab-American .....      | 0%  |
| Other ethnic group ..... | 1%  |
| Refused .....            | 3%  |

32) Are you currently married?

|                     |     |
|---------------------|-----|
| Yes .....           | 80% |
| No .....            | 20% |
| Refused/other ..... | 0%  |

33) How many other people age 18 or older live with you in your home?

|                                |     |
|--------------------------------|-----|
| 1 .....                        | 77% |
| 2 .....                        | 13% |
| 3 .....                        | 1%  |
| 4 .....                        | 1%  |
| 5 .....                        | 1%  |
| Don't know/refused/other ..... | 8%  |

34) Are you currently employed outside the home or enrolled in school?

|  |     |
|--|-----|
| Yes [CONTINUE] .....                                 | 61% |
| No [SKIP TO QUESTION 36] .....                       | 39% |
| Don't know/refused/other [SKIP TO QUESTION 36] ..... | 1%  |

35) During a typical week in the last month, about how many hours did you work and/or attend class?

|                                |     |
|--------------------------------|-----|
| 0 .....                        | 3%  |
| 1-10 .....                     | 3%  |
| 11-35 .....                    | 25% |
| 35-55 .....                    | 52% |
| 56 or more .....               | 13% |
| Don't know/refused/other ..... | 4%  |

36) Which of the following groups best describes your household's total income last year?

|                             |     |
|-----------------------------|-----|
| Less than \$15,000 .....    | 10% |
| \$15,000 to \$34,999 .....  | 21% |
| \$35,000 to \$49,999 .....  | 17% |
| \$50,000 to \$74,999 .....  | 20% |
| \$75,000 or more .....      | 10% |
| Refused (VOLUNTEERED) ..... | 22% |

37) [INTERVIEWER: CODE GENDER BY OBSERVATION. Male = 1, Female = 2]

|              |     |
|--------------|-----|
| Male .....   | 20% |
| Female ..... | 80% |

**Thank you for completing this survey.**

PART 3

*Expenditures for Early Education  
and Care in Michigan*

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*by Public Sector Consultants, Inc.*

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# Executive Summary

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## INTRODUCTION

There are various estimates of the expenditures on early childhood education and care. Public Sector Consultants (PSC) conducted an independent analysis, using primary data from Michigan as well as extrapolations from national sources, to describe the major categories and current levels of expenditures on early childhood education and care (ECEC) in our state. The analysis is comprehensive, including not only public expenditures on ECEC but also those of the private sector and parents. In addition, PSC addresses the economic and societal benefits of giving children high-quality ECEC—higher income, higher educational achievement, lower crime rates, and less reliance of social services, to name a few.

The expenditure analysis serves two purposes. First, by presenting the current sources and levels of ECEC investment, it provides a starting point for the long-term dialogue about financing a high-quality ECEC system. Second, it provides a basis for estimating the investment that may be needed to work toward a universal and high-quality early learning system in Michigan.

## CURRENT SPENDING

Michigan currently spends approximately \$1.56 billion annually on early childhood education and care. This figure includes all cash expenditures by individuals, businesses, and state and federal government for

- arrangements and facilities providing ECEC,
- education programs such as Even Start,
- paid leave for parents of newborns, and
- state oversight of the quality of registered and licensed facilities providing ECEC.

The \$1.56 billion also includes the portion of “tax expenditures” directly attributable to ECEC, notably the federal Dependent Child Care Tax Credit and the federal Child Tax Credit. (NOTE: Including tax expenditures necessitated adjusting the estimates of cash expenditures on ECEC in order to avoid double counting.)

The estimates include the value of uncompensated child care provided by parents and relatives: \$1.09 billion and \$397 million, respectively. These figures represent the replacement value of the care (i.e., what it would cost a family to pay for equivalent ECEC time) not the opportunity cost of providing the care (i.e., what a parent could have earned in the time spent providing child care).

Taken together, annual cash and non-cash expenditures on ECEC in Michigan total \$3.05 billion, or 1.2 percent of total state personal income.

## Individuals and Families

Payments by Michigan families to caregivers, teachers, and programs providing ECEC services account for the largest single cash expenditure: \$741 million. Public Sector Consultants estimates that families recouped \$71 million of this amount from the federal Dependent Child

Care Tax Credit. Net of tax credits, however, family payments of \$670 million for ECEC account for 43 percent of total cash expenditures for ECEC.

### **Business**

PSC estimates that businesses in Michigan spend about \$100 million annually on ECEC. Paid parent leave accounts for \$36 million of this amount, with on-site child care and subsidies for off-site ECEC payments comprising the remainder.

### **State Government**

The State of Michigan is slated to spend about \$122 million on ECEC in fiscal year 1999–2000, mostly in the form of matching spending required by federal programs (\$43 million) and the Michigan Department of Education’s school readiness programs (\$72 million). In addition, the Michigan Department of Consumer and Industry Services spends nearly \$8 million overseeing the quality of licensed and registered ECEC programs.

### **Federal Government**

Taking into account both direct expenditures and tax expenditures, in FY 1999–2000 the federal government will spend \$655 million on ECEC in Michigan (42 percent of total ECEC cash expenditures in Michigan), nearly as much as the total spent by individual families. Most of this money comes from Head Start (\$183 million) and spending in the Temporary Assistance to Needy Families (TANF) program (\$294 million).

### **K–12 School Districts**

Michigan’s K–12 school districts provide “in-kind” (non-cash) contributions (space and utilities) worth about \$10.3 million a year to ECEC programs.

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## **Who Spends How Much for Early Childhood Education and Care?**

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While the majority of families with working mothers pay for their preschoolers’ ECEC, the likelihood that a particular family will purchase ECEC and the amount it will spend varies by the type of ECEC, family type, and family income. For purposes of this report, “early childhood education and care” means any arrangement other than care by a parent (or guardian), including education programs such as Head Start. Care provided by parents is referred to as “parent care.”

The most recent federal data on ECEC expenditures come from the 1993 Survey of Income and Program Participation conducted by the U.S. Census Bureau. Where appropriate, we use terms defined by the Census Bureau, including the following:

- *Family members or relatives* Mothers, fathers, siblings, grandparents, and other relatives
- *Organized child care facility or organized facility* Daycare center, nursery school, or preschool
- *Family daycare provider* Nonrelative who cares for one or more unrelated children in his/her home



- *In-home babysitter* Nonrelative who provides care in the child's home

## UNITED STATES

The Census Bureau's 1993 Survey of Income and Program Participation found that 56 percent of U.S. families with employed mothers paid for ECEC for their preschool children. Not surprisingly, the overwhelming majority (80 percent) of child-care centers and education programs, private homes, or in-home caregivers required cash payments, while five of six arrangements with a relative involved no charge.

U.S. families with mothers working full time were more likely to purchase ECEC than were those with mothers working part time (63 percent and 41 percent, respectively). Families with higher income were more likely than those with lower income to purchase ECEC. As shown in Exhibit 1, in 1993 nearly 70 percent of U.S. families with monthly income of \$4,500 or more purchased ECEC, while about 40 percent of families with income of less than \$1,200 did so. The average weekly cost per family for all preschool-aged children was \$79 for families that purchased ECEC. Families with two or more preschoolers paid about \$110 a week for ECEC (11 percent of family income), while families with one child paid \$66 per week (7 percent of family income).

### EXHIBIT 1

#### Average Weekly Child-Care Expenditures for Preschoolers and Percentage of Income Spent on Care, by Poverty Status and Family Income, United States, 1993

|                         | Percentage Paying<br>for Care | Average<br>Weekly<br>Cost of Care | Percentage<br>of Monthly<br>Family Income<br>Spent on Child Care |
|-------------------------|-------------------------------|-----------------------------------|--|
| Poverty status          |                               |                                   |  |
| Below federal threshold | 37%                           | \$49.56                           | 17.7%  |
| Above federal threshold | 58                            | 76.03                             | 7.3  |
| Monthly family income   |                               |                                   |  |
| Less than \$1,200       | 39                            | 47.29                             | 25.1   |
| \$1,200–2,999           | 49                            | 60.16                             | 12.0   |
| \$3,000–4,499           | 57                            | 73.10                             | 8.5  |
| \$4,500 or more         | 69                            | 91.13                             | 5.7  |
| TOTAL                   | 56%                           | \$74.15                           | 7.5%   |

SOURCE: *Survey of Income and Program Participation*, Bureau of the Census, U.S. Department of Commerce, 1995.

NOTE: The federal poverty threshold for a family of three in 1993 was annual income of about \$11,500.

Low-income families spend a much larger share of their income for ECEC than do higher income families. In 1993, U.S. families with monthly income under \$1,200 reported spending \$47 weekly on ECEC (25 percent of their income). Families with monthly income of \$4,500 or more spent \$91 per week (less than 6 percent of their income).

In-home babysitters were the most expensive type of care (\$68 weekly), followed by organized child-care facilities (\$64), family daycare providers (\$57), and relatives (\$42). The cost per child for preschoolers did not vary greatly by age, ranging from \$66 a week for infants (younger than one year) to \$56 for three-year-olds.

The cost of ECEC outstripped inflation from 1986 to 1993, growing from \$64 to \$79 per family per week in constant 1993 dollars. This figure, while limited to families with children under age six, includes services for all children in those families under age 15. PSC estimates 1998 costs for ECEC for children under age five to be \$95 per week per family in 1998 dollars.

## MICHIGAN

Exhibit 2 presents PSC's estimate of expenditures on ECEC in Michigan, taking into account not only cash purchases by families but also expenditures (including tax expenditures) by government, benefits provided by companies, and the value of uncompensated child care provided by parents and other relatives. Total expenditures on ECEC in Michigan are estimated at about \$3 billion, with \$1.56 billion in direct expenditures and nearly \$1.49 billion for child care provided by parents and relatives.

| <b>EXHIBIT 2</b>  |                              |                                     |
|---|------------------------------|-------------------------------------|
| <b>Summary of Michigan Child Care Expenditures, 1997–1999</b> |                              |                                     |
|   | <b>Amount<br/>(millions)</b> | <b>Percentage of<br/>Total Cost</b> |
| Individuals and families                                      |                              |                                     |
| Gross cost  | \$741.8                      |                                     |
| Net of dependent child care credit                            | 670.8                        | 23.0%                               |
| Cost of replacing parental care                               | 1,090.0                      | 35.8                                |
| Cost of replacing care provided by relatives                  | 397.0                        | 13.0                                |
| Business  |                              |                                     |
| Child-care benefits   | 65.0                         | 2.1                                 |
| Family leave  | 36.0                         | 1.2                                 |
| State government  | 121.8                        | 4.0                                 |
| Federal government  |                              |                                     |
| Direct expenditures <sup>a</sup>                              | 572.0                        | 18.8                                |
| Dependent child-care credit                                   | 71.0                         | 2.3                                 |
| Child tax credit  | 14.6                         | 0.5                                 |
| K–12 school districts   | 10.3                         | 0.3                                 |
| Direct expenditures   | 1,561.5                      | 51.2                                |
| Cost of replacing parent and relative care                    | 1,487.0                      | 48.8                                |
| TOTAL   | \$3,048.5                    | 100.0%                              |
| Addendum: Opportunity cost, <sup>b</sup> nonworking spouses   | \$5,100.0                    |                                     |

SOURCE: Public Sector Consultants, Inc.

<sup>a</sup>The direct expenditures are all expenditures minus cost of replacing parent care (\$1,090 million) and that provided by relatives (\$397 million); they amount to \$1,561.5 million, which is 51.2 percent of the total cost.

<sup>b</sup>Opportunity cost is the amount parents could have earned in the time spent providing child care.

NOTE: These estimates are derived from the best available data, but they are for different years. The direct cost to families and individuals and the dependent child-care credit are for 1997. The cost of replacing care provided by relatives, K–12 school districts, and expenditures by business are for 1998. The child tax credit estimate is for 1999. State government and federal government direct expenditures are for fiscal year 1999–2000.

## Direct Family Expenditures

One source of information on ECEC expenditures in Michigan is the 1992 Census of Services prepared by the U.S. Census Bureau. (The report is issued every five years; the 1997 report will be available later this year). The report presents receipts for taxable child care, tax-exempt child care, and ECEC providers reporting no employees (includes family daycare providers and in-home babysitters).

Receipts for ECEC in 1992 totaled \$326 million. Assuming that they increased at the same rate from 1992 to 1997 as from 1987 to 1992 (93.6 percent), the estimate for 1997 is \$632 million.

A second, and probably more reliable, source of information on child-care expenditures is the Survey of Consumer Expenditures, prepared by the U.S. Bureau of Labor Statistics. Although state data are not available, PSC used figures for the Midwest region as a proxy for expenditures in Michigan. (Per capita income in Michigan and in the Midwest region are about the same, and available data from the Detroit metropolitan area support the notion that expenditures in Michigan will closely track those of the Midwest region.) In 1997 average family expenditures for ECEC were about \$206 monthly, which translates to total expenditures on ECEC in Michigan of \$742 million annually. For purposes of this analysis, PSC assumes that the Survey of Consumer Expenditures data provides the most accurate estimate of spending on ECEC.

### **Value of Parent Care**

In approximately 218,000 Michigan families with children under age six (40 percent of the estimated 545,000 families with preschoolers), at least one parent is not employed and is the primary ECEC provider. At gender-adjusted median-income levels, these families forgo annual income of \$5.1 billion, assuming full-time employment. While a good starting point for discussion, this figure does not necessarily represent an accurate value for parent care.

According to the 1999 PSC survey, 54 percent of Michigan families with children under age five report that parents are the exclusive caregivers. Staggered work schedules, part-time employment, or being able to care for children at work means that in many families in which both parents work, the parents still are the exclusive caregivers of their young children. The 54-percent figure closely tracks federal statistics that show that 58 percent of mothers with preschoolers work and three-quarters of these mothers place their children in ECEC.

Not all forgone income represents an opportunity cost to parents, since those on assistance would lose part or all of their benefits were they to work full time.

The dollar cost of parent care is greater than the cost of ECEC in child-care centers and education programs because (1) the child/caregiver ratio is lower in parent care than in centers and programs, and (2) center and program caregivers earn, on average, less than the median wage. Assuming weekly ECEC costs of \$95, PSC estimates the substitution value of parent care at \$1.09 billion annually.

### **Value of ECEC by Relatives**

PSC estimates that preschoolers in 70,000 Michigan families are cared for primarily by their nonparent relatives, two-thirds of whom are grandparents. Because a sizeable number of these grandparents are retired, it is difficult to assign an opportunity cost to this care. Assuming a weekly per family ECEC cost of \$95, however, PSC estimates the total value of ECEC by relatives at approximately \$397 million annually.

### **Value of Company-Sponsored ECEC**

Approximately 4 percent of Michigan employees work for companies that offer company-sponsored ECEC.

- About half the companies make direct payments to child-care centers and education programs chosen by parents, while the other half sponsor on- or off-site programs.

- Large companies (100 or more employees) are more likely than smaller firms (7 percent and 2 percent, respectively) to offer ECEC benefits.
- Company-sponsored ECEC benefits are offered to about the same proportion of full- and part-time employees.
- Many more professional/technical workers than blue-collar/service workers (15 percent and one percent, respectively) receive company-sponsored ECEC benefits.

PSC estimates that 13,000 Michigan families participate in company-sponsored ECEC programs. Assuming an average ECEC cost of \$95 per week per family, the total cost of such programs is approximately \$65 million annually.

### **Value of Company-Sponsored Parent Leave**

About 4 percent of Michigan employees work for companies that offer paid parent leave following the birth of a child. Assuming an average of three months' leave for each working parent, PSC estimates the annual value of these benefits to be approximately \$36 million.

### **Direct State ECEC Expenditures**

The governor's recommended funding for the major state-funded programs that provide support and regulation for ECEC programs for FY 1999–2000 is as follows:

- Early Childhood Program (Michigan Department of Education): *\$60 million*. These are school-readiness funds allocated to school districts on a need-based formula.
- Early Childhood Program for Nonpublic School Children (Michigan Department of Education): *\$12 million*. These are funds awarded to agencies on a competitive basis, with low family income being first among several criteria used to award grants.
- State maintenance-of-effort and matching funds: *\$43 million*. This is direct state spending mandated by federal programs to ensure continuation of federal payments.
- Regulation (Michigan Department of Consumer and Industry Services): *\$8 million*. This is money spent to ensure that child-care and education-program facilities meet state standards.

### **Direct Federal ECEC Expenditures in Michigan**

PSC estimates that Michigan will receive \$572 million in federal funding in FY 1999–2000 for ECEC programs, including the following:

- Head Start: *\$183 million*
- Even Start: *\$6 million*
- Child Care Development Fund (CCDF): *\$89 million*
- Direct Temporary Assistance to Needy Families (TANF), child-care services component: *\$193 million*
- Anticipated TANF transfer to the CCDF: *\$101 million*

### **VALUE OF EARNED INCOME-TAX CREDIT (EITC)**

The EITC is a federal tax credit for people who work and receive income. The purpose of the credit is to supplement the income of the working poor and help offset their Social Security taxes. The credit is based on income and the number of children under age 18.

An individual or family with one child is eligible for a credit (to a maximum of \$2,271) if the household's earned income does not exceed \$25,760; a household with two or more children is eligible if income does not exceed \$29,290 (maximum credit is \$3,756). The credit is most advantageous to households earning \$9,400–12,300.

The credit can reduce federal taxes owed or is refunded if the credit exceeds the federal income-tax liability. While the EITC is not directly related to ECEC, the amount of the credit depends in part on the number of children in a household, and the credit increases the ability of the working poor to pay for ECEC.

For the 1996 tax year (latest data available), 564,631 Michigan households qualified for the credit, which totaled \$778.1 million. Of this amount, \$626 million was refunded to taxpayers, and the remainder offset claimants' tax liability.

About 32 percent of Michigan's 2.5 million children aged 18 or younger are under age six. If we assume that this same age distribution holds for households claiming the EITC, we can estimate that the EITC yields about \$250 million annually to help households pay for ECEC for children aged five or younger. Since people below the federal poverty level spend about 18 percent of their income on ECEC, PSC assumes that about \$45 million of the EITC is spent on ECEC. Because PSC further assumes that this amount already is included in the estimate of cash expenditures by individuals and families, it is not included as a separate figure in PSC's estimate of ECEC expenditures.

### **Value of Dependent Child Care Tax Credit**

This credit is available to federal income-tax payers for up to 30 percent of a limited amount of employment-related dependent-care expenses for families with children aged 13 or younger. (Unlike the EITC, this credit is nonrefundable; that is, it is not refunded to the taxpayer if the amount of the credit exceeds the taxpayer's federal income-tax liability.) Eligible expenses are limited to \$2,400 for one qualifying dependent and \$4,800 for two or more. The amount of the credit depends on a taxpayer's adjusted gross income (AGI). A taxpayer with AGI of \$10,000 or less is allowed a credit equal to 30 percent of qualified work-related expenses. The percentage is reduced one percent for each additional \$2,000 of AGI above \$10,000. The credit is 20 percent for taxpayers with AGI of more than \$28,000. The maximum credit is \$720 for one qualifying dependent and \$1,440 for two or more. For the 1996 tax year (latest data available), 174,639 Michigan households qualified for the credit, which totaled \$71 million.

In estimating ECEC expenditures, PSC treats the cost of this credit as a reduction in the cost of these services for families and individuals. This is because the credit is based directly on the cost of ECEC and therefore reduces the net cost of these services. For example, as discussed above, PSC has estimated the ECEC cost to families at about \$740 million annually. The child-care tax credit reduces the cost to families by \$71 million and increases the cost to the federal government by an equal amount, but it does not change the *total* cost of ECEC.

### **Value of Child Tax Credit**

Effective for the 1998 tax year is a new \$400 federal income-tax credit for taxpayers with children under age 17. The credit is reduced \$50 for each \$1,000 that taxpayers' modified AGI exceeds \$110,000 for joint filers or \$55,000 for married persons filing separately. The credit for one or two children cannot exceed the tax liability. For the 1999 tax year, the credit will be increased to \$500.

The Congressional Budget Office estimates that the child tax credit will reduce FY 1998–99 federal income-tax revenue by \$16 billion. Adjusting this figure by the percentage of children 16 and younger living in Michigan (3.6 percent) produces an estimated total credit of \$575 million. PSC attributes 33.7 percent of this figure, or \$194 million, to children under age five; the attribution is based on the age distribution of Michigan's 2.35 million children aged 16 or younger. Only a small portion of this amount, however, will be spent on ECEC; on average, families spend about 7.5 percent of their income on ECEC, yielding an estimated \$14.6 million (7.5 percent of \$194 million) from the tax credit that will be spent on ECEC.

### **Value of In-Kind Contributions by K–12 School Districts**

There are 1,463 registered ECEC programs located in schools. As a rule, school districts contribute space for these programs at no charge. At an estimated annual cost of \$7,000 per program, the total value of this K–12 in-kind contribution is \$10.3 million.

### **Value of Court-Ordered Child Support**

Noncustodial parents paid \$1.17 billion in court-ordered child support in 1998. Assuming pro-rata distribution of these funds by age group, money intended for the support of preschoolers was \$364 million. To the extent that this money is spent on ECEC, this figure largely duplicates funds counted elsewhere.

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## **Economic Benefits of High-Quality ECEC**

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A number of studies have attempted to quantify the economic and social benefits of a high-quality ECEC program. One of the most comprehensive is the High/Scope Perry Preschool Project. This study evaluated the progress over almost three decades of 123 low-income, African-American children from Ypsilanti, Michigan. The youngsters were randomly divided into a “program” group, who participated in a high-quality ECEC program, and a “no-program” group, who did not participate in preschool programming. Researchers assessed the status of the two groups annually from age 3 to 11 and then again at ages 14, 15, 19, and 27 on variables representing certain characteristics, abilities, attitudes, and types of performance. The study finds that when these individuals were aged 27, in 1992, those in the program group had higher income, a higher level of schooling, higher literacy, less reliance on social services, and less involvement with crime than those in the no-program group.

These positive outcomes and others enumerated in the report have economic values that benefit society. The study concludes that compared with the preschool programs' cost, these benefits make the programs a worthwhile investment for taxpayers as well as society. Over the lifetime of the participants, the study calculates that the preschool programs return to the public an estimated \$7.16 for every dollar invested.

Another approach to calculating the value of high-quality ECEC programs to society is to estimate the additional lifetime income that would be earned by the children who received ECEC. The High/Scope study found that at age 27 (in 1992), the average annual earnings of the program group participants were about 20 percent higher than those in the no-program group (\$13,328 compared with \$11,186). On the basis of this finding, it is possible to estimate the additional lifetime earnings (assuming a working life of 40 years) of the program group. To make this calculation, PSC made three adjustments to the 1992 income numbers.

1. Income increases as the age of workers increases, up to age 55; then it declines until age 65. For example, Census Bureau data show that the average median income of full-time workers aged 35–44 is 9.5 percent higher than that of workers aged 25–34. PSC adjusted the income numbers to reflect age-group changes in median income.
2. PSC increased the income figures each year to reflect productivity increases. In recent years, Michigan personal income has increased 4.0–4.5 percent annually. This reflects inflation of 2.5–3.0 percent and increased productivity of 1.5–2.0 percent. PSC assumes that productivity would increase at an annual rate of 1.5 percent. Our estimate is in 1997 (“real” dollars), therefore, no inflation adjustment was needed. Only real, or productivity-based, increases make workers better off; cost-of-living increases offset higher prices and leave workers no better off.
3. PSC updated the 1992 income estimates to 1997. From 1992 to 1997, Michigan per capita income increased 26 percent. PSC assumes that the average income of program and no-program groups increased at the same rate.

On the basis of these calculations, a person in the program group would earn \$146,523 more (in 1997 dollars) over 40 years than would a person in the no-program group. To calculate the total benefit to the Michigan economy, PSC multiplied this figure by the number of children aged five and younger who live in families with income of 200 percent or less of the poverty level (311,505 youngsters). This yields an estimate of \$45.6 billion of additional income, or \$1.14 billion annually.

PSC also calculated the amount of state and local tax revenue that would be generated by this additional income. In 1997 Michigan state and local tax revenue amounted to 15.5 percent of personal income. Assuming that this share had remained constant over the analysis period, state and local governments would have collected an additional \$7.1 billion (in 1997 dollars), or \$176.9 million annually. There also would be substantial savings to state and local government from reduced crime and welfare benefits and increased efficiency of the education process. (Some of these cost savings per program participant are calculated in the High/Scope report, but they have not been translated to total savings for Michigan state and local governments.)

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## Conclusion

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This first comprehensive study of current ECEC expenditures in Michigan reveals that public and private investment in children before kindergarten lags well behind investment made for school-age children, despite research findings that demonstrate the critical importance of early brain development. Combined public and private investment in Michigan children before kindergarten is about \$2,200<sup>4</sup> a year per child. Public investment per school-age child is about \$7,200—more than three times the preschool figure.

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<sup>4</sup>The spending-per-child before kindergarten figure of \$2,200 (rounded up from \$2,150) was calculated by dividing direct expenditures of \$1.56 billion by the number of children age five and one-half (the approximate age that children begin kindergarten) or younger. As there are no census estimates of the number of children age five and one-half or younger in the state, our figure (726,087 children) was calculated by averaging U.S. Census Bureau estimates of the number of children age four or younger (657,085) and the number of children age five or younger (795,089) residing in Michigan as of July 1, 1998. Direct expenditures rather than total expenditures were used for calculating expenditures per child because the purpose is to compare actual dollars spent on children in school (K–12) with actual dollars spent on preschool children.

## PART 4

# ***Seeking a Universal and High-Quality Early Education and Care System: The Challenge***

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*by the System Subcommittee of the  
Ready to Learn Summit Planning Committee*



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# Introduction

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A committee of Michigan early childhood education and care experts undertook a difficult task not yet tried in most other states. Members applied brain-science research findings to early childhood education and care (ECEC) and recommend that a universal (available to all children) and high-quality ECEC system must have the following three components:

- Parent involvement and support
- High-quality caregivers, teachers, and settings
- Community responsibility

This description of such a system has two purposes. First, it serves as a starting point for the Ready to Learn Leadership Summit and the subsequent dialogue about what Michigan's early-learning system can become. Second, it makes it possible to estimate—by presenting specific strategies to expand parent involvement, increase nonparent caregiver/teacher availability and quality, and spur community leadership on ECEC—the investment necessary to create a universal and high-quality early learning system. The description follows here, augmented by comments summarizing the views of several hundred people who participated in 19 community forums across the state prior to the Ready to Learn Leadership Summit on June 11, 1999.

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## A Universal and High-Quality ECEC System

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### OVERALL GOAL

*The overall goal is universal, high-quality early childhood education and care that aims for every child always to be with or closely supervised by a competent, caring adult and recognizes that parents, ideally, are the most important teachers and caregivers.*

### GIVENS

- Brains of young children develop in response to their surroundings (i.e., their environment).
- Adults who care for young children are the most important part of their environment.
- To achieve healthy intellectual, social, and emotional development, young children must form stable, loving relationships with parents and other caregivers.
- Neglect, abuse, and exposure to toxic substances diminish children's development.
- Children benefit greatly from love and respect, good nutrition and health care, and opportunities to play and explore; their development is seriously impeded if they do not receive such benefits.
- Longitudinal studies show that children who enter kindergarten properly prepared, through positive early education and care experiences, have a far greater chance than they otherwise would of doing well in school, graduating, and being prepared to enter the workforce; moreover, they are less likely than they otherwise would be to need special education, welfare, corrections, or other remedial services.

- All sectors of society are influenced by the quality of early childhood education and care in the state, and all sectors are able to influence the quality of the earliest years of children's development.
- The goals of Michigan, including the state legislature and administration, include developing physically, emotionally, and intellectually healthy children, having all children ready to learn when they begin kindergarten, developing a competent workforce, and reducing crime and the need for welfare.

### **RECOMMENDATION**

Michigan should commit to developing a universal, high-quality system of early childhood education and care, with costs and benefits shared by private and public sectors, that has as its measure of success the extent to which all children enter kindergarten ready to learn and succeed.

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## **Assumptions Underlying High-Quality ECEC**

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- Parents are their children's first and most important teachers.
- Children develop their brain in response to their environment; this begins before birth.
- Early childhood education and care are family centered and community based.
- Parents must have education and care services options available that will meet a variety of needs, including full- and part-time programs, care during nontraditional working hours, care for temporarily ill youngsters, services for children of all ages, and special-needs ECEC for children who require it.
- Developing universal, high-quality ECEC requires partnerships among businesses, charitable foundations, communities, the education profession, faith-based organizations, government, media, parents and the ECEC community.

The discussion that follows is presented in three parts that parallel the subcommittee's premise that a high-quality ECEC system for all children must comprise the following:

- Parent involvement in and support of ECEC
- Quality-assurance standards and professional development
- Community responsibility

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## **Parent Involvement in and Support of ECEC**

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Research shows that the more involved parents are in their child's ECEC, the greater the benefit to the child.

## **OPTIONS**

Parents need two important options to increase their involvement in their children's ECEC.

- Paid leave for at least six months if they choose to stay at home with their newborn during his/her first year. A further option is to stay home for an additional six months, without pay but with job security and benefits.
- The opportunity to have access to and choose the type of care that best meets their children's needs. The various types of care are at-home parent care, at-home nonparent care, care by a relative, nonrelative care in another's private home, and care in a child-care center or education program.

## **ADVOCACY**

Because "children are everyone's responsibility," all sectors of the community—e.g., educators and caregivers, providers, community and government leaders, citizens, and especially parents—should advocate for all children to have the best chance possible to succeed. We must identify and address barriers that inhibit good outcomes for children.

## **PARENT AND PUBLIC AWARENESS CAMPAIGN**

Parents must have the information and skills necessary to advocate for their children effectively and make good choices. There already are local and statewide initiatives to foster parent involvement in their child's ECEC, but parent use of them needs to be expanded, and workplace policies should support parents' active involvement in such programs and all other aspects of their children's education and care.

An ECEC public-awareness campaign is needed to (1) target hard-to-reach parents (e.g., those with no or limited skill in speaking English or those with low literacy), (2) encourage all parents to take advantage of the parent-support and parenting-education programs that should exist in every community, and (3) promote such important child-development actions as reading to one's children.

## **COMMUNITY FORUM COMMENTS**

Several hundred people attended 19 community forums in various locations around the state (see the appendix) in preparation for the Ready to Learn Leadership Summit. The prevailing opinions expressed at these forums about parent involvement in their child's ECEC are summarized and paraphrased below.

- Paid parent leave is desirable but idealistic, and widespread parent leave probably is not realistic. To enable small businesses to grant paid leave, incentives such as tax breaks are necessary.
- Although many large companies are making a concerted effort to adopt "family-friendly" policies, the business community in general needs education in this regard, specifically pertaining to brain-science research findings. Family-friendly policies most frequently cited as desirable are flexibility in scheduling, working from home, job sharing, on-site child care, and parent-education programs offered at breaks and lunchtime. The way to convince business of the value of family-friendly policies is to show cost benefit (e.g., less use of sick time, greater workforce stability).

- Educating, in a positive way, *all* parents about everything related to ECEC is essential. People are not doing the job of parenting wrong, but parenting is a challenge for everyone, and there is a lot people don't know. Among the strategies mentioned are the following:
  - Teach human brain development, as it relates to early experiences, as part of middle- and high-school curricula.
  - Include parenting education in faith-based premarital counseling and as part of the video review required for obtaining a marriage license.
  - Link every family with a specific school from the moment of a child's birth, and use the school as a conduit for education and outreach to families.
  - Include in parenting education information about caregiving, nutrition, immunization, language development, anger management, discipline, and all important aspects of human development.
  - Provide materials that are simple, easy-to-read, practical, culturally appropriate, and attractive. Use public service announcements and videos to deliver information on parenting. Make the information available through libraries, malls, doctor's offices, buses, and grocery stores. Give special help to parents who need assistance with reading.
  - Enable parents to learn about ECEC through support groups, children's play groups, and other types of experiences.
  - Train physicians for the big role they can play in parent education, especially during prenatal and well-baby visits.
  - Make available to all parents early brain-development and parenting information through all "touch points": doctor's offices; clinics; schools; such popular retail stores as Kmart, Wal-Mart, Target, and Meijer; the workplace; and "on the sides of buses."
  - Make children's books easily available and accessible to parents.
  - Establish an 800 number for people to call regarding parenting ideas, problems, and services (care should be taken to avoid confusion with 800 numbers that pertain to abuse and neglect reporting and crisis counseling).
- The following are specific ways to accomplish outreach to all parents:
  - Make a connection with parents during their hospital stay when their babies are born. Although there is too little time during the stay for a parent to learn about nutrition, bathing, playing, talking, and other caregiving essentials, the connection with the family should be made.
  - Follow the hospital connection with regular home visits; many communities have visiting programs for newborns, but many of these programs are too short.
  - Make available transportation to connect families to education, health care, and community programs; public (e.g., education, city/county) and private (e.g., Head Start) transportation could be coordinated through centralized dispatch.
- Parents need affordable early education and child care. Strategies to accomplish this include
  - parent support groups, with incentives for participating, and
  - a public-awareness campaign (including long-term advertising in all media markets about valuing young children) to educate the *entire community* about the importance of a child's first years.

- A strong advocacy network for parents, supported with adequate resources, should be established. Among other actions, the network should
  - advocate for incentives, such as tax breaks, to create work-based child care at the business site or in partnership with nearby businesses;
  - encourage employers to offer child care as a pre-tax fringe benefit;
  - seek state reimbursement to teen parents for child care;
  - promote more affordable “drop-in” care; and
  - require the Family Independence Agency to evaluate the availability of high-quality ECEC as parents who are receiving agency assistance prepare for and enter the workforce.

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## Quality-Assurance Standards and Professional Development

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A high-quality ECEC system necessitates establishing (1) licensing standards for all facilities, programs, and individual providers and monitoring conformance with the standards and (2) a system for professional development of people in ECEC; both should be based on findings from ECEC and brain research. For facilities, there should be frequent inspections, health and safety code requirements, equipment and curriculum requirements, and accreditation. For ECEC personnel, there should be ongoing curriculum training, pre-service and in-service requirements, evaluation, and accreditation.

Appropriate, accessible education opportunities for everyone involved in ECEC (parents, caregivers, early childhood program administrators, and educators) are central to a successful and high-quality ECEC system; the system must provide continuing professional development and “best-practices” training.

Recognition is an integral part of professional development; people who are involved in ECEC and meet certain standards and requirements should receive a wage comparable to other professionals with similar education and training. Moreover, there should be financial incentives linked to continued training, education, and accreditation. Every effort should be made to attract people to and retain them in ECEC, but it must be recognized this can occur only with reasonable compensation and benefits.

### QUALITY-ASSURANCE STANDARDS

- A high-quality ECEC system must include strong quality assurance. Standards should be developed—incorporating findings from research on ECEC quality and brain science—for application to the following:
  - ECEC provided by all adults other than parents and also for agencies that employ and refer in-home caregivers
  - Health, safety, and nutrition; maximum group size; adult/child ratios; staff education and professional development; caregiver/child interactions; parent education and communication; community service links; parent involvement; program and curriculum; and physical environment

The system should be staffed at a level enabling every ECEC program to be visited annually and monitored by regulatory staff for compliance with quality-assurance standards.

A tiered ECEC ranking system, consisting of 3-4 levels, should be established. Caregivers/facilities would apply for the level of quality assurance at which they wish to be ranked.

- Level 1 Basic Health and Safety (meets fundamental health and safety standards)
- Level 2 Limited Attainment of Quality (meets certain minimum quality-assurance standards)
- Level 3 Quality Program of Distinction (meets certain additional quality-assurance standards)
- Level 4 Distinction with Accreditation (meets full complement of quality-assurance standards and achieves accreditation)

The ECEC quality-assurance system should publish annually a public document listing the quality level achieved by every regulated ECEC program.

## **PROFESSIONAL DEVELOPMENT**

Education for everyone involved in ECEC is central to the success of the system. In a high-quality system, education opportunities will be

- available in every community,
- part of a statewide career ladder for ECEC professionals,
- part of a professional-development system that includes both pre-service and continuing-education requirements,
- part of a credit-articulation system that crosses degrees and credit-awarding institutions,
- provided to parents (through educational materials) at key points in their children's lives (i.e., birth, toddler, three years),
- offered with financial incentives (e.g., low-interest loans, tiered reimbursement, and so on) to participating programs and individuals, and
- promoted by communities working in partnership with early childhood and parent networks.

## **COMMUNITY FORUM COMMENTS**

The prevailing opinions about quality-assurance standards and professional development expressed at the 19 forums are summarized and paraphrased below.

- ECEC teachers and caregivers are not paid enough. Compensation levels must be high enough to attract and retain providers.
- Training for professional nonparent caregivers is essential and should be accomplished through a statewide system and required on a continuous basis at hours convenient to providers. Training also should be available for relatives, grandparents, and informal caregivers.
- To create a high-quality ECEC system, it is essential to license providers, monitor them regularly, enforce standards, and assist them in making system improvements based on new knowledge.

- There is a need for special care arrangements (e.g., during nontraditional hours, for infants, for special-needs children, for ill children). It will be necessary in many cases to subsidize start-up costs of such arrangements.

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## Community Responsibility

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Children are the responsibility of everyone—including the community as a whole. A high-quality ECEC system that ensures that every child will be ready to learn will engage all sectors of the community that can affect a child's life. It will be founded on community-based planning and actions to monitor and improve the degree to which children are healthy, safe, ready to learn, and able to succeed. It will have high-level state leadership that focuses attention on young children and their families and supports communities as they become engaged in ascertaining their residents' ECEC needs and working to build a high-quality early-learning system.

### **COMMUNITY-BASED PLANNING**

Communities should plan and carry out local initiatives that connect families, ECEC providers, and local, state, and national resources.

### **LINKS**

A comprehensive, universal ECEC system will have links with other resources and systems that support children and their families and help make children ready to learn. This will be accomplished through the efforts of a wide variety of local public- and private-sector leaders, who forge links with other resources and systems, such as North Carolina's "Smart Start" system.

### **EVALUATION AND RESEARCH**

The success of an ECEC system will be guaranteed by creating formal "feedback" loops. Feedback is essential in assessing the overall status of young children in communities and statewide; it can be used to evaluate ECEC programs and professionals' effectiveness and also to identify areas that need to be improved or changed.

Researchers must continually explore ways to improve the ECEC system and provide direction on best practices. The findings, when communicated, will improve communities' understanding of the connection between high-quality ECEC and investment in the ECEC system and how they affect how children turn out.

### **STATEWIDE INFRASTRUCTURE**

A high-quality ECEC system will include state leadership that can support and leverage resources for community-based ECEC planning and action.

### **FINANCING**

A high-quality ECEC system will be financed by collaborative approaches that bring all funders (including parents, employers, and government) together to implement, evaluate, and work toward improvements.

## **COMMUNITY FORUM COMMENTS**

The prevailing opinions about community responsibility expressed at the 19 forums are summarized and paraphrased below.

- A whole new government system for ECEC planning and action is not necessary. It is preferable to build on what we have, e.g., human services coordinating councils or Early On groups.
- Another option is a private- or nonprofit-sector “neutral entity” that would coordinate and provide flexible local community ECEC funding.
- There currently is no “web” among all services, connecting people to programs and programs to one another.
- Community ECEC planning is critical. It should focus on preventing problems for families and children, assess current services and initiatives, identify problems facing children aged 0–5, and identify gaps in services and funding to meet ECEC needs.
- A statewide systems approach is needed. The state’s roles should be to support local innovation and also to work with the federal government to influence federal regulations, programs, and funding that affect communities in regard to ECEC.
- Each community should determine what it should do within a framework of state goals.
- Communities should involve businesses in shaping local ECEC; the State Chamber of Commerce could be used as the statewide communications network in regard to ECEC involvement by businesses.
- Communication in communities is important and should focus on what is working, useful, and new.
- Through one source, new ECEC information, such as new models, should regularly be made available to communities.
- State agencies should coordinate all early childhood initiatives.
- State funding for such services as Maternal and Infant Support and Healthy Focus must be stabilized.
- To finance ECEC, local millages may be passed, a state tax imposed, or local and state tax or other incentives made available to encourage businesses to share the cost of on-site ECEC.



## PART 5

### *Closing the Michigan ECEC Investment Gap*

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*by Public Sector Consultants, Inc.*

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## Introduction

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A bold step has been taken in Michigan: The Ready to Learn Leadership Summit Planning Committee has created a picture of a universal and high-quality early childhood education and care (ECEC) system. Employing the knowledge and perspective of parents, other caregivers/teachers, and community leaders statewide, the committee gave the picture sufficient detail to enable Public Sector Consultants (PSC) to quantify the investment needed to make the system a reality. The strategies listed here may not be complete or even appropriate for every Michigan community, since many localities have moved forward and are poised to increase their efforts to prepare young children for success.

The purpose of this analysis is to provide a starting point for dialogue about promising strategies to close the gap between what we now invest in ECEC in Michigan and what we must invest to achieve universal (available to all children) and high-quality ECEC.

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## Strategy Costs

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### **PAID PARENT LEAVE**

Although proposals for paid parent leave after the birth of a child vary widely, most childhood experts agree that the first six months are a critical time for children to develop attachments to their parents. Public Sector Consultants estimates the cost of six months' paid parent leave at \$1.49 billion, given the following assumptions:

- 130,000 children are born annually in Michigan.
- Parent leave will be available to either parent but not both simultaneously. PSC assumes that of those taking leave, two-thirds will be women and one-third men.
- 65 percent of mothers of newborns now in the workforce are employed full time, with median weekly earnings of \$456.
- 35 percent of employed mothers of newborns work part time. Assuming an average workweek of 20 hours, the median weekly income of these women is \$278.
- 96 percent of fathers of newborns work full time, with median weekly earnings of \$598.

### **PARENT EDUCATION**

Parents, regardless of education or income level, often need answers to important questions about how best to care for their preschoolers. Strategies to increase parenting skills have been implemented on a small scale with a great deal of success.

- The Michigan Department of Education's *Read, Educate and Develop Youth* (READY) program kits are intended to ensure that children can read by the fourth grade. READY really is for parents: It helps them work with their children aged 0–3 to help them later become successful readers.

- Some communities offer visits by an infant-health specialist to the home of every family with a newborn. Visits begin before a child's birth and may continue until s/he enters kindergarten. The goal of such programs is to offer parenting information and assistance.

It would cost an estimated \$3.7 million annually to produce and distribute 250,000 READY kits. When all current parents of preschoolers have received a kit, the cost of the effort will be cut approximately in half as the number of kits produced is reduced to match the annual number of births.

Pilot home-visit programs show that the number of visits required to establish an effective relationship varies greatly, depending on parent income and education. Some parents may need weekly visits, while others may get the same benefit from 6–12 visits a year.

The cost of a system of universal home visits is estimated at \$347 million, with average annual participation by 60 percent of Michigan's 535,000 families with preschoolers. This model assumes that the number of home visits will vary from 12 to 48 a year, depending on a family assessment; this yields a demand for approximately 9,300 parent educators, who would average four home visits a day. This model further assumes a caseload of 30 families per parent educator, slightly higher than is the case in the Michigan pilot programs. PSC expects, however, that as the programs move from serving only the at-risk population to serving the full population, caseloads can rise without a sacrifice in quality of service. PSC further assumes average compensation of \$14.40 an hour, including benefits, and an amount equal to 25 percent of this figure for administration and overhead.

## **PUBLIC-AWARENESS CAMPAIGN**

Successfully implementing a universal, high-quality ECEC system will require a strong public-awareness campaign. Such a campaign should have the intensity and duration necessary to ensure that parents and others understand and appreciate the importance of nurturing and stimulation during a child's early years.

In recent years, public attitudes toward AIDS prevention, drunk driving, smoking, and drug use have been molded through public awareness campaigns. These campaigns have in common that they are (1) long-term efforts and (2) delivered through a variety of media. At the height of Michigan's campaign to increase awareness regarding AIDS prevention—which had the advantage of occurring simultaneously with a federally funded campaign and the creation of community groups to shape local prevention efforts—state government spent approximately \$1 million a year. Currently, Michigan spends about \$5 million on anti-smoking education.

PSC estimates the cost of an effective campaign focusing on ECEC at approximately \$3 million. This campaign can be highly targeted: Data are available on where parents of preschoolers live and shop. It is possible that contributed time and public-service announcements can be obtained, which could reduce the campaign's cost.

In addition, such organizations as Michigan's 4C network are an important source of public information. Local/regional 4C offices offer referrals for child care and family services, training related to child care and child development, community services coordination, consultation and technical assistance, and advocacy on children's issues. The 4C network currently is represented in 15 counties in Michigan; to expand the network to all 83 would require an annual budget of \$7.7 million.

## **WORKPLACE INITIATIVES**

A number of workplace policies are shown to benefit employers and employees alike by reducing employee stress and anxiety, turnover, and recruitment and training costs while improving morale and productivity. Such policies include

- job sharing, time off when children are ill, or other time-adjustment policies,
- on-site child care and/or subsidies for high-quality off-site care, and
- employer-provided information on child care.

Financial incentives for employers will speed adoption of these policies. Although numerous possible tax-incentive strategies are possible, PSC believes that one realistic strategy is to offer a refundable single business tax (SBT) credit that is of sufficient size to be more than just token compensation for the expenses incurred in putting into place one or more of the policies listed immediately above.

PSC estimates the cost of financial incentives to business at approximately \$102 million, assuming

- a credit of 8.5 percent of a company's SBT liability;
- approximately 730,000 parents of preschoolers are employed full-time;
- companies adopting these policies would lose an average of 10 workdays per year per employee;
- the strategy would be designed to compensate companies for 25 percent of their anticipated loss; and
- approximately half of Michigan employers would participate.

Workplace initiatives also should include establishing a resource/referral system that will give companies information on low- or no-cost ways to institute "family-friendly" policies and educate employers on the importance of proper child brain development and early learning. Since current experience shows the cost of such initiatives to be about \$3 per employee per year, PSC estimates the total cost of a resource/referral system at \$2 million a year.

## **HIGH-QUALITY ECEC**

According to a longitudinal study released in 1999 by the National Institute of Child Health and Human Development (NICHD), there is a strong correlation between the quality of child care and the intellectual and emotional development of preschoolers. The study finds that the following are related to high-quality care:

- Better mother-child relationships
- Reduced probability of insecure mother-child attachment among infants of mothers with low sensitivity to their child
- Fewer reports of problem behavior in children
- Higher cognitive performance by children
- Higher language ability in children
- Higher level of school readiness

Conversely, the study finds that the following are related to lower-quality care:

- Less harmonious mother-child relationships
- A higher probability of insecure mother-child attachment among children whose mothers have low sensitivity to their child
- More problem behavior, lower cognitive and language ability, and lower school readiness scores

As the number of parents entering the workforce rises, parents are experiencing increasing difficulty in finding acceptable ECEC arrangements. Numerous studies indicate that the current ECEC system is flawed by several problems.

## **FLAWS IN THE CURRENT SYSTEM**

### **Unstable Arrangements**

In a March 1999 PSC survey, 27 percent of respondents whose children receive ECEC from people other than their parents reported that the arrangements had changed in the previous six months. In addition, 37 percent of these parents reported that they have more than one ECEC arrangement. For example, the child may spend part of the week with a grandparent, part with an in-home caregiver, and part in a child-care center or education program. Such arrangements can be unstable and contribute to parent and child stress.

### **High Cost**

For the past decade, child-care costs have risen at about twice the inflation rate. At an average per child cost for full-time care of \$98 per week, a mother of two preschoolers who is employed at the median wage spends about 40 percent of her take-home pay on child care. For parents with less earning potential, the cost of child care is a serious barrier to employment. Even when lower-cost care is available, it is likely to be of questionable quality: The NICHD study shows a correlation between cost and quality of child-care arrangements.

### **High Child/Caregiver Ratios**

Michigan currently allows a child/caregiver ratio of 4 to 1 for children through 2½ years, and 10 to 1 for children from 2½ to six. These ratios are too high to ensure high-quality care.

### **Substandard Staff Qualifications**

Currently, pre-service training is required only for the directors of child-care centers, who have little contact with the children in their programs. To assure that all adults providing ECEC are competent to do so, Michigan needs to institute both pre-service and continuing education requirements for ECEC providers.

### **Low Wages**

According to U. S. Bureau of Labor Statistics data, preschool teachers were paid an average of \$9.09/hour in 1997 compared to \$19.85/hour for a kindergarten teacher. Child-care workers and family child-care providers fare even worse, with average income of \$7.03 and \$4.69 an hour, respectively.

### **High Staff Turnover**

Family daycare providers in Michigan currently suffer annual turnover of 40 percent, while turnover in child-care centers and education programs is 18–22 percent. Anecdotal evidence

suggests that children in child-care centers and education programs may have a new teacher three times within a year, making the establishment of relationships difficult.

## **ADDRESSING THE FLAWS**

A universal, high-quality ECEC system will address the flaws listed above.

- First, the system would be large enough to accommodate all children who now receive education and care from people other than their parents. Parents would arrange care with grandparents or other relatives or friends only if they believe such an arrangement to be of most benefit for the child, not because it is the only option available or affordable. There would be some overcapacity built into the system, to accommodate the “friction” associated with parents moving and seeking new arrangements, employee turnover, and so on.
- Second, the system would be of very high quality, featuring appropriate child/caregiver ratios and highly qualified staff whose pay is commensurate with their qualifications.
- Third, the system would be affordable, implying increased subsidies from the government and/or employers.

PSC estimates the annual cost of a universal, high-quality early education and care system in Michigan at \$2.23 billion, assuming the following:

- *Participation by 46 percent of Michigan’s 700,000 preschoolers.* According to the PSC survey, 54 percent of preschoolers currently receive ECEC exclusively from their parents. The universal system would replace most or all other education and care arrangements.
- *Average participation of 40 hours a week.* Although a number of employed parents work part time and therefore require less than full-time ECEC arrangements, the PSC survey shows that children receiving nonparent ECEC spend an average of 40 hours per week in such arrangements.
- *Low child/caregiver ratios.* Most child-development experts consider a ratio of 3:1 appropriate for children aged under 3 and 8:1 appropriate for children aged 3–6.
- *Adequate compensation.* PSC assumes two caregiver levels: Teachers, comprising one-third of the caregivers, would be highly trained (holding at least a bachelor’s degree) and paid an average of \$12/hour plus benefits equal to 25 percent of their pay. Teacher aides, comprising two-thirds of the caregivers, also would be trained, and they would be paid \$10/hour plus benefits equal to 25 percent of their pay.
- *Continuing education.* All caregivers would receive 45 hours of training annually at a cost of \$15/hour.
- Overcapacity of 10 percent.

## **FACILITY OVERSIGHT**

The Michigan Department of Consumer and Industry Services’s 92 full-time child-care consultants currently have an average caseload of 233 facilities. PSC estimates that effective oversight of organized and family-daycare facilities necessitates an average caseload of no more than 100 facilities, which suggests \$17 million is needed annually for facility oversight.

## COMMUNITY RESPONSIBILITY

The work to build a high-quality ECEC system must be carried out in communities, with strong, organized support from a state-level partnership of business, labor, government, philanthropic, academic, media, faith, and political leadership. Communities are the primary designers and implementers of the strategies that combine to form a high-quality early learning system. They are the locus of commitment and innovation, but they need funding and technical assistance to enable them to focus on *all* children and bring *all* key players and *all* resources to the table. The attendance and enthusiasm exhibited in the 19 Ready to Learn community forums held prior to the leadership summit clearly demonstrate statewide commitment to moving forward in individual communities on strategies to build a proper ECEC system.

Michigan is fortunate to have building blocks in place for the essential community activity needed to build a high-quality ECEC system. These include

- the “multi-purpose collaborative bodies” now in place in counties to better coordinate health and human services,
- the community-health assessment and improvement activity in every county, which organizes regular, community-wide assessments of residents’ health and quality of life, and
- other community-wide efforts to improve the future of *all* residents.

## COMMUNITY PLANNING AND ACTION

By definition, community planning and action is a local activity, which means communities tailor their assessments and actions to fit their own needs and priorities.

To stimulate statewide local planning and action focused on early learning, a state-level partnership is needed to “catalyze” a public-private approach and establish a broad framework in which the system can develop and flourish. Specifically needed to support the framework are funding, technical assistance, and assurance of long-term commitment for long-term quality improvement.

The state-level partnership would comprise funders and members of the sectors represented at the Ready to Learn Leadership Summit; the group would design collaborative approaches to finance, implement, and evaluate strategies to create a high-quality ECEC system. One option is legislation that establishes a private, nonprofit entity charged with setting goals for Michigan children aged 0–5; local partnerships would work toward these goals. Key charges to the state partnership would be to (1) leverage financing across sectors and funders to provide flexible dollars for local innovation and education and (2) evaluate local progress in reaching goals. Just encouraging collaboration is not enough; the partnership should make possible sufficient flexible funding to truly improve the quality of early education and care.

State agencies with responsibility for various parts of the ECEC system are among the key partners and must fully participate if there is to be success in better using the large categorical funding that supports many services for Michigan families.

If a per capita approach is used to fund community planning and action statewide, and the minimum awarded to a county is \$40,000 and the maximum \$100,000, the annual cost of community planning and action in Michigan’s 83 counties is \$4.1 million. Counties would use the funds to

- bring together at the county level the same sectors that are participating in the state-level partnership, using established collaborations and perhaps expanding them to assure broad involvement;
- assess the status of ECEC in the county's communities, looking at services offered, service gaps, and assets available and needed to improve the former and address the latter;
- set objectives and propose strategies to reach them; and
- identify the additional funding and technical assistance needed for five years out.

Each county would develop a community plan that the state-level partnership would review to identify strategies that it should financially support to improve quality and expand local ECEC. The community plans will help state-level players understand the local assets, gaps, and strategies that communities identify and pursue; this in turn will help inform the state-level strategic considerations needed for long-term improvement.

To understand fully the effect of implementing a universal and high-quality ECEC system, it will be essential to regularly evaluate progress over a very long time. Evaluation properly is driven by different goals at different times.

- Examples of goal evaluation at years one and two:
  - How many counties have begun planning?
  - How many have submitted plans?
  - How many plans have been approved?
- Examples of goal evaluation at year five:
  - How many families are receiving READY kits?
  - What is the immunization rate of young children?
  - How many new education and care spaces have been created that meet quality-assurance standards?
- Examples of goal evaluation at year ten:
  - What is the incarceration rate of individuals aged 16–25?
  - How do special-education expenditures compare to 1999?

PSC estimates that a state-level ECEC partnership will cost \$2 million annually. This figure includes operating costs (director, staff, infrastructure), a revolving fund from which to make innovation and education grants to communities working toward the universal high-quality ECEC system, and evaluation. The state would fund most of the entity's operating expenses, and staff would be responsible for leveraging state dollars among private donors in order to replenish the revolving fund.



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## Closing the Gap

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Michigan currently spends approximately \$1.55 billion on early education and care, including spending by individuals, government, and businesses. PSC estimates the cost of a universal and high-quality ECEC system to be \$4.41 billion annually; the gap between what now is spent in Michigan for ECEC and what is needed for a high-quality system is \$2.86 billion. Put another way, for every \$100 of their income, Michiganians currently spend 60 cents on ECEC; under the proposed universal system, this spending would rise to \$1.74 for every \$100 of income.

Taking into account the value of uncompensated ECEC provided by parents and relatives, PSC estimates current spending at \$3.0 billion, while the cost of the universal system rises to \$5.9 billion. In absolute terms, the spending gap of \$2.86 billion remains, but in percentage terms, the required spending increase falls from 184 percent to 94 percent.

### **PAID PARENT LEAVE**

Approximately 2 percent of Michigan companies now offer paid leave either to new mothers, new fathers, or both. PSC estimates the cost of these benefits at approximately \$36 million. The funding gap is \$1.46 billion.

### **PARENT EDUCATION**

Parent-education programs are not widespread, and they are funded mostly by foundations. Total spending on such programs probably does not exceed \$5 million. Therefore, to fully implement parent education will require additional spending of \$345 million.

### **WORKPLACE INITIATIVES**

The State of Michigan currently offers no financial incentives for companies to introduce family-friendly policies, and very few companies have undertaken informational initiatives. PSC sees a gap of 100 percent, or \$104 million.

### **PUBLIC AWARENESS**

Currently, the \$2.3 million budget of Michigan's 4C network represents the state's only organized public-awareness effort in regard to the value of high-quality ECEC. PSC estimates that if the 4C network is to be expanded and a comprehensive media effort launched, there is a funding gap of \$7.9 million.

### **QUALITY EDUCATION AND CARE**

The cost of a universally available, high-quality ECEC system based on organized programs and services must be matched against aggregate spending on early education and care by individuals, government, and business as well as the value of uncompensated child care offered by grandparents and other relatives. By subtracting current spending, PSC does not suggest that adopting a universal system would prohibit care by nonparent relatives or replace such effective programs as Head Start; rather, PSC simply is taking steps to avoid double counting. PSC estimates actual expenditures on education and care plus the value of uncompensated child care by relatives at \$1.90 billion; the gap is \$932 million.

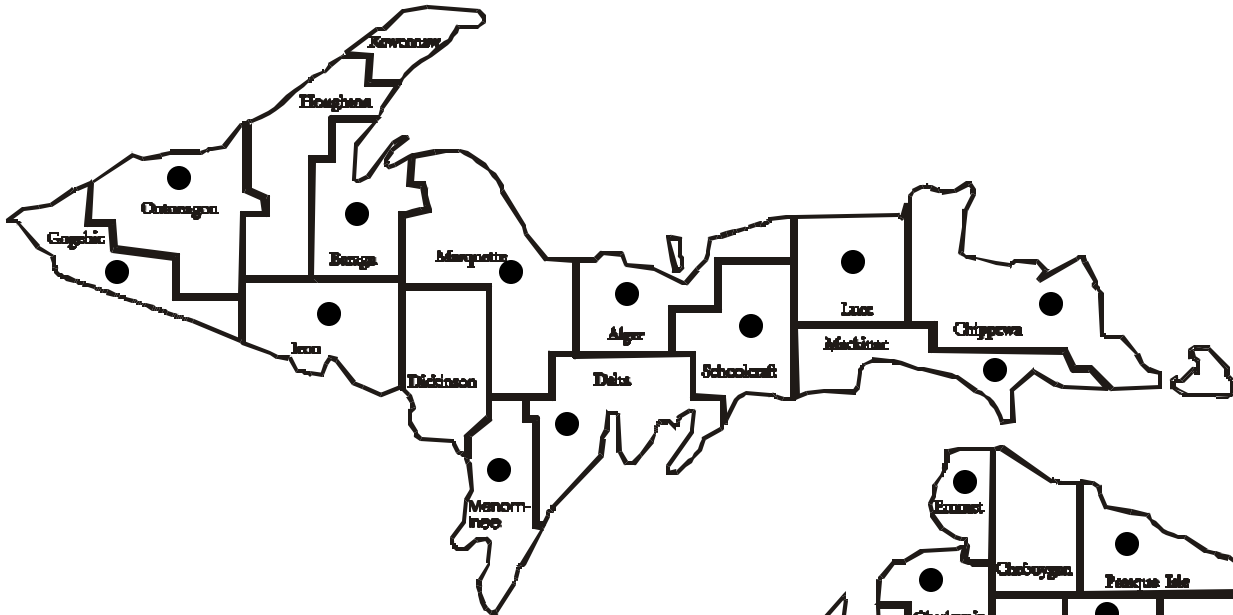
**FACILITY OVERSIGHT**

Given the Michigan Department of Consumer and Industry Services's current budget of \$7.9 million for monitoring the quality of education and child care facilities, PSC estimates the spending gap is \$9.1 million.

**COMMUNITY AND STATE RESPONSIBILITY**

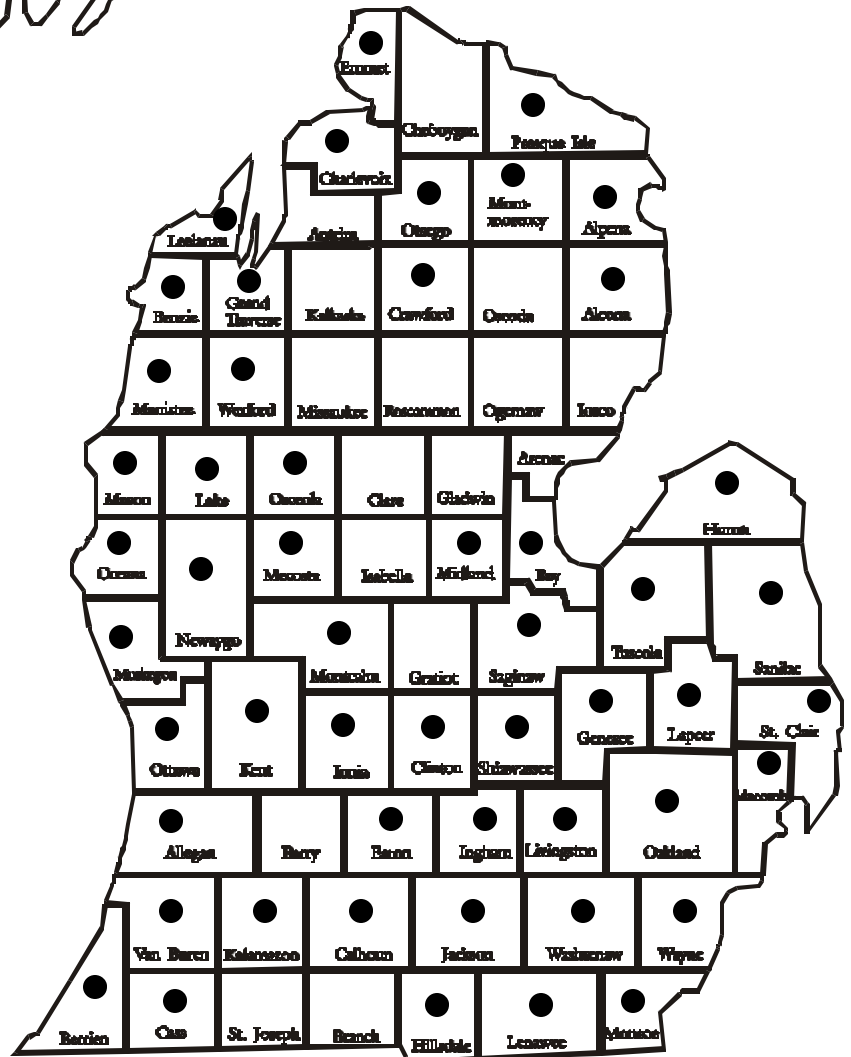
There currently is no spending on functions that specifically target early education and care. To fund the initiatives outlined in this analysis will require filling a gap of \$6.1 million.

## *APPENDIX: Counties Participating in Ready to Learn Forums*



### **PARTICIPATING COUNTIES**

|                |             |              |
|----------------|-------------|--------------|
| Alcona         | Ingham      | Newaygo      |
| Alger          | Iron        | Oakland      |
| Allegan        | Jackson     | Oceana       |
| Alpena         | Kalamazoo   | Ontonagon    |
| Baraga         | Kent        | Osceola      |
| Bay            | Lake        | Otsego       |
| Benzie         | Lapeer      | Ottawa       |
| Berrien        | Leelanau    | Presque Isle |
| Calhoun        | Lenawee     | Saginaw      |
| Cass           | Livingston  | Sanilac      |
| Charlevoix     | Luce        | Schoolcraft  |
| Chippewa       | Mackinac    | Shiawassee   |
| Clinton        | Macomb      | St. Clair    |
| Crawford       | Manistee    | Tuscola      |
| Delta          | Marquette   | Van Buren    |
| Eaton          | Mason       | Washtenaw    |
| Emmet          | Mecosta     | Wayne        |
| Genesee        | Menominee   | Wexford      |
| Gogebic        | Midland     |              |
| Grand Traverse | Monroe      |              |
| Hillsdale      | Montcalm    |              |
| Huron          | Montmorency |              |
| Ionia          | Muskegon    |              |



SOURCE: Public Sector Consultants, Inc.

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## Appendix C

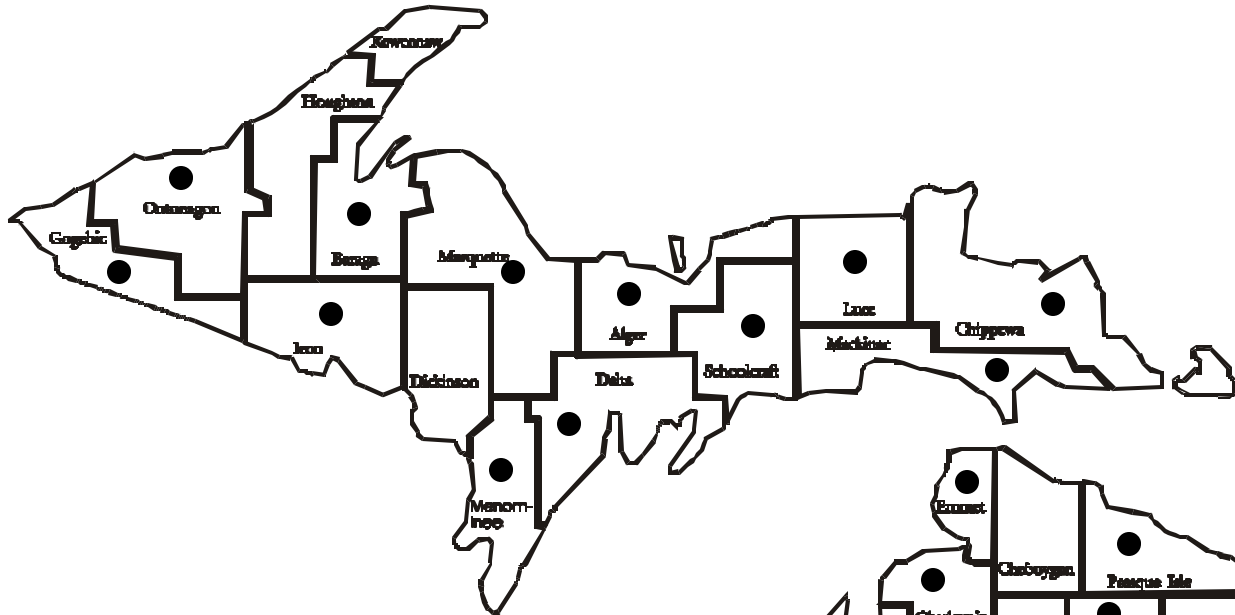
### Counties Participating in Community Forums

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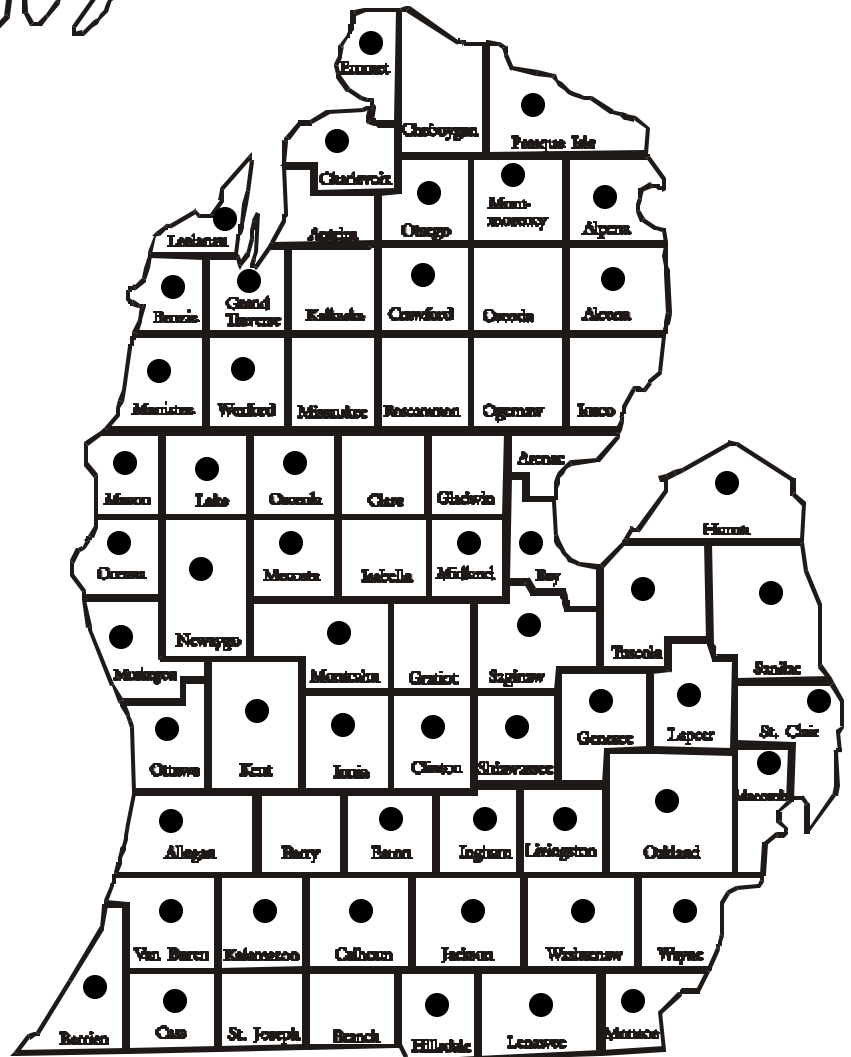
## *APPENDIX: Counties Participating in Ready to Learn Forums*

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### **PARTICIPATING COUNTIES**

|                |             |              |
|----------------|-------------|--------------|
| Alcona         | Ingham      | Newaygo      |
| Alger          | Iron        | Oakland      |
| Allegan        | Jackson     | Oceana       |
| Alpena         | Kalamazoo   | Ontonagon    |
| Baraga         | Kent        | Osceola      |
| Bay            | Lake        | Otsego       |
| Benzie         | Lapeer      | Ottawa       |
| Berrien        | Leelanau    | Presque Isle |
| Calhoun        | Lenawee     | Saginaw      |
| Cass           | Livingston  | Sanilac      |
| Charlevoix     | Luce        | Schoolcraft  |
| Chippewa       | Mackinac    | Shiawassee   |
| Clinton        | Macomb      | St. Clair    |
| Crawford       | Manistee    | Tuscola      |
| Delta          | Marquette   | Van Buren    |
| Eaton          | Mason       | Washtenaw    |
| Emmet          | Mecosta     | Wayne        |
| Genesee        | Menominee   | Wexford      |
| Gogebic        | Midland     |              |
| Grand Traverse | Monroe      |              |
| Hillsdale      | Montcalm    |              |
| Huron          | Montmorency |              |
| Ionia          | Muskegon    |              |



SOURCE: Public Sector Consultants, Inc.

## Appendix D

# Opinion Leaders' Attitudes toward Early Childhood Development

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*April 1999*

*Prepared for*  
Michigan Summit on Early Childhood  
Education and Child Care

*Prepared by*  
Public Sector Consultants, Inc.



# Opinion Leaders' Attitudes toward Early Childhood Development

by Craig Ruff

This report conveys the attitudes of leaders in the fields of philanthropy, business, labor, politics, the media, health care, faith, and education toward early childhood issues. Interviews with these leaders have helped to identify prospective invitees to the Ready-To-Learn Leadership Summit and will help to deliver a program they will find stimulating and useful. The process of recruiting and animating “summiteers” has uncovered the valuable perspectives of leaders who are not experts in the field of early childhood.

Conversations with opinion leaders regarding early childhood development have elicited several themes, the most important of which are presented below.

*Leaders have not yet been gripped by early childhood issues but anticipate them coming to the forefront in the future.*

In the 1960s, the publication of the environmental book, *Silent Spring*, by Rachel Carson, triggered gasps of surprise among the general public and leaders: People began to ask themselves “*You mean that the Earth’s environment is really fragile?*” Although no similarly shocking recognition with regard to child care has disturbed the public consciousness as of yet, most people have nagging suspicions that early childhood issues are building up steam. When the burgeoning research (for example brain science data) is confirmed and made official, many people will be saying: “*You know, I’ve been thinking about that for some time now*” early childhood opinions and attitudes are forming, perhaps in advance of an increase in public awareness.

However, there is no perceived early childhood education disaster to galvanize public attention, no human services “Three Mile Island” to mobilize people. As it is human nature to remain unorganized and inattentive in the absence of a society-wide threat, the issue is in danger of remaining on the shelf. In these prosperous times, people have a hard time paying attention to social ills. Public euphoria and confidence tend to eclipse many important issues, including early childhood education. Ever pragmatic, leaders believe that the good times will come to an end and that we will recognize and fix the problems at that time, in other words, “some other day.”

While sometimes inclined to short-term fixes, leaders do take a somewhat longer-term view on the issue than does the general public. They are more likely to be interested in preventive strategies that pay off over a longer term. This type of long-term investment and development focus allows government to factor greater spending today on early childhood care and development into a reduction in future prison costs and long-term taxes, and an increase in education and employment skills in the future.

With short-term fixes of marginal interest and a long-term view often too vague or ambitious, leaders may be most eager to examine and set intermediate actions. These steps will take us partway toward our goal by maintaining a vision; they will also be pragmatic, helping us to make concrete progress with a manageable amount of resources.

*Leaders have generalized attitudes toward early childhood education but not well-formed opinions or values.*

Leaders have learned about early childhood issues through workplace and family experiences and therefore have anecdotal attitudes. With some exceptions, these attitudes have not solidified into informed opinions that connect facts with experience, daycare with health care, and preschool development with later-in-life employment skills. Many clearly do not recognize early childhood development as central to a healthy society. The Western world lags way behind many cultures in providing our youngest children with attention and resources.

However, most leaders *do* accept what advocates would call “truths” about child care: daycare is expensive and uneven in quality; too many kids lack health insurance; children at high risk for mental illness, behavioral problems, and learning disabilities are not being diagnosed early enough. Because leaders appear not to resist or dismiss the claims of childhood development advocates, there is a reasonable opportunity to make a healthy start in engaging leaders in solutions.

Workplaces often suffer interruptions and tension as a direct and indirect cost of insufficient daycare for the children of employees. Professional colleagues, secretaries, vendors, and clients leave work early, show up late, and cancel meetings—often in a frenzy—because of daycare arrangements gone awry, sick children, school closings on snow days, and similar disruptions to routine. One of the biggest barriers to professional development is the absence of daycare at community colleges and other skill-building centers. In addition, family-bound employees are unable to travel out of town for training.

Leaders do not identify any specific system as a preferable solution, and few resources exist to assist employers in addressing the problem. Purchasing health care for employees, for example, would be a nightmare were it not for insurers and third-party administrators, who negotiate products and give options and advice to employers. No such resource exists for organizing solutions to child care problems. Even government agencies have had little to say or offer on the topic.

*Leaders—as employers—are divided as to the extent that employers should be responsible for early childhood care and development.*

I notice that leaders in their fifties and sixties—the prevailing age group—tend to be less empathetic toward parents with preschool children. This is a generalization and certainly not true of all leaders in late middle age. However, within this age range (1) few people have children under age six, (2) many do not yet have grandchildren and therefore have not seen their children go through daycare arrangements, and (3) most work long, intense hours and may not be sensitive to the needs of younger colleagues.

It has been a distinguishing characteristic of some organizations to be supportive of employees' family responsibilities. Companies such as Steelcase have created a strong, family-friendly image, usually as a result of the personal dedication of the corporate leader or leaders, a longstanding tradition of emphasizing family, and a desire to recruit and retain talented workers. In an era of labor shortages, family-friendly corporate policies can offer more than an altruistic image—they can benefit the overall mission and the bottom line of the organization.

Most companies fail to recognize the relationship between productivity and family-oriented benefits. For most organizations in the private, public, and nonprofit sectors, family care policies are largely equivalent to tracking the movements of collective bargaining agreements and monitoring adherence to the Federal Family Leave Act. First and foremost, many employers emphasize return on shareholder investment, efficient and effective delivery of mission, and fairness in the treatment of employees, regardless of family status. Family responsibilities are viewed in America as the individual's burden, not that of the employer or government. In addition, among all Western industrial societies, America works its workers the hardest, providing fewer holidays and fewer vacation days for workers to spend with families. At the same time, American workforce turnover and talent mobility are among the world's highest.

*Leaders generally are suspicious of increases in government regulation but may be interested in a more level playing field for employee benefits.*

Even among the most family-sensitive leaders, few yearn for more federal or state government intervention in workplace policies that affect early childhood care and development. They strongly resist mandated benefits, such as leave time or health care insurance. Mirroring the general public, leaders in America are convinced that government interference in workplace regulations is counterproductive, in part because they have little faith in the government's ability to solve such problems.

However, leaders view tax reduction policies in exchange for expanded child care benefits quite positively. For example, the proposal of offering business tax credits to employers who bear the cost of health insurance premiums wins support even from the most fiscally conservative business leaders. Those firms with generous benefits obviously see a handsome return-on-investment via a single business tax credit; those without might be induced to expand benefits that create tax savings. Of course, these tax expenditures will come out of state government's pocket and subsequently could jeopardize public spending levels for the very services the tax credits are designed to enhance.

*Leaders are curious but not necessarily knowledgeable about advances in brain science.*

With few exceptions organizational leaders are not scientists. Occasionally, a physicist will enter politics, a biologist will head a foundation, or a physician will chair a school board; but these instances are rare. Typically, the people who lead businesses, foundations, universities, schools, and religious, communication, and nonprofit organizations come out of the social sciences and liberal arts.

Popular reading (e.g., *Time* or *Newsweek*) provides leaders with some information about brain science research and the subsequent implications for childhood learning and living. Many people are curious about synapses and neurons and how the responses of young children to sight and sound stimulate brain development. However, convincing leaders of the implications of such information in real life situations—for example, that teaching piano at age four leads to high achievement in eighth grade math—can be difficult.

It often surprises Michigan leaders to learn that our state conducts world-class life science research at institutions such as Wayne State University, the University of Michigan, and Michigan State University. Outside of higher education and health care, state leaders often are not aware of the useful research resources that are within easy reach, and often they fail to see how alliances with such organizations could be used to improve the quality of life in the community.

*The attention span of many leading policymakers is short and doesn't always enable them to understand complicated research and information.*

Organizational demands pile on leaders. Increasingly, they are called upon to play widely diverse roles as the inside managers, financial planners, ambassadors, marketers, strategists, spokespersons, and client servers of their organizations. The economy changes so much faster than it once did—whipsawed by advances in information technology, competitive threats, expanding strategic opportunities, diversity in society, and escalating customer demands for a higher level of service and quality of product at a lower price. Trying to connect all these pieces burdens leaders as never before, making it difficult to press any social agenda, much less a complicated one like early child development.

People's time cannot be expanded to accommodate these multiplying roles and responsibilities. The pressure is on to deal with tasks more and more quickly. Many leaders now view it as a treat to spend an evening at home or a breakfast with an old friend. Likewise, they seek to rationalize as networking benefits to their organization such occasions as community luncheons, civic fundraisers, and education programs. Conversation is an intrusion upon time, stolen from pressing decisions and burdens at the office.

Understanding the mentality of those who have the power to implement social change is an important step in affecting change. Leaders lust after challenges. They wear their success in civic causes as badges of honor, just as they pride themselves on the accomplishments of their organizations. They often participate in social causes not because they have a lot of spare time but because they might miss an opportunity. Thus, it often is said that if you have a big task, give it to the busiest person you know. In addition, leaders are often inquisitive beyond the scope of their organizational mission. They love to connect one social issue with another, cross-pollinating achievements. Therefore, it may be useful to encourage alliances and play up the interconnected nature of the early child development issue.

## BRINGING LEADERS INTO EARLY CHILDHOOD ISSUES

I offer the following suggestions when bringing leaders to the Ready To Learn Summit and, for that matter, future statewide and community early childhood discussions.

- *Play to peer-to-peer relations.* If the issue is important to one leader, another will have greater confidence that s/he will benefit from it. One leader will draw another to a meeting, seminar, or activity. There is a legitimate celebrity consciousness.
- *Focus on leadership preparedness.* Leaders will resist having new items added to today's *to do* list, but they are interested in gaining knowledge that helps them to plan their organization's future.
- *Work on "lighthouses."* The cause benefits when even one outstanding leader becomes a lighthouse of information and passion on the issue. Leaders emulate other leaders. They enjoy peer recognition for progressive thought and action.
- *Condense information.* The first minute of conversation or a meeting must be used to seize attention. You have twenty or thirty minutes at the most to inform your audience.
- *Keep the focus on action.* It is the natural proclivity of leaders to want to jump into the fray, ask tough questions, and home in on precisely what actions are called for. Leaders enjoy being decisive rather than being lectured to.
- *Leave leaders wanting more.* Do not try to cram everything into one encounter. Think of the entertainment model for success: "Keep it short, and keep them wanting more."
- *Discuss science in comprehensible terms.* One picture (an MRI of a brain, for example) speaks a thousand words. Basic physiology often is best understood with visual aids. Transfer knowledge into application as soon as you can.
- *Promote partnering.* Nobody goes it alone anymore. Sharing risk, reward, investment, and innovation appeals to leaders. While government is designed to be the place where competing social aims are negotiated and where consistent social policy is set, it attracts little confidence from leaders outside its realm.
- *Emphasize incentives, not penalties.* Stay away from words like "regulation." Focus on tax credits or deductions instead of punitive rules, stress investment rather than expense, and long-term over short-term returns.
- *Personalize issues.* In virtually all cases, a leader is a parent, grandparent, aunt or uncle, or mentor. If we show them how a few concrete applications could be put to use in their own family's life, they will be far more likely to advance and support organizational policies.
- *Showcase Michigan talent.* Virtually every community claims one or more practitioner of science and, in many cases, neuroscience specifically. These individuals can provide

- knowledge about medical breakthroughs to the leaders of their communities, who then can make the public aware.
- *Think in intermediate steps.* While encouraging a long-term view, provide leaders with intermediate steps to get there. Avoid overly ambitious and extraordinarily costly initiatives. Also avoid immediate steps that sound too narrow and may be more suitable for implementers than policymakers.

## Appendix E

Press Advisory  
May 19, 1999

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*April 1999*

# Education and Care Vary for Young Michigan Children

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Embargoed until May 19, 1999, 10:00 A.M.

## Contacts

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A survey of 800 Michigan parents conducted in February reveals that education and care experiences are highly variable for children under five in this state. Michigan children under three are more likely to receive education and care solely from their parents, while the majority of three- and four-year-olds receive it from someone else in addition to their parents in a patchwork of different settings.

“The survey’s value is that if we know where children are, we know where the opportunities are to provide them with experiences that will prepare them for success in school and later life: Whether a child spends her day at home with a parent or grandparent or in an outside care or preschool setting, we need to respond to the needs of all young children and their families,” explains Peter Pratt, vice president of Public Sector Consultants, Inc.

Public Sector Consultants, a public policy and research firm in Lansing, conducted the survey on behalf of the Michigan Child Care Task Force, in preparation for the Ready to Learn Leadership Summit that will occur on June 11 at the Novi Hilton. The summit will convene about 50 of Michigan’s top leaders from the following eight sectors: business, education, faith, government, health, labor, the media, and philanthropy. The group will consider short- and long-range actions to create a system of education and care that gives every child entering kindergarten a good chance of succeeding in school.

According to State Rep. Patricia Godchaux (R-Birmingham), co-chair of the Task Force, “In the legislature, we are looking at K–12 school reform. But we won’t see real reform until we invest our collective public and private resources in quality parenting and care for the curious and malleable minds of younger children.

## Survey Findings

Of those children receiving early education and care from someone other than a parent or guardian,

approximately 96,000 (32 percent) receive it in their own home from someone other than a parent or guardian;

approximately 140,000 (47 percent) receive it in someone else’s home;

approximately 140,000 (47 percent) attend child-care centers, preschool, Head Start, or other school readiness programs. (Percentages total over 100 because some children receive these services in multiple settings.)

In the last six months, over 80,000 (or 27 percent) of children changed caregivers.



When asked if changing their outside care arrangements tomorrow would present a problem, almost half the parents reported that they would have a “major problem”

finding education and care of comparable or higher quality;  
finding education and care at the price they pay now; or  
finding education and care for a sick child.

### **Early Development**

Assuring positive early experiences for children has become a topic of great interest for many state leaders. Recent brain development research—including major contributions by Michigan’s own Dr. Harry Chugani, a pediatric neurologist at Wayne State University—indicates that experience during the first three years of life develops crucial brain functions. Dr. Chugani’s research indicates that nurturing, attentive, and loving relationships early in life cause the brain to make the connections that will become the foundation of a child’s emotional, social, and intellectual development throughout the rest of his or her life.

Research shows that early brain development is based on human interaction. “Simple acts of love actually wire a young child’s brain,” says Craig Ruff, president of Public Sector Consultants, adding, “What some parents don’t realize, and this includes parents of all income levels and education backgrounds, is that touching, holding, and talking to babies are among the most valuable things they can do. We have to realize that for a very young child, every experience—positive or negative—is a learning experience and affects the wiring of the brain.”

### **Issues for the Workplace and Economy**

The lack of stable early education and care can affect the workforce and economy in negative ways, contends Ron Palmer, chairman of Horizon Enterprises Group (a manufacturing, real estate, and retail corporation based in Taylor, Michigan): “You’ve got a twofold problem: First, you have stressed-out parents in the workforce who aren’t sure with whom they’re leaving their kids, or whether the kids are in developmentally good places. This problem distracts workers, making them less productive. Second, you have kids who don’t get the right experiences to prepare them for school and for the workforce later on, which creates a problem for the future of our economy,” he says.

### **The Ready to Learn Leadership Summit**

Michigan leaders will make use of these survey findings as they discuss strategies for developing a system of high-quality early education and care at the June 11 Ready to Learn Leadership Summit in Novi. The event is made possible by funding from the legislature and governor of Michigan and from foundations, businesses, and universities in the state.

The purpose of the summit, says Representative Godchaux, “will be to tackle this question: ‘How do we prepare all babies born in Michigan in the year 2000, so that the kindergarten classes of 2005–2006 can begin school with the best possible chance of success, both in school and throughout

## Appendix F

### Press Advisory June 2, 1999

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*April 1999*

## **Analysis Reveals Missed Opportunities for Investment in School Readiness**

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**Embargoed for release until Wednesday, June 2, 1999, 10:00 A.M.**

### **Contacts**

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Suzanne Miel-Uken

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517/484-4954

The first comprehensive study in Michigan of current expenditures on early childhood education and care reveals that public and private investment in very young children lags behind investments made for school-age children. Combined public and private investment in Michigan children under age five is about \$2,200 a year per child compared with about \$7,200 in public investment alone per school-age child.

That difference is of concern, according to Joan Lessen-Firestone, Ph.D., early childhood education consultant, Oakland Schools, “because we now know how and when a child’s brain develops. While we thought previously that a child’s capacity for learning was set at birth, we now know that much is determined through experience in the first three years of life. By the time children enter kindergarten, a great deal of the emotional and intellectual ‘wiring’ of their brains has been set. Whether children are on a path to academic success and positive social behavior or to school failure and possibly violence is determined largely by the manner in which this wiring has occurred. Our approach to investment lags far behind that knowledge.”

Dr. Lessen-Firestone will present recent research findings on early brain development at the Ready to Learn Leadership Summit, to be held at the Novi Hilton on June 11. Summit participants, about fifty of Michigan’s top leaders in business, health, education, faith, philanthropy, labor, the media, and government, will consider short- and long-term strategies to promote school readiness for all Michigan children.

The two-part economic analysis was prepared for the summit by Public Sector Consultants, Inc., a public policy research firm in Lansing. “The first part looks at where we are now,” said Robert Kleine, senior economist for Public Sector. “The second part is the gap analysis, which looks at where we think we need to go and how much it will cost.”

### **Analysis Findings**

The analysis finds that all cash and noncash expenditures on early education and care in Michigan—through individuals, businesses, and state and federal government—total approximately \$3.05 billion annually, or 1.2 percent of total state personal income. The figure includes expenditures for

- child care arrangements and facilities,
- early education programs such as Head Start,
- paid leave for parents of newborns, and
- oversight by the state of the quality of registered and licensed early education and care facilities.

The expenditures also include the portion of tax expenditures directly attributable to early education and care, notably the federal dependent child-care tax credit, and the child tax credit. Also analyzed was the value of uncompensated education and care provided by parents (\$1.09 billion) and relatives (\$397 million).

### **Families Bear Most of Early Education Cost Burden**

While businesses contribute about \$100 million through paid parent leave (\$36 million), on-site child care and subsidies for off-site child care, families represent the largest single cash expenditure (\$741 million).

The analysis estimates that the State of Michigan will spend about \$122 million on early education and care this year, mostly in the form of matching spending required by federal programs (\$43 million) and the Michigan Department of Education's School Readiness programs (\$72 million). The federal government will spend about \$658 million in Michigan for early education and care: \$572 million directly, mainly on Head start and Temporary Assistance to Needy Families, and \$86 million indirectly, in tax credits.

### **Communities Feel the Effects**

Panelists at the press conference at which the analysis was announced discussed the cost of inadequate investment in the first years. "The lieutenant governor's office just released a study about skills gaps in our workforce," said Carrie Hartgen, senior government relations specialist of the Kmart Corporation, whose vice president of corporate affairs will be attending the summit. "We know now that workforce development—especially the development of the thinking skills we need in our employees—starts at birth. And so should our investment in children."

But it is not only the business community that is looking to early childhood for solutions, said Steve Manchester, public policy specialist for the Michigan Association for the Education of Young Children and chair of the Summit Planning Committee. He pointed out that nineteen community forums held throughout the state during the past six months have shown the keen interest of community leaders from many fields. "Physicians, county commissioners, school superintendents and principals, presidents of local school boards, chamber of commerce and Rotary representatives, and labor leaders all sat down and discussed what needs to be done to promote school readiness for young children. This is an issue that affects everyone," he said.

The analysis will be presented to the participants at the June 11 summit and available to the press immediately thereafter.

## Appendix G

### Articles Ready to Learn Leadership Summit

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The Detroit News  
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# Day care centers desperate for help

**Worker shortage risks quality of care**



James Borchuck/The Detroit News

**Cecilia Thompson takes son Julian to Epoch Child Care Center in Detroit, the only place she and her husband, Steven, feel comfortable with. Finding good day care is a dilemma for thousands of Metro Detroit families.**

**By Mark Truby / The Detroit News**

DETROIT -- The phone has been ringing all morning at Mother Goose Child Care.

By the expression on Tondalaya Curry's face, though, the callers are not the answer to her prayers.

Curry has placed what seems like her hundredth help wanted ad. Mother Goose needs trained child care workers with experience and a love of kids. For this, Curry can offer \$6.50 an hour.

With the few prospects undaunted by near-poverty level wages, Curry schedules interviews.

"A lot of times, they don't show up," Curry said. "And when they do,

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they look like they are getting ready to go to a party. You just can't get quality people and pay low-income wages."

Curry's lament is echoed throughout Metro Detroit's child care industry. Nowhere is the human toll of the tight labor market heavier than at centers like Mother Goose, where a daily fight is waged to stay afloat without shortchanging children.

Day care operators say attracting and keeping good child care workers with rock bottom wages is next to impossible in a booming economy. Child care workers are leaving for jobs in public schools, offices and burger joints, fueling sky-high turnover rates that can undermine a child's development.

Day care owners say they are forced to plug the holes with less-qualified employees. But the cracks are showing.

State records show a big increase in the number of times state inspectors have recommended closing Michigan day centers or suspending their licenses. From fiscal years 1993-94 and 1996-97, inspectors took such action an average of 4.5 times a year, compared with 17 times in fiscal year 1997-98, according to reports obtained through the Michigan Freedom of Information Act.

This comes at a time when demand for quality child care is growing rapidly. In the United States, two-thirds of mothers with children under age 5 work. Michigan has about 846,000 children below age 6 and about 21,700 licensed child care providers. With unemployment low and thousands moving from welfare to work, more parents than ever need child care.

But who is going to provide it?

"It's pretty much grown to crisis proportions," said Nancy Korte, owner of Epoch Child Care Center in Detroit. "We have all these people who have earned four-year degrees in child development and they can expect to make \$6.50 an hour. They can find a better-paying job at Tim Horton's and McDonald's -- and they do."

### A revolving door

A typical child care worker makes about \$14,000 a year, less than hotel clerks, housekeepers and manicurists, according to the U.S. Bureau of Labor Statistics.

At Mother Goose, a splash of bright colors in an otherwise grayish northwest Detroit neighborhood, Curry has been vainly trying to replace a couple of her employees with more experienced help.

"People just can't create a lifelong career with what they make in child care. It's the single largest problem with making this system work for kids," said Tim Sullivan, director of the Michigan 4C Association. The name is derived from Child Care Coordinating Councils, a network of 15 offices that offer assistance and support for child care workers.

"It's a double whammy: We don't pay enough to get good people and the good people we have leave to make a livable wage," Sullivan said.

As a result, anywhere from 30 percent to 50 percent turnover is the industry norm. A 1997 study by Washington, D.C.-based Center for the Childcare Workforce that sampled child care centers in Detroit and four other cities found that one in five centers reported losing half or more of their teaching staff over the past year.

"It's like there is a revolving door," said Wendy Shepherd, a former

day care teacher who now works in Walled Lake as an advocate for child care issues. "The common joke is 'Why did the child care worker cross the road? To get to her second job.'"

It's no laughing matter for day care teachers who scrape by paycheck to paycheck.

Kristen Wisniewski, 30, of Warren has a bachelor's degree and 10 years of experience as a child care worker, but she works a second job out of necessity. When she's not teaching full-time at Epoch Child Care Center, she's working at Learning Gizmos, a children's store.

Working seven days a week, she earns about \$26,000 a year, which puts her in the upper echelon of child care workers.

"You have to have a true love for children," she said.

### **Leaving child care, low pay behind**

Many child care workers leave the field reluctantly.

Angie Harris, 39, of Detroit began working at Mother Goose in 1994. "I loved Mother Goose and the kids loved me," she said.

As with many child care workers, though, the pay caused her to question her career choice. In 1996, she took a postal exam. A few months ago, a letter came in the mail offering her an interview.

On Feb. 2 she began her new career as a third-shift mail sorter, a job with a good salary and health benefits but not as many smiling faces.

"I really wanted to stay, but then I thought about the money and the benefits," Harris said. "I think about the kids all the time. I want to go up there and visit them, but I'm usually too tired."

Pam Craver, 37, of Dearborn Heights chose child care with no illusions about her future earning power, but assumed she would marry and hers would be a second income.

"I even had professors in college telling me that I wouldn't make any money," she said.

Still, after earning a degree in early childhood development from Northern Michigan University, she took a job paying \$12,000 a year.

Upon turning 30, she re-examined her life. She was still single, living with mom and dad and making less than \$15,000 a year.

"I loved the children, I loved the place and I loved the people I worked with," Craver said, "but I couldn't afford to do anything but pay my car payment."

When she took a new job at a title loan company about five years ago, her pay instantly doubled and kept climbing. After marrying and having a child, Craver cut back to one day a week.

"My pay checks from just one day are as much as I made working five days a week at the day care," she said.

As Craver tells her story, there is a touch of regret in her voice. She still carries in her wallet pictures of children she used to work with, children who have by now reached adulthood.

"You get to know these children and love them," she said. "Maybe that's why I kept those pictures all these years."

### **Turnover stunts development**

These severed relationships aren't easy for adults, but can be traumatic for a child. For small children, the bonds developed with adults are the foundation for learning and developing as a person, psychologists says.



"Unless a child's emotional needs are satisfied, growth and learning just doesn't take place," said Joan Firestone, a child psychologist who works with Oakland County schools. "If there is a new teacher every two weeks, it's a whole new relationship that the child has to build. Until they feel comfortable, learning doesn't go on."

The situation is worsened when the revolving teachers have little or no training.

"We know now that brain development only happens in certain kinds of environments -- where there is novelty and challenge and complexity. And it takes a trained person to create that kind of environment," Firestone said.

Parents dealing with subpar child care often find themselves wracked with feelings of guilt and anger. Cecilia Thompson, a credit analyst for a company in Rochester Hills, would drop her son, Julian, off at the center and count the hours until she could pick him up.

"I would have my family pop in and check on them and see how things were going," Thompson said. "My sister dropped in one day and a young high school girl was filling in for the director of the day care center. That's when I realized what a nightmare day care really is."

Thompson went straight to the day care's corporate offices and let loose a torrent of complaints that had been building up.

"I didn't want a glorified baby-sitter. I wanted him to learn," she said. "When he would come home, it was like he was bored with the whole program. When you talk to other parents, you feel like you are talking to yourself because they are saying the same thing you are. It's like you really have no one to turn to."

Thompson and her husband, Steven, decided earlier this year to take Julian, now 2 1/2, back to Epoch Child Care Center, the only place they felt comfortable with.

For Cecilia Thompson, it means driving from their home in Southfield to Epoch in downtown Detroit and then back to Rochester Hills for work. But, almost immediately, Julian seemed happier and more stimulated.

"After my nightmare, I said I would drive from here to Chicago if necessary," she said. "I have never, never seen anything like the day care situation out there."

### **Parents tapped out**

Day care owners say raising prices isn't feasible because parents are already stretched to pay for child care.

"Parents who need child care are usually just beginning their careers and are at the lowest part of their income," said Shepherd, part-owner of Catalyst for Action, a consulting firm that campaigns for higher wages for child care employees. "You have parents whose children are tapped out as it is."

Cecilia Thompson pays \$640 a month for Julian to attend Epoch. She has paid as much as \$720 a month for other day care centers. And many parents have more than one child of preschool age.

Still, the money that comes in from parents is not enough to raise salaries at day-care centers.

"High quality care should cost between \$8,000 and \$10,000" a year, said Marcy Whitebook, executive director of the Center for the Childcare Workforce. "Most people pay between between \$3,000 and \$6,000 -- and

that's sometimes all they can afford. You can't go to parents and ask them to fix it."

Day care centers also have to be mindful not to price out families who receive state aid for child care. For families that qualify, the state pays \$2.85 an hour for children up to 2 1/2 years old and \$2.25 an hour for children ages 2 1/2 to 6. If tuition rises significantly above these levels, parents will look elsewhere.

"It's frustrating because a couple of years ago when I raised tuition, I had three or four families who left because the prices were too high," Curry said.

So while the state aid helps families secure child care, it contributes to chronic low pay and high turnover problems, child care advocates say.

Trimming staff to raise salaries and eke out a profit is prevented by state laws that mandate one child care worker for every four children 2 1/2 years old or younger and one teacher for every 10 children between ages 2 1/2 and 6.

In short, there are no quick fixes, say those who work in the industry. Whitebook is quick to point out that "we are one of the the only industrialized countries that doesn't have universal plan for the care of children before they reach kindergarten."

Korte of Epoch Child Care has helped establish the Downtown Detroit Childcare Collaborative, an effort to bring businesses and day care providers together to solve child care problems. Working with companies that can provide money and space in return for child care for employees maybe the best chance for many day care centers to improve pay and overall quality, Korte said.

"If we don't get the corporations involved pretty quickly, I don't know what is going to happen to child care," Korte said. "I really believe there is a crisis looming."

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# Forum promotes pro-family policies

► *Business leaders are told  
early childhood learning will  
affect their bottom line one way  
or another.*

By Rick Wilson  
The Grand Rapids Press

Early childhood may be a long way from the workplace, but Michigan businesses have to see how close it is to their bottom lines if they expect useful employees in the near future.

That's the message coming out of the Metropolitan Grand Rapids Ready to Learn Leadership Forum that drew about 80 area business leaders, educators and health professionals to the Heart of West Michigan United Way offices Thursday.

Hot topics of discussion were more flexible work hours, more paid time off and lunch-hour seminars which employers could offer to help convey that a child's earliest years are the most important.

The group set a number of recommendations on early childhood development it will present at a statewide forum next month to key legislators.

The recommendations are needed to encourage greater attention to a child's formative years, group members contend.

"One of the things that's coming out of these forums is that we have conflicting public policies on early childhood development," said Jeralyn Lowe, a facilitator with Public Sector Consultants Inc., which is conducting 20 such forums statewide. The forums are funded with \$100,000 from the Legislature and matching funds from philanthropic foundations.

"We say we want to put children and families first and yet our welfare-to-work program says get these parents back to work, now," Lowe said.

Mark Tompkins, principal at Wealthy Elementary School in East Grand Rapids, told the group recent brain research shows a child's learning patterns are mostly established by 4 years old.

The brain's neuro-pathways, or synapses, which literally connect various parts of the brain, are dramatically shrinking in number by that time, meaning the most important time for learning many major skills is from birth to age four, Tompkins said.

He said our nation's obsession with work over childcare leads many to virtually ignore a child's most formative years.

"Children at this age have a remarkable capacity for learning that I wish we had as adults," Tompkins said. "Our day-care workers think they're just baby-sitting and they're not."

Tompkins said a \$1 investment in early childhood development will return \$9 in reduced costs for welfare programs, special education, juvenile delinquency and substance abuse. He said the data is particularly shocking given the simplicity of the solution.

"All parents have to do is read to their children, for instance," Tompkins said. "Get down on their level and play with them — anything to expand and stimulate those neuro-pathways in the early years."

While business leaders said they see themselves in a partnership role with child welfare agencies and educators, they also say there are limits on what business should be asked to do.

"Business has already taken a lot on its shoulders with what's already being done," said Joan Schmiedicks, director of health care at Deloitte & Touche. "We're already seeing more family friendly policies but I think people are beginning to realize that they can't look to business alone to pick up the cost."

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## Finding day care problem for many

Half who aren't main caregivers worry about options, survey says

May 19, 1999

**BY PATRICIA MONTEMURRI**

FREE PRESS STAFF WRITER

Who's watching the kids?

That question is a big headache for parents of nearly 300,000 kids ages 4 and younger in Michigan who struggle with finding affordable, quality child care.

Nearly half of the children are being cared for by someone other than their parents, as moms and dads juggle work and family responsibilities, according to a survey that will be released today.

The survey of 800 Michigan parents, conducted by Lansing-based Public Sector Consultants in preparation for a June gathering to brainstorm initiatives to improve early childhood education, also illustrates parents' worries about how fragile child-care arrangements can be.

Nearly 27 percent of the children experienced a change in caregiving arrangements in the six months before the February survey. And half of parents foresee major problems in finding a good replacement if, for example, their caregiver quits.

Parents pay an average of \$100 a week for child care. On average, children received care for about 40 hours a week. But about one-quarter of them received it for more than 50 hours a week.

The survey also showed that about 54 percent



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- [State needs incentives for day care, critics say](#)

of Michigan kids ages 4 and younger get care and education solely from their parents.

The Ready to Learn conference at the Novi Hilton on June 11 will bring together leaders from government, education, business, labor and other organizations to develop strategies to better prepare Michigan kids for kindergarten.

"If we know where children are, we know where the opportunities are to provide them with experiences that will prepare them for success in school and later life," said Peter Pratt, vice president of Public Sector Consultants.

"Whether a child spends her day with a parent or grandparent, or in any outside care or preschool setting, we need to respond to the needs of all young children and their families," said Pratt, who struggled to find a child-care provider for his 2 1/2-year-old daughter last year when another arrangement failed.

Oakland County parents Ted and Cyndi Goff said they toured dozens of child-care facilities after they had their first child, Noah, 2 1/2 years ago. A daughter, Anna, was born nine months ago.

They said they've tried to minimize outside child care by working different shifts. Ted Goff, a Southfield police officer, works a late-night shift until 3 a.m., while his wife is a schoolteacher. Their children go to the City of Southfield's Employee Child Development Center three half-days a week.

"We checked out quite a few places. We were comfortable with the city employees center," said Ted Goff. He said he worried initially that the center might be closed because it was under-utilized. But now it's near capacity.

"Two years ago, they weren't sure they'd make it and that caused us to worry," he said. "I wouldn't be comfortable with other places."

Other findings from the survey show:

- Many Michigan families patch together child-care arrangements, relying on both day-

care settings and relatives.

- If parents have more than one child under age 5, they're more likely to rely on multiple caregivers. Forty percent of the time, such families have separate child-care arrangements for each child.
- Two-thirds of parents in the survey with infants have the infant cared for in their own home, usually by a grandparent or non-relative. As children turn 3 and 4, they're more likely to get some care or education outside the home.

**PATRICIA MONTEMURRI** *can be reached at 1-313-223-4538.*

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# STATE

## A JUMP ON LEARNING

Group considers ways to improve early education

By DEE-ANN DURBIN  
THE ASSOCIATED PRESS

LANSING — With almost half of Michigan's 3- and 4-year-olds being educated by people other than their parents, researchers said Wednesday that the state should examine its wide variety of child care and figure out the best ways to prepare children for school.

A survey of 800 Michigan parents revealed that 54 percent of children under 5 are cared for solely by their parents, Lansing-based research firm Public Sector Consultants said.

That leaves about 300,000 children — or 46 percent — receiving early education and care from someone other than a parent. Of those children, 47 percent attend day-care centers, 47 percent are in someone else's home and 32 percent are in their own homes being educated by grandparents, siblings or

others. Some are educated in a combination of those.

Of those in child care, half are always read to by caregivers or teachers and half are involved in daily creative activities, parents reported.

The survey didn't ask parents whether or not they read to children.

Parents also reported that they spend an average of \$100 a week on child care and juggle many different arrangements. About 40 percent of parents said they have different caregivers for each child, while 27 percent have changed their child care arrangements in the last six months.

Nicole St. Clair, a spokeswoman for the Michigan Council for Maternal and Child Health, said the study is not trying to demonize day care.

But she said children risk falling behind if their environment isn't stable and their care-

givers aren't providing stimulating activities.

"If the kids are just warm and not falling down the stairs, that's not enough," she said.

Researchers said those issues are particularly important as more and more data shows significant development in children's brains during the first few years of life.

"What you do to nurture the development of the brain at two to three years of age... is not just for tomorrow: It's for a lifetime," said Craig Ruff, senior vice president of Public Sector Consultants.

The survey will be the subject of a June 11 conference on early child care in Novi. The meeting will convene 50 leaders from different sectors — including business, education and state government — to discuss ways to make good child care universal. The state Family Independence Agency is among the contributors to the conference.

### CARE SOURCES

The survey of 800 Michigan parents shows that 54 percent of children under age five are cared for and educated solely by their parents. Of the remaining 46 percent:

■ 47 percent attend child-care centers, preschool or other school readiness programs.

■ 47 percent get early education and care in someone else's home.

■ 32 percent receive it in their own home from someone other than a parent or guardian.

Note: Percentages total more than 100 because some children are educated in a combination of settings.

Source: Public Sector Consultants

# Public-funded campaign

## ■ Lack of cash stalls measure

LANSING (AP) — A move to let Michigan voters decide whether to allow public financing of election campaigns has been postponed at least until 2002.

Michigan Voters for Clean Elections hasn't raised enough cash to wage a successful petition drive for an election campaign in 2000,

officials said.

"We know we will only have one opportunity to do this, and we want to do it right," Karen Holcomb-Merrill told the Lansing State Journal for a Wednesday story. She is director of Common Cause in Michigan, which is backing the effort.

Under the proposal, an estimated \$20 million a year in tax money would be used to pay the expenses of candidates running for state

office. Those who accept the public money would be banned from accepting large sums in private campaign contributions.

Similar plans have been approved in Maine, Massachusetts and Arizona.

Proponents of public financing of elections say it will reduce the influence of special interests on politicians. Opponents say restricting campaign contributions limits free speech.

# Group considers ways to improve early education

## ■ Almost half of state's 3- and 4-year-olds are educated by people other than their parents

LANSING (AP) — With almost half of Michigan's 3- and 4-year-olds being educated by people other than their parents, researchers said Wednesday that the state should examine its wide variety of child care and figure out the best ways to prepare children for school.

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The Associated Press

Craig Ruff, with Public Sector Consultants, discusses a recent poll of parents about early child care, during a news conference in Lansing Wednesday.

each child, while 27 percent have changed their child care arrangements in the last six months.

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"The survey's value is that if we know where children are, we know where the opportunities are to provide them with experiences that will prepare them for success in school and later life," said Public Sector Consultants Vice President Peter Pratt.

"Whether a child spends her day at home with a parent or grandparent or in an outside care or preschool setting, we need to respond to the needs of all young children and their families."





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### Study looks at education spending

957 DETROIT (AP) — A study shows that Michigan spends three times as much to educate school-age children as it does for those under 5, despite research that emphasizes the importance of intellectual and emotional development during the first three years of life.

Taxpayers, families and businesses spend \$2,200 annually per child on day care and pre-school, compared with an average of \$7,200 per child annually the state spends on public schools, according to a study released Wednesday.

"It shows that our priorities have not caught up with research," Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, told the Detroit Free Press for a report Thursday.

The findings serve as a baseline for those attending the state's Ready to Learn Leadership Summit in Novi June 11, where child advocates hope a new direction for early education and care will be charted for the state.

Michigan "hadn't ever created the full picture of our total investment in young children," said Suzanne Miel-Uken, director of health policy for Public Sector Consultants in Lansing, which conducted the study.

Researchers have found that brain cells connect to each other in response to sensory stimuli.

Contrary to the prior belief that a child's intelligence quotient (IQ) is set at birth, scientists now know it is dependent on the quality and quantity of experiences from birth to age 3.

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Colored rice in the center's sensory table helps children develop their sense of touch. (Free Press photo by David P. Gilkey)



TODAY'S  
STORIES

## Michigan leaders meet this week to explore opportunities to stimulate young brains

June 8, 1999

**BY TRACY VAN MOORLEHEM**

FREE PRESS EDUCATION WRITER

The bulletin board reads like a menu for a hungry brain.

"Today's focus color was white," reads the board, in the main hallway of the Children's Learning Center, a day care center serving St. Joseph Mercy Hospital employees in Pontiac.

"At group we looked for white on everyone's clothing and read Snoopy's color book. Then everyone drew with white chalk on black paper."

They're the kind of activities good day care centers and preschools have always planned for

### Ready to Learn

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children. Only now, researchers know that instead of just teaching a toddler his colors or a few new words, such activities build the brain itself.

• Also see related editorial - [Get'em Young: Early education is key to bright future](#)

Babies develop their intelligence based on the sensory experiences they have in the first 10 years of life -- with the most crucial window from birth to 3.

Simple sensory experiences -- looking at colors on a shirt, listening to someone reading a book, using clumsy fingers to draw with chalk -- cause infant brain cells to form a jungle of connections that ultimately will allow children to play the violin, perform calculus or swing dance.

But if the early years are squandered, the capacity to learn is forever compromised. That knowledge has enormous ramifications for child-rearing, public policy and education in a nation where learning isn't universally available until kindergarten.

On Friday, 50 of the state's leaders from business, government and education will attend a Ready to Learn Leadership Summit in Novi to talk about ways to make sure every infant, toddler and preschooler has a brain-building environment.

"Mother Nature gives us 10 years that are really crucial to bring out our potential," says Dr. Harry Chugani, a pediatric neurologist and the chief of neurology at Children's Hospital of Michigan in Detroit. "In so many kids, the first five years is just wasted. So when they go to school at age 5, they've missed half of their critical period."

Among other things, the summit participants will discuss a proposal to ensure parental leave for up to a year, set higher standards for child care and give caregivers incentives to improve.

### **Safety first**

Work has already begun in Michigan to revamp the web of childhood education and care, from parenting to preschool, in response to research

by Chugani and others that shows sensory stimuli are the fertilizer that prompt brain connections.

In the past, preschool and infant child care have emphasized physical well-being. Now a country unaccustomed to viewing babies as scholars must rethink a system that has many children spending their critical years in poor quality child care and where those who mow lawns make more per hour than those who tend to the brains of tomorrow.

"There's what we know from research on one hand and the reality of what we're doing for children on the other hand," says Larry Schweinhart, research director at the High/Scope Educational Research Foundation in Ypsilanti. "They don't add up."

The dichotomy is especially chilling in economically stratified metro Detroit.

Researchers over the past decade have found that rats raised in enriched environments, those with toys and other rats to play with, had more connections between brain cells and were able to learn more than those who didn't. Others found that the children who were talked to the most as they grew up had the highest IQs.

What's more, they found, children in white-collar families heard nearly twice as many words per hour than in the average working-class family and nearly four times as many as the average welfare family.

"Living up to your potential begins at Day One," says Dr. Alexa Canady, a professor of neurosurgery at Wayne State University and chief of neurosurgery at Children's Hospital of Michigan.

"Equal opportunity, beginning at age 5, is probably too late."

### **Not enough**

Child advocates have pushed for years to improve conditions at day care centers and preschools, to encourage family-friendly workplaces and to spread parenting information

more widely.

While many improvements have been made, research makes clear that early childhood services still fall woefully short.

A recent study by the Lansing-based Public Sector Consultants found that Michigan children receive three times the resources at school, once they reach kindergarten, as they did from all public and private sources before age 5 -- \$7,200 per year, compared with \$2,200 per year.

The same study found that the vast majority of Michigan workers -- 96 percent -- have no company-sponsored early childhood benefits, including paid family leave or subsidized day care.

Thousands of poor children, particularly in Detroit, are not served by Head Start or the Michigan School Readiness Program. Those that are go into the program at age 4 -- well beyond the first critical window of brain development.

### **Scanning brains**

The scientific breakthrough that made it possible to track the growth of neural connections was the invention in the mid-'90s of the PET (positron emission tomography) scanner.

Chugani began using it to measure the energy used by the brains of his patients of all ages and charted a startling pattern.

He found a very rapid increase in glucose consumption by the brain from birth to 3 years, followed by a plateau from ages 3 to 10, then a steady decline until age 16, when an adult plateau began.

Chugani was measuring for the first time the explosion of connections forming in the infant brain, then the pruning of unused connections later in childhood.

Joan Lessen-Firestone, an early childhood consultant at Oakland Schools, uses the analogy of her son making friends when he first went to college.

First, knowing no one, he met everyone he could, regardless of how much they had in common. Some of the acquaintances were unsuitable and fell away by disuse. Those friendships that really clicked, strengthened.

The brain works the same way. "It's not 'practice makes perfect,' " Lessen-Firestone says. "It's 'practice makes permanent.' "

### **Scientific proof**

Many in the child development field believe medical research will be able to set off what social scientists have not: a revolution in the way our society treats young children.

The solutions are likely to be complex and expensive. Still, child advocates think the time may be right.

"We've known for an awful long time many of these things that are now being talked about. But a lot of it was intuition, experience," says Keith Myers, executive director of the nonprofit Michigan Association for the Education of Young Children.

"Now it's the hard science that is driving this movement."

What's more, science brings with it the clout and financial backing of businesses, who can see data that proves the connection between today's babies and tomorrow's employees.

Steve Manchester, a member of the Michigan Child Care Task Force and a leader of the summit planning team, uses an analogy from history.

Late in the 19th Century, public health advocates tried to convince the city leaders of New York to install plumbing and sewers throughout the city to purify the water supply. But without scientific proof that there was something in the dirty water carrying disease, they failed to make a convincing case.

Then, in the 1870s, they were able to place a few drops of city water on a slide and ask officials to

look at the germ-infested droplets through modern microscopes. Within a few years, the city had a modern plumbing system.

"I think we're at a moment similar to that," Manchester says. "We've been saying for years that early childhood experiences have a huge impact, for good or bad, on adult lives, but leaders haven't warmed up to that concept. Now, I think they can see the picture."

Mark Sullivan, executive director of the nonprofit Michigan Community Coordinated Child Care Association, says it's more important that the research becomes common knowledge among parents.

He believes there will be a "tipping point" when fostering healthy brain connections will be a universally understood as the need for milk or car safety seats.

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*For information about the summit or to see a copy of the draft proposal for a "universal, high-quality system of care," visit [www.mi4c.org](http://www.mi4c.org).*

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## Parents look for higher-quality child care

June 9, 1999

**BY PATRICIA MONTEMURRI**

FREE PRESS STAFF WRITER

Karen Meyers was ready to earn. But before she'd consider working for a former boss who was begging her to come back, the Dearborn Heights mom wanted to find a caregiver who would nourish her two toddler daughters and make them ready to learn.

That means Meyers, a legal secretary, wanted to find high-quality child care for Cecilia, now 3 1/2, and Lauren, 22 months. Someone or someplace where her children would be played with and read to, encouraged and cherished. Someone who would do what she and her husband would if they were at home.

In caregiver Jennifer Bridson and in a cooperative preschool program run by Dearborn's Cherry Hill United Presbyterian church, Meyers believes she has done just that. Bridson, a cousin of Meyers and a 22-year-old college student by night, reads to the children, engages them with crafts and artwork and takes daily expeditions to neighborhood parks.

During the past school year, Bridson dropped off Cecilia two mornings a week at the preschool. It's the same preschool where Meyers was once enrolled and volunteers twice a month. What parents, caregivers and



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preschools can do to stimulate and engage infants and toddlers is at the root of a movement called Ready to Learn, which seeks to maximize the learning potential of infants, toddlers and preschoolers before they start formal K-12 education.

It's also the title of a one-day summit Friday at the Novi Hilton, where 50 of the state's leaders from business, government and education will meet to discuss proposals to set higher standards for child care and give caregivers incentives to improve.

For nearly 50 percent of Michigan families with children up to age 4, child care is a necessity: Many parents work because they have to make ends meet. The parents of nearly half of Michigan's preschool-age children rely on others to provide child care: relatives, small in-home programs or large stand-alone sites.

There is no one definition of high-quality child care. But experts say the education and experience of caregivers and staff is key.

Parents should look for places where staffers have degrees in early childhood education or previous child care experience. Watch how the staff uses toys, books, arts and crafts, and other activities to encourage children to be curious and creative. Watch how teachers and caregivers interact with children -- whether they seem sensitive or detached, whether their discipline style is harsh rather than firm.

Meyers wanted to find someone who would stay with her children at home. She lured Bridson away from an Oakland County family with a promise to provide health care insurance and a job closer to Bridson's Westland home.

"The only way I'd consider going back to work was finding someone I could trust to take care of my kids," says Meyers.

"I knew Jennifer had experience taking care of children, so I conned her away from another family."

When Meyers comes home now from work, daughter Cecilia regales her with tales of the

day's adventures and discoveries. And Meyers says she feels as if she has made a decision that's doing good for her children.

### **Business benefits**

Among topics to be discussed at Friday's summit: the role of businesses in helping employees find good child care and work on parenting skills. For businesses, it means being able to retain good employees in a tight labor market and also investing for a better-prepared future workforce.

Worried about losing high-quality employees, Oakland County is opening a child-care facility in Pontiac near county offices in September. Judy Eaton, the county's director of personnel, says a lottery system will be held to fill spots -- 58 in September and an additional 50 in early 2000.

The county will have programs for children 6 weeks to 5 years old. The charge will be \$152 per week for infant care, \$112 per week for toddlers and preschoolers. The center will be open 11 hours a day.

The county contracted with Bright Horizons, a child care provider, to manage and staff the facility. By 2001, county officials want the center to receive accreditation from the National Association for the Education of Young Children, an organization of child care professionals that evaluates the quality of preschools, kindergartens, child care centers and programs.

"High-quality early childhood programs do much more than help children learn numbers, shapes and colors," says the association's literature. "Good programs help children learn how to learn, to question why and discover alternative answers, to get along with others and to use their developing language, thinking and motor skills."

About 120 day care centers and preschool programs, serving 11,363 children in Michigan, have NAEYC accreditation. Some local programs with NAEYC accreditation include the Farmington Public Schools'

Fairview and Community early childhood centers, the University of Michigan-Dearborn Child Development Center, Children's World in Sterling Heights and Farmington Hills and Great Grandchildren's Place in Detroit.

Another 183 programs in Michigan are seeking NAEYC accreditation. However, it is not mandated by the state, which licenses and regulates day care centers.

"Beyond looking at the physical environment and health and safety, we look at the relationship between teachers and families, and the staff qualifications," says Barbara Warman, a public policy coordinator at NAEYC headquarters in Washington, D.C.

### **What works**

A national study released Tuesday, conducted by Yale and other major universities, showed that good child care can improve student achievement rates in kindergarten, first and second grade.

The study found that:

- Children who attended high-quality child care centers scored higher on tests evaluating math, language abilities and social skills as they moved into kindergarten, first grade and second grade.
- High-quality child care can have an especially pronounced benefit for kids at risk of not doing well in school -- that is, children whose mothers had low levels of education.
- Children who had close relationships with child care teachers had better classroom behavior and social skills as they moved into elementary school. That finding underscores why parents need to check the employee turnover ratio at child-care centers. Dependable caregivers will stay with the children over a sustained period of time.

Mark Sullivan, executive director of the Michigan Community Coordinated Child Care Association, says parents accustomed to evaluating a child care facility based on its

cleanliness and safety precautions must begin also looking at how the center stimulates young brains.

"You've got to go there and observe it," he says. "Focus on what is happening between the adults and the kids.

"Especially the very little kids. Are the adults holding them, sitting in a rocking chair with them as they are getting tired or being fed?"

Second, he says, parents should ask about the turnover rate of the center's staff. Research has shown that emotional connections are being made in a child's brain at the same time as intellectual ones. Consistent, loving care is essential to future emotional health.

"If you can find a program that has a consistent staff and individuals who are actually looking like they enjoy engaging little teeny kids, then you can look at whether the place is clean and going to meet your commuting needs," Sullivan says.

*Free Press Staff Writer Tracy Van Moorlehem contributed to this report. **PATRICIA MONTEMURRI** can be reached at 1-313-223-4538.*

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## Early support builds better parents

June 10, 1999

**BY JACK KRESNAK**

FREE PRESS STAFF WRITER

LaWanna Watkins was skeptical when a hospital social worker suggested having someone stop by every week to check on her newborn baby.

"You bring strangers into your house and you don't know what could happen," Watkins says.

Angela Rodriguez also was hesitant to agree to the idea.

"Wait a minute," she told herself. "There's somebody going to come into my home? Are they going to be nasty?"

Being a new parent can be daunting for anyone, but for a single mother, struggling in a low-paying job or subsisting on welfare, the challenges -- and risks -- are much greater.

Babies need not only to be fed, clothed and housed. They also need love and nurturing from mothers and fathers who might not



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### Tips for raising children

#### Positive parenting:

- Show love and affection.
- When necessary, take time to cool down.
- Compliment your child.
- Set basic rules and limits.
- Teach values.
- Introduce your child to books.

understand the critical importance of those first three years.

"It's essential to promote formation of those early relationships that actually wire the brain," says Nicole St. John of the Michigan Council for Maternal and Child Health. "We're not talking about flash cards in French, but we're talking about really having a good, solid, interactive and verbal and loving relationship with another human being."

Parents are the child's first, and most important, teachers, and even highly educated parents often don't know how to nurture infants and toddlers, St. John says.

- Listen and talk to your child.
- Be the kind of person you want your child to be.
- Offer guidance.

Teaching a child discipline:

- Teach self-control by your example.
- Set routines for bedtime, meals and chores.
- Explain reasons for your rules.
- Let your child help make rules.
- Let your child help decide consequences for broken rules.
- Try to understand your child's feelings.
- If your child breaks a rule, control your anger.
- If you lash out, apologize.

*Source: Michigan Committee for the Prevention of Child Abuse*

A recent national study released by Prevent Child Abuse America, formerly the National Committee to Prevent Child Abuse, showed that 74 percent of parents wished they had been taught how to better care for their newborns and 67 percent of Americans believe that a lack of parenting experience or skills is among the primary causes of child abuse/neglect.

Malnutrition, trauma such as abuse and simply neglecting a child's emotional and intellectual needs in those early years can have a lifelong impact on that person's health and happiness, according to research completed in the last dozen years, says David Lawrence Jr., president of the Early Childhood Initiative Foundation in Miami.

"The wisest thing we can do in society is invest

in kids up front.... There is very significant research that shows if you spend \$1 up front, you will save \$7 at the other end in lesser costs for police, prosecutors and prisons," says Lawrence, former publisher of the Detroit Free Press.

Joan Lessen-Firestone, early childhood consultant at Oakland Schools, says a lot of the new research amounts to common sense.

"If you look at the best environments for kids, they're doing the things parents would have done 100 years ago. They're talking and singing to children, tickling them while changing their diapers," she says. "It's not that it's fancy stuff or that you need a lot of high-tech equipment. It's really very simple."

She says parents should think about novelty -- doing things just a little bit differently every day -- and challenge.

"Instead of just using a plastic cup to drink from, put things inside it, stack several on top of each other, bang it on something else. When you're playing with your child, think, 'How can I change things just a little bit to make this sensory experience a little different?' "

Healthy Start/Healthy Families Oakland is a five-year initiative to help mothers like Watkins and Rodriguez give their babies the best start possible.

The program is based on the so-called "Hawaii model" developed more than 10 years ago in which public health nurses visit newborns and mothers judged at risk because they may be on public assistance, unmarried or victims of domestic violence.

An evaluation recently completed for its original funder, the Skillman Foundation, found that the children from 322 families in the program were doing significantly better than a control group of children from families not enrolled in Healthy Start.

Screenings of all mothers-to-be and delivering moms at St. Joseph Hospital in Pontiac and Providence Hospital in Southfield helps

identify clients, says Healthy Start director Kathleen Strader.

"One of our real strengths is our ability to identify families really quite early and do a lot of work with families prenatally," Strader says.

"In providing support services to families who are overstressed and overburdened, we can also help them increase their knowledge of child development."

Watkins and Rodriguez share the same worker, Danita Thompson of Oakland Family Services, one of the collaborating agencies. Thompson gave each woman a short book describing the developmental stages of a growing baby and taught them techniques for speaking to their children, reading to them and challenging them through fun games.

Both women call Thompson their friend, not their worker.

"She's an angel, I'm serious!" says Rodriguez, mother of 4-year-old Elaina and 19-month-old Tony.

"I would say I'm a more productive parent," says Rodriguez, who is engaged to marry Tony's father. "I'm able to manage my time and stuff now. I spend quality time with my kids. She helped me get organized."

Rodriguez says Thompson encouraged her to attend college and she will this fall.

The 30-year-old Watkins has three kids -- Paris, 6, Jelani, 4, and Cameron, 2 -- and works as an emergency medical technician in Oakland County.

"I don't think I would be as far as I am if it wasn't for Danita," Watkins says. "When I was feeling down, she'd get in there and say, 'You can do it, yes, you can. You're a beautiful person.'"

"She gives a lot of affirmation."

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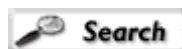
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## **Get 'em Young: Early education is key to bright future**

*June 10, 1999*

Suppose getting children ready to learn were the No. 1 priority in Michigan and the nation. Parenting classes would bloom across the landscape. Child-care workers and baby-sitters would be better trained and paid. Head Start classes would abound. Teenagers would be taught the miracle of the human brain, and how babies can be literally wired for learning.

Health care and good nutrition for moms and babies would take on the utmost urgency. Toddlers would be screened for lead poisoning and developmental problems. No child would ever be allowed to be homeless. Every child would have someone who read aloud to her, someone who played games with him, someone who understood that calm and patience are as essential as peanut butter and formula to the rearing of a healthy, eager human being.

And far fewer children would show up at the schoolhouse door as damaged goods.

What caring parents and good teachers know instinctively, brain research has now confirmed. A child's ability to learn is expanded and fortified by a hundred daily experiences. Children who lack those early experiences are not doomed, but they have a

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much higher mountain to climb than their peers.

On Friday, child advocates will host a Ready-to-Learn Leadership Summit in Novi, where they will try to organize a children's crusade for the 21st Century, centered on the first five years of life and on preparing children to make the most of school. If every agency, every family, every interest group, every elected official signed on to that agenda, it would have a profound impact -- not only on the well-being of children but on the chronic ills of educational failure, unemployment, crime, welfare, disease, dysfunctional families. If you want to save the world, start with a child. But start soon.

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JUNE 12 1999

# Summit pushes information for new parents

By PATRICIA MONTEMURRI  
FREE PRESS STAFF WRITER

Parents of Michigan's newborn babies should get READY.

READY stands for Read, Educate And Develop Youth, and refers to a kit containing information and a video about the crucial first 1,000 days of life.

In a pilot program started last fall, the Michigan Department of Education and some corporate sponsors distributed a few thousand READY kits to parents of newborns in selected areas.

The kit aims to help parents understand how vital the first three years of a child's life are in



stimulating brain development and preparing them for success once they begin kindergarten and formal schooling.

On Friday, academic, business and local leaders gathered in Novi for the Michigan Child Care Task Force-sponsored Ready to Learn summit on early childhood development. They heard how Michigan children could benefit from a proposal to make such kits available to the families of the

estimated 130,000 babies born statewide each year.

The kits contain a video, sing-along cassette and information that stresses how important it is to read to young children.

It would cost more than \$1.3 million to prepare and distribute the kits annually to parents of Michigan newborns.

"I'd like to see it done next week. Every parent you miss is a kid who might not have the opportunity to learn," said state Sen. Patricia Godchaux, R-Birmingham. But she said not just state money but also corporate sponsorship is needed.

Ron Palmer, chairman of Tay-

**The kit aims to help parents understand how vital the first three years of a child's life are as stimulating brain development and preparing them for success once they begin their formal schooling.**

lor-based Horizon Enterprises, said his business has benefitted from flexible work schedules and other family-friendly benefits for his 500 employees. The flexible work schedules allow parents to devote time to their children.

That time devoted to parenting when the children are young, says Palmer, can benefit business

down the road with a better-educated workforce.

"Day care and child care has to turn into an educational process of child development," said Palmer.

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JUNE 12 1999

# Summit stresses child's early years

By DANIEL DUGGAN  
Of The Oakland Press

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NOVI — The early years may be more important to a child's development than most lay people think, said a group of executives and experts from across the United States.

"There is a change taking place right now in educational thinking," said Georgene Campbell, president of the Congress of Parents and Teachers of Michigan. "People need to know how important early years are for a child."

College officials, politicians and educational experts participated in the Ready to Learn Leadership Summit, a meeting with the goal of developing short- and long-

term strategies to improve the quality of early child care in Michigan.

Campbell and the other members of the summit spent more than four hours formulating the ways they will bring new issues into the public eye.

Some short-term goals were:

- Target media outlets to spread the newest information in early childhood brain development.

- Produce an aggressive advertising campaign similar to the anti-smoking and pro-seat belt campaigns and examine the existing programs.

State Rep. "Pan" Godchaux, R-Birmingham, who participated in the summit, said the usual focus on only low-income children goes

against what the summit was about.

"So often we tend to only look at the low-income levels," she said. "But the whole spectrum of children's needs to be looked at. It's about the learning."

Also discussed at the summit was a study conducted by Public Sector Consultants Inc. of Lansing that focused on 800 parents in Michigan, said Peter Pratt, Public Sector Consultants vice president and senior consultant.

Results of the study showed that one-half of all parents with children under 5 are the sole care providers. It also showed one-quarter of all children have had to change child care providers during the last six months.

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## IN OUR OPINION

# The early years

*Making sure the 'wiring' is there*

**D**espite research showing the importance of education in a child's first three years of life, far less money is invested in young children than in school-age children, a new study says. The recently-released study, put together by the Lansing-based Public Sector Consultants, shows combined public and private investments of \$7,200 per child each year for school-age children, compared to \$2,200 for children under age 5.

The study, reports Dee-Ann Durbin, an Associated Press writer, examined federal, state and individual expenditures, including payment for child care and Head Start, paid leave for parents of newborns and child tax credits. The study also estimated the value of uncompensated care by parents and relatives, which it places at \$1.4 billion.

According to the study, total expenditures for children under 5 in Michigan are approximately \$3.04 billion.

Those include:

- \$741 million in expenditures by families.
- \$658 million from the federal government for programs including Head Start and tax credits.
- \$122 million from the state, including \$72 million in school readiness programs and \$49 million to match federal grants.
- \$100 million in business expenditures, including paid parent leave, on-site child care and subsidies for off-site child care.

Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, says the \$3.04 billion total represents only 1.2% of the state's total personal income.

"It sort of makes you wonder where our values are," she says.

St. Clair said her group would like to see more money spent on a campaign to teach parents about the importance of holding their children and talking to them in the earliest stages of life.

We are in total agreement with Ms. St. Clair. Where are our values regarding the youngest of our children? They are our, we hope, saviors for the future. It is our duty, that, out of love, certainly out of a practical need, to foster and nurture the development of these children no matter what the cost.

We believe this with all our heart because we've long subscribed to the words of a wise person who once said:

"There are millions of Americans who are clever and fearless, but the trouble is they are only four years old."

In those precious years before children reach four years and in the important years after that, we, as a society, need to nurture that cleverness and fearlessness any way we can.

Joan Lessen-Firestone, an early childhood consultant for the Oakland County schools, said the state's investment levels have fallen behind what people know about child development.

"By the time children enter kindergarten, a great deal of the emotional and intellectual wiring of their brains has been set," she points out.

"Whether children are on a path to academic success and positive social behavior or to school failure and possibly school violence is determined largely by the manner in which this wiring has occurred."

This study and a Public Sector Consultant study released a short time ago on day care were the centerpieces of the recent Ready to Learn Leadership Summit. The summit, held June 11 in Novi, brought together business, religious and education leaders to discuss ways of improving early child care.

-jrp

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## Kids' early education: Invest now or pay later

June 27, 1999

IT SHOULD BE a no-brainer.

If you knew that the first 1,000 days of life were the most critical to your child's development of emotional control, social attachment and vocabulary, wouldn't you do everything in your power to make those days as rich in experiences as possible?



Heath Meriwether

If those early experiences could influence your child's IQ by as many as 40 points -- possibly the difference between struggling to complete high school or graduating from college -- wouldn't you do everything possible to assure that result?

Despite these breakthroughs in what scientists have discovered about brain development, early childhood education and care is anything but a no-brainer in the state of Michigan.

That was the focus of a Ready-to-Learn Summit I attended two weeks ago in Novi with 50 state leaders in government, media, business, civic and non-profit groups. Some of the messages included:

[Ready to Learn story](#)

- Michigan spends more than three times as much to teach children from kindergarten on than it does on children before they get to school (\$7,200 compared to \$2,200). As Dr. Harry Chugani, a pediatric neurologist at Detroit's Children's Hospital of Michigan, said: "In so many kids, the first five years is just wasted. So when they go to school at age 5,

they've missed half of their critical period."

- Nearly half of Michigan's children under the age of 5, about 300,000, receive some kind of early childhood education and care from someone other than a parent. Yet, according to a study by Lansing-based Public Sector Consultants, 96 percent of Michigan's workers have no company-sponsored early childhood benefits, such as family leave or subsidized day care.
- In a landmark study spanning three decades of 123 low-income, African-American children in Ypsilanti, youngsters who were given enriched pre-school programs ended up better paid, more literate, less dependent on social services and less likely to have been involved with crime.

So why is something so obvious not being done in our state?

The usual suspects: Money, politics and education. Then throw in the fundamental American belief that parents should be responsible for their children's upbringing without any outside intervention.

While understandable, such a belief ignores today's reality of both parents working, the number of single-parent households and widespread poverty. It also predates the remarkable breakthroughs in brain science over the past decade.

To many at the summit, the message on early childhood education seemed clear: Invest now or pay later. Several studies show how much more it costs to take care of adults who were neglected, abused or deprived of nurture as children.

"We're spending all this money on prisons and the alternatives are so clear," said Marianne Udow, senior vice-president of Blue Cross/Blue Shield of Michigan and chairwoman of Michigan's Children, a statewide advocacy group. "If we intervene early in a child's life, we can contribute in such a meaningful and cost-effective way for that child, and for society."



What Udow and others at the summit hope to do this summer is develop a long-term vision of

where the state should be on early childhood education -- and a clear strategy on how to get there.

### **What can be done?**

Surely, if we can convince people of the dangers of smoking, we can launch a massive public awareness program to convince parents and the public of the importance of early childhood education and care. The Free Press, in our sixth year of a Children First crusade to improve the lives of the state's children, published a three-part series June 8-10 on the issues raised for the early childhood summit. (For photocopies, please call 313-222-5974, or visit [www.freep.com/readytolearn](http://www.freep.com/readytolearn)).

However, it will take the combined efforts of a broad coalition of media, business, parental and civic groups to saturate the state with the early childhood message.

Another short-term answer would be to put the state's reading readiness kit -- called READY, for Read, Education and Develop Youth -- in the hands of parents of the 130,000 children born each year. The annual cost would be \$3.7 million. Surely, there are corporate and civic sponsors who could partner with government to make this happen.

The larger issue will be the debate over traditional values of individual and family freedom, and the politics of always espousing lower taxes and less government. Also needed is an important conversation about the quality of today's child care, the low pay of child-care workers, and the lack of company-sponsored day care across Michigan.

The total cost of such a universal early education program would be \$4.41 billion, \$2.86 billion more than is now being spent in Michigan. Put another way, though, it would require the state residents to pay \$1.74 of every \$100 of income rather than the current 60 cents per \$100 of income.

That seems like a small price to pay given how much more it costs to deal with the social problems later.

But it will take political and civic will to truly put children first in our state. We can all help make this the no-brainer it should be.

**HEATH MERIWETHER** *is publisher of the Free Press. You can reach him by phone at 313-222-5974, by mail at the Detroit Free Press, 600 W. Fort St., Detroit, MI 48226 or via e-mail at [meriwe@freepress.com](mailto:meriwe@freepress.com).*

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# Child's earliest years are critical

Coalition of Michigan groups stumping for early learning efforts

When bad things happen, like school shootings, drug-related crimes, teen suicide, random unprovoked attacks on minorities and rising school dropout rates, it is our nature to look for someone or something to blame. Then we rush to after-the-fact fixes like building more prisons, limiting access to violent movies and passing new gun laws. We are ready to spend huge amounts of money to fix things and give little thought to how we need to start earlier to prevent future problems.



**Shirley Beckman**

It is time — past time — to look at a culture change. It is time to change our focus to preventing problems. Four state legislators, of diverse backgrounds and differing political philosophies, all spoke to this at a recent meeting of the Michigan Child Care Task Force. The representatives were Lynne Martinez of Lansing, Pam Godchaux of Birmingham, Ed LaForge of Kalamazoo and Hubert Price of Pontiac. They all attended The Michigan Ready To Learn, Ready for Life Leadership Summit in Novi June 11.

The summit, sponsored by the task force, was a convening of leadership from business, education, the faith community, government, health, labor, media and philanthropy. These 50 or so community leaders were introduced to brain research and the effect the earliest experiences have on the human brain.

This is good information — information, if put to work, that can make a difference in whether a child is ready to learn when he or she starts school. A child who is ready to learn is more likely headed for success. Investment at this point will bring results and save money later. By contrast, when did building prisons eliminate crime?

Researchers know a child's brain responds to its experiences, starting at birth. The brain of a child who is

loved, cuddled, talked and sung to, who is in a secure environment with nurturing adults, is building a solid foundation. Emotional control, social attachment and vocabulary development are all part of that important function.

The summit attendees were presented with questions that all of us need to consider. How do we make certain that every parent and caregiver has the information on early childhood education and care? How can public and private agencies work together to finance quality early education and care options for parents? How do we pay caregivers enough money to attract and retain those who apply new knowledge to their work?

The summit members continue to meet and develop a plan of work on how to answer these questions. Some other things are happening. The Read, Educate and Develop Youth (READY) program, supported by Gov. John Engler, has a parent education kit that is distributed to parents of newborns at some hospitals.

The Ingham County Women's Commission, with the cooperation of the Office of Young Children, is distributing a video, "The first years last forever," to the more than 800 licensed child-care providers in Ingham County. The video, produced by Hollywood filmmaker Rob Reiner, tells parents and caregivers how to help their baby learn.

We all need to help to bring about a culture change that makes quality early childhood education and care for all children a priority — not just a priority, but a fact of life that is taken for granted. We need to talk about early childhood education and care and develop ways to make it happen. We need to remind our legislators of our concerns and query candidates about their stand on early childhood education and care.

We need to work with the organizations that are at the forefront of this effort to change culture: the Michigan Association for the Education of Young Children, the Michigan 4C Association and the Office for Young Children, to name three.

This is an important issue. Let's not waste any more time in changing the culture of early childhood education and care.

*Shirley A. Beckman of Mason is a member of the Ingham County Women's Commission.*

# M

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Police inv Yosemite

YOSEMITE N Calif. — A Yosen found beheaded near her home in the park, and the a large area for c Rangers found Ruth Armstrong, few hundred yar housing she share who were away o time.

She was found from El Portal, three sightseers w in February bef were found about

## Your opinions

Trial set fo

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## Early years key to child's skills

A baby's first 1,000 days are critical to development of brain

Too many children enter kindergarten at risk of failing.

This is a typical scenario. Two children were born a week apart and grew up in the same neighborhood. They



**Steve Manchester**

played together, had friends in common and, last fall, started kindergarten together in Mrs. Jones' class. But why does one child come to school with a vocabulary of roughly 8,000 words and the other child arrives knowing about 2,000 words? The second child will be struggling throughout the rest of his academic career and he is only five.

Starting at birth, a baby develops its brain based on its experiences — especially experiences with adults. Nature gives newborns the basic tools to develop, but the developmental results by age five can differ enormously.

Neuroscientists tell us that good developmental experiences, when compared with the poor ones, produce IQ scores that vary by up to 40 points.

Recently, in Novi, 50 top leaders from across the state met at a "Ready to Learn Leadership Summit" to discuss what society should do to assure that every child begins

kindergarten ready to learn. The summit participants — drawn from business, labor, faith, philanthropy, health, education and the media — recognized that we must increase support to parents so they can get their children off to a good start.

There are 130,000 newborns born in Michigan each year. We now know that the first 1,000 days are the most critical for a child's brain development. Society cannot afford for any child to lose this race to wire their brain for learning.

Each newborn has the following windows of optimal brain development:

- Emotional control, the basis of mature adult behavior (700 days).

- Social attachment, which affects how one relates to people throughout life (700 days).

- The basis for a strong vocabulary, which affects school success (1,000 days).

- Vision (700 days — this window closes tightly).

- The basis for math and logic (1,500 days).

- The basis for good motor development (1,900 days).

Nurturing a child's brain should not begin at day 500. Neuroscience tells us that it should begin on day one. But if it starts on day 30 or 100, the amazing plasticity of the baby's brain gives the child a good chance to catch up. Playing catch up on the day the child enters kindergarten is too late.

This information might worry parents. Did I read enough to my child during his early years? Is my child at risk of failing school?

The answer is that most parents have won the race through simple acts of love and attention. Children



Los Angeles Times Syndicate

"There are 130,000 newborns born in Michigan each year. We now know that the first 1,000 days are the most critical for a child's brain development. Society cannot afford for any child to lose this race to wire their brain for learning."

who are read to more than 1,000 hours during their first five years are more likely to succeed in school. Children who are held, hugged and encouraged to learn are more likely to succeed in school.

At the same time, teachers will tell you that too many children begin school ready to fail. Teachers spend time and effort with these children, but it does not replace the importance of the child's first teach-

er — the parent.

The good news is that we know much more about school readiness than we did a few years ago. We have the knowledge to assure that children succeed in school; we just have to apply what we know.

Steve Manchester is public policy specialist at the Michigan Association for the Education of Young Children and the co-chair of the Ready to Learn Leadership Summit.

# Businesses Participate in Ready To Learn Summit

By Suzanne Miel-Uken

Adults who were nurtured, talked to, and cared for in their earliest years, are best prepared for job success. Studies show that positive, early experiences have a decisive impact on the nature and extent of adult capacities. One such well-known study, the High/Scope Perry Preschool Project (conducted in Michigan), tracked the lives of children born into poverty who attended a high quality, active learning preschool program at 3- and 4-years-old. By age 27, participants in the program were far more likely than comparison groups to finish high school, own a home, avoid the criminal justice system, and find steady employment.

Given what is known about the importance of early childhood, there exists a tremendous opportunity to enhance our children's chances for success in the business world.

Top leadership from Michigan businesses will soon convene with individuals from government, health, education, the media, labor, faith and philanthropy for the Ready to Learn Leadership Summit that promises to make Michigan a national leader in the area of early childhood education and care, and help children improve their future personal and business relationships.

The June 1999 Summit, being funded through a \$100,000 appropriation to the Family Independence Agency, with matching funds from

the private sector, will examine how Michigan can develop a system to ensure that every child in Michigan has the opportunity to enter kindergarten ready to learn.

The key to a successful Summit will be the involvement of communities in a "Dialogue with Michigan" to identify everyone's roles and responsibilities. Across the state, "Community Forums" will be conducted to solicit feedback and input on a draft state plan and make recommendations for action steps. Business leaders will be specifically targeted for education and discussion during a series of "Ready to Learn Leadership Forums," in conjunction with the I Am Your Child—Michigan Task Force.

Possible outcomes of the Summit include a greater investment in prevention, parenting, preschool and other maternal and infant support programs; expansion of the Reading Program and use of R.E.A.D.Y. kits to link services and health requirements, such as immunizations; higher child care facility standards to reflect the importance of early experience for child development; a significant increase in the wages, benefits and training of child care providers to increase the quality of care; and public-private partnerships to coordinate existing programs and raise standards.

We look forward to sharing the results of the Summit in a future issue of *Michigan Forward*. ▲

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Suzanne Miel-Uken is an employee of Public Sector Consultants, Lansing.

# Early childhood education stressed

*Devote more to kids  
before age 5, study says*

By TRACY VAN MOORLEHEM  
FREE PRESS EDUCATION WRITER

Michigan spends three times as much to care for and educate school-age children as it does for those under 5, despite research that shows the greatest

window of opportunity to nourish a growing brain is from birth to age 3.

According to a study released Wednesday as a preview to the state's Ready to Learn Leadership Summit in Novi next week, taxpayers, families and businesses spend \$2,200 annually per child on day care and preschool, compared with an average of \$7,200 per child annually the state spends on public schools.

"It shows that our priorities have not caught up with research," said Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health.

The findings serve as a baseline for those attending the summit June 11, where child advocates

hope a new direction for early education and care will be charted for the state.

Michigan "hadn't ever created the full picture of our total investment in young children," said Suzanne Miel-Uken, director of health policy for Public Sector Consultants in Lansing, which conducted the study.

Researchers have found that brain cells connect to each other in response to sensory stimuli: a fuzzy stuffed toy, a parent's lullaby, a bright picture.

Contrary to the prior belief that a child's intelligence quotient (IQ) is set at birth, scientists now know it is dependent on the quality and quantity of experiences from birth to age 3.

"By the time children enter kindergarten, a great deal of the emotional and intellectual 'wiring' of their brains has been set," said Joan Lessen-Firestone, an early childhood education consultant at the Oakland Intermediate School District.

What's more, a decades-long Ypsilanti study has shown that money spent for quality preschool pays off.

In the Perry Preschool project, 3- and 4-year-olds from poor families were offered a half-day preschool program through the High/Scope Educational Research Foundation.

The study found that by the time they reached age 27, the children in the program were more likely to own a home, less likely to have been arrested five or more times and less likely to receive social service benefits than a control group of their peers who didn't attend the program.

David Weikart, president of High/Scope, a nonprofit group

that pushes for high-quality early childhood education, said decision-makers must keep the preschool study in mind as they determine how much to spend on a child's early years.

"The choice isn't between \$1 or none. It's between \$1 and \$7.16," the payback his group calculated from the Perry Preschool program, Weikart said.

The study also reported:

- All public and private spending on Michigan early child care and education programs total \$3.05 billion per year, or 1.2 percent of the total personal income of Michiganders. Of that total, \$1.56 billion is direct spending for preschool, day care and other services. The rest is uncompensated costs associated with parents or relatives caring for children.

- Four percent of Michigan employees work for companies that offer early-care benefits.

The study was commissioned by the summit planning committee, a group that includes legislators from both parties, representatives from agencies that serve children and families and foundations.

Funding for the summit, as well as the study, came from a \$100,000 state appropriation through the Family Independence Agency and \$150,000 in matching grants from foundations, corporations and the Michigan Education Association.

TRACY VAN MOORLEHEM can be reached at 1-313-223-4534 or [vanmoo@freepress.com](mailto:vanmoo@freepress.com).



## Early learning lacks funds, study shows

957  
DETROIT (AP) — A study shows that Michigan spends three times as much to educate school-age children as it does for those under 5, despite research that emphasizes the importance of intellectual and emotional development during the first three years of life.

Taxpayers, families and businesses spend \$2,200 annually per child on day care and preschool, compared with an average of \$7,200 per child annually the state spends on public schools, according to a recent study.

"It shows that our priorities have not caught up with research," Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, said.

The findings serve as a baseline for those attending the state's Ready to Learn Leadership Summit in Novi Friday, where child advocates hope a new direction for early education and care will be charted for the state.

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# CHILD CARE SURVEY

How Michigan parents responded when asked who cares for their children:

|             | Parents only | Caregiver at home (no parent) | Outside home | Center or school |
|-------------|--------------|-------------------------------|--------------|------------------|
| Under age 1 | 60%          | 22%                           | 27%          | 5%               |
| Ages 1-2    | 60%          | 13%                           | 23%          | 18%              |
| Ages 3-4    | 52%          | 12%                           | 18%          | 29%              |

February survey of 800 Michigan parents done by Public Sector Consultants of Lansing on behalf of the Michigan Child Care Task Force. The percentages in each age group exceed 100 because of multiple care arrangements. The statistical margin of error is about plus or minus four percentage points.

Detroit Free Press

## Finding day care problem for many

*Half who aren't main caregivers worry about options, survey says*

By PATRICIA MONTEMURRI  
FREE PRESS STAFF WRITER

Who's watching the kids?

That question is a big headache for parents of nearly 300,000 kids ages 4 and younger in Michigan, who struggle with finding affordable, quality child care.

Nearly half of the children are being cared for by someone other than their parents, as moms and dads juggle work and family responsibilities, according to a survey that will be released today.

The survey of 800 Michigan parents, conducted by Lansing-based Public Sector Consultants in preparation for a June gathering to brainstorm initiatives to improve early childhood education, also illustrates parents' worries about how fragile child-care arrangements can be.

Nearly 27 percent of the children experienced a change in caregiving arrangements in the six months before the February survey. And half of parents foresee major problems in finding a good replacement if, for example, their caregiver quits.

Parents pay an average of \$100 a week for child care. On average, children received care for about 40 hours a week. But about one-quarter of them received it for more than 50 hours a week.

The survey also showed that about 54 percent of Michigan kids ages 4 and younger get care and education solely from their par-



ents.

The Ready to Learn conference at the Novi Hilton on June 11 will bring together leaders from government, education,

business, labor and other organizations to develop strategies to better prepare Michigan kids for kindergarten.

"If we know where children are, we know where the opportunities are to provide them with experiences that will prepare them for success in school and later life," said Peter Pratt, vice president of Public Sector Consultants.

"Whether a child spends her day with a parent or grandparent, or in any outside care or preschool setting, we need to respond to the needs of all young children and their families," said Pratt, who struggled to find a child-care provider for his 2½-year-old daughter last year when another arrangement failed.

Oakland County parents Ted and Cyndi Goff said they toured dozens of child-care facilities after they had their first child, Noah, 2½ years ago. A daughter, Anna, was born nine months ago.

They said they've tried to minimize outside child care by working different shifts. Ted Goff, a Southfield police officer, works a late-night shift until 3 a.m., while his wife is a schoolteacher. Their children go to the City of Southfield's Employee Child Develop-

ment Center three half-days a week.

"We checked out quite a few places. We were comfortable with the city employees center," said Ted Goff. He said he worried initially that the center might be closed because it was under-utilized. But now it's near capacity.

"Two years ago, they weren't sure they'd make it and that

caused us to worry," he said. "I wouldn't be comfortable with other places."

Other findings from the survey show:

- Many Michigan families patch together child-care arrangements, relying on both day-care settings and relatives.

- If parents have more than one child under age 5, they're more likely to rely on multiple caregivers. Forty percent of the time,

such families have separate child-care arrangements for each child.

- Two-thirds of parents in the survey with infants have the infant cared for in their own home, usually by a grandparent or non-relative. As children turn 3 and 4, they're more likely to get some care or education outside the home.

PATRICIA MONTEMURRI can be reached at 1-313-223-4538.



## Group considers ways to improve early education

957  
LANSING, Mich. (AP) — With almost half of Michigan's 3- and 4-year-olds being educated by people other than their parents, researchers said Wednesday that the state should examine its wide variety of child care and figure out the best ways to prepare children for school.

A survey of 800 Michigan parents revealed that 54 percent of children under 5 are cared for solely by their parents, Lansing-based research firm Public Sector Consultants said.

That leaves about 300,000 children — or 46 percent — receiving early education and care from someone other than a parent. Of those children, 47 percent attend day-care centers, 47 percent are in someone else's home and 32 percent are in their own homes being educated by grandparents, siblings or others. Some are educated in a combination of those.

Of those in child care, half are always read to by caregivers or teachers and half are involved in daily creative activities, parents

reported.

The survey didn't ask parents whether or not they read to children.

Parents also reported that they spend an average of \$100 a week on child care and juggle many different arrangements.

About 40 percent of parents said they have different caregivers for each child, while 27 percent have changed their child care arrangements in the last six months.

Nicole St. Clair, a spokeswoman for the Michigan Council for Maternal and Child Health, said the study is not trying to demonize day care. But she said children risk falling behind if their environment isn't stable and their caregivers aren't providing stimulating activities.

"If the kids are just warm and not falling down the stairs, that's not enough," she said.

Researchers said those issues are particularly important as more and more data shows significant development in children's brains during the first few years of life.

"What you do to nurture the development of the brain at two to three years of age ... is not just for tomorrow. It's for a lifetime," said Craig Ruff, senior vice president of Public Sector Consultants.

The survey will be the subject of a June 11 conference on early child care in Novi. The meeting will convene 50 leaders from different sectors — including business, education and state government — to discuss ways to make good child care universal. The state Family Independence Agency is among the contributors to the conference.

"The survey's value is that if we know where children are, we know where the opportunities are to provide them with experiences that will prepare them for success in school and later life," said Public Sector Consultants Vice President Peter Pratt.

"Whether a child spends her day at home with a parent or grandparent or in an outside care or preschool setting, we need to respond to the needs of all young children and their families."

# Investment in young children lagging

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"It sort of makes you wonder where our values are," she said.

St. Clair said her group would like to see more money spent on a campaign to teach parents about the importance of holding their children and talking to them in the earliest stages of life.

Joan Lessen-Firestone, an early childhood consultant for the Oakland County schools, said the state's investment levels have fallen behind what people know about child development.

"By the time children enter kin-

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"Whether children are on a path to academic success and positive social behavior or to school failure and possibly school violence is determined largely by the manner in which this wiring has occurred."

This study and a Public Sector Consultant study released last month on day care will be the centerpieces of the upcoming Ready to Learn Leadership Summit. The summit, held June 11 in Novi, will bring together business, religious and education leaders to discuss ways of improving early child care.

# Money for preschool lagging, study shows

Child advocates say  
\$1 investment now  
saves more than \$7

By Kathy Barks Hoffman  
Associated Press

Government, parents and businesses put an average \$7,200 a year into providing education and child care for each school-aged child, but spend about \$2,200 for each child younger than 5, according to a study released Wednesday.

That troubles child advocates, who cite research showing the importance of education in a child's first three years of life. They want to find a way to improve the investment being made in early childhood education.

"This new brain research has proved what we've known" all along as teachers and mothers, said state Sen. Beverly Hammerstrom, R-Temperance. "We can make changes with very early investments in young children."

David Weikart, president of the High/Scope Educational Research Foundation in Ypsilanti, said the foundation's 40-year study of children who received high-quality preschool at age 3 and 4 shows they are

more likely as adults to graduate from high school, earn at least \$2,000 a month and own their own home compared with children who didn't participate in the preschool program.

Those who got instruction also are less likely to have been arrested five or more times by age 27 and less likely to have used social services. For every \$1 spent on preschool, more than \$7 was saved that otherwise would have gone to cover the costs of crime, Weikart said.

"People often say, 'That's too expensive. We can't afford that,'" he said of programs such as Head Start. But given the choice between spending \$1 or \$7, he said, preschool seems a much wiser investment.

The study and another released last month on day care — both prepared by Lansing-based Public Sector Consultants — will be the centerpieces of the upcoming Ready to Learn Leadership Summit. The summit, held June 11 in Novi, will bring together business, religious and education leaders to discuss ways of improving early child care.

The latest study, released at a Capitol news conference, examined federal, state and individual expenditures, including payment for child care and Head Start, paid leave for

parents of newborns and child tax credits.

The study also estimated the value of uncompensated care by parents and relatives, which it placed at \$1.5 billion.

According to the study, total spending for children younger than 5 in Michigan is about \$3.04 billion. That includes money spent by families, federal dollars spent on programs including Head Start and tax credits, state spending on school readiness programs and matching funds and business expenditures for paid parental leave, onsite child care and subsidies for offsite child care.

Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, said her group would like to see more money spent on a campaign to teach parents about the importance of holding their children and talking to them in the earliest stages of life.

Joan Lessen-Firestone, an early childhood consultant for the Oakland County schools, said the state's investment levels have fallen behind what people know about child development.

"By the time children enter kindergarten, a great deal of the emotional and intellectual wiring of their brains has been set," she said.

# New study: Investment in little kids is lagging

By Dee-Ann Durbin  
ASSOCIATED PRESS

Despite research showing the importance of education in a child's first three years of life, far less money is invested in young children than in school-age children, a new study says.

The study, released today by Lansing-based Public Sector Consultants, shows combined public and private investments of \$7,200 per child each year for school-age children, compared to \$2,200 for children under age 5.

The study examined federal, state and individual expenditures, including payment for child care and Head Start, paid leave for parents of newborns and child tax credits. The study also estimated the value of uncompensated care by parents and relatives, which it places at \$1.4 billion.

According to the study, total expenditures for children under 5 in Michigan are approximately \$3.04 billion.

Those include:

- \$741 million in expenditures by families.
- \$658 million from the federal government for programs including Head Start and tax credits.
- \$122 million from the state, including \$72 million in school readiness programs and \$43 million to match federal grants.
- \$100 million in business ex-

## LANSING

The study shows combined public and private investments of \$7,200 per child each year for school-age children, compared to \$2,200 for children under age 5.

penditures, including paid parent leave, on-site child care and subsidies for off-site child care.

Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, said the \$3.04 billion total represents only 1.2 percent of the state's total personal income.

"It sort of makes you wonder where our values are," she said.

St. Clair said her group would like to see more money spent on a campaign to teach parents about the importance of holding their children and talking to them in the earliest stages of life.

Joan Lessen-Firestone, an early childhood consultant for the Oakland County schools, said the state's investment levels have fallen behind what people know about child development.

"By the time children enter kindergarten, a great deal of the emotional and intellectual wiring of their brains has been set," she said.

This study and a Public Sector Consultant study released last month on day care will be the centerpieces of the upcoming Ready to Learn Leadership Summit. The summit, held June 11 in Novi, will bring together business, religious and education leaders to discuss ways of improving early child care.

# Experts urge a new look at child care

LANSING (AP) — With almost half of Michigan's 3- and 4-year-olds being educated by people other than their parents, researchers said Wednesday that the state should examine its wide variety of child care and figure out the best ways to prepare children for school.

A survey of 800 Michigan parents revealed that 54 percent of children under 5 are cared for solely by their parents, Lansing-based research firm Public Sector Consultants said.

That leaves about 300,000 children — or 46 percent — receiving early education and care from someone other than a parent. Of those children, 47 percent attend day-care centers, 47 percent are in someone else's home and 32 percent are in their own homes being educated by grandparents, siblings or others.

Of those in child care, half are always read to by caregivers or teachers and half are involved in daily creative activities, parents reported.

Parents also reported that they spend an average of \$100 a week on child care and juggle many different arrangements. About 40 percent of parents said they have different caregivers for each child, while 27 percent have changed their child care arrangements in the last six months.

Nicole St. Clair, a spokeswoman for the Michigan Council for Maternal and Child Health, said children risk falling behind if their environment isn't stable and their caregivers aren't providing stimulating activities.

# State should examine preschool education, researchers say

BY DEE-ANN DURBIN  
THE ASSOCIATED PRESS

957  
LANSING — With almost half of Michigan's 3- and 4-year-olds being educated by people other than their parents, researchers said Wednesday that the state should examine its wide variety of child care and determine the best ways to prepare children for school.

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That leaves about 300,000 children — or 46 percent — receiving early education and care from someone other than a parent. Of those children, 47 percent attend day-care centers, 47 percent are in someone else's home, and 32 percent are in their own homes being educated by grandparents, siblings or others. Percentages total more than 100 because some

children are educated in a combination of settings.

Parents also reported that they spend an average of \$100 a week on child care and juggle many different arrangements. About 40 percent of parents said they have different caregivers for each child, while 27 percent have changed their child care arrangements in the last six months.

Nicole St. Clair, a spokeswoman for the Michigan Council for Maternal and Child Health, said

the study is not trying to demonize day care, but she said children risk falling behind if their environment isn't stable and their caregivers aren't providing stimulating activities.

Researchers said those issues are particularly important as more data shows significant development in children's brains during the first few years of life.

The survey will be the subject of a June 11 conference on early child care in Novi.

## Tots shortchanged?

LANSING — Despite research showing the importance of education in a child's first three years of life, far less money is invested in young children than in school-age children, a new study says.

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The study examined federal, state and individual expenditures, including payment for child care and Head Start, paid leave and child tax credits. ■

From wire service reports.

# Study: Stress 957 early learning

DETROIT (AP) — A study shows that Michigan spends three times as much to educate school-age children as it does for those under 5, despite research that emphasizes the importance of intellectual and emotional development during the first three years of life.

Taxpayers, families and businesses spend \$2,200 annually per child on day care and preschool, compared with an average of \$7,200 per child annually the state spends on public schools, according to a study released Wednesday.

"It shows that our priorities have not caught up with research," Nicole St. Clair, spokeswoman for the Michigan Council for Maternal and Child Health, told the Detroit Free Press for a report Thursday.

The findings serve as a baseline for those attending the state's Ready to Learn Leadership Summit in Novi June 11, where child advocates hope a new direction for early education and care will be charted for the state.

Michigan "hadn't ever created the full picture of our total investment in young children," said Suzanne Miel-Uken, director of health policy for Public Sector Consultants in Lansing, which conducted the study.

Researchers have found that brain cells connect to each other in response to sensory stimuli.

Contrary to the prior belief that a child's intelligence quotient (IQ) is

set at birth, scientists now know it is dependent on the quality and quantity of experiences from birth to age 3.

"By the time children enter kindergarten, a great deal of the emotional and intellectual 'wiring' of their brains has been set," said Joan Lessen-Firestone, an early childhood education consultant at the Oakland Intermediate School District.

The study also reported:

—All public and private spending on Michigan early child care and education programs total \$3.05 billion per year, or 1.2 percent of the total personal income of Michigani-ans. Of that total, \$1.56 billion is direct spending for preschool, day care and other services. The rest is uncompensated costs associated with parents or relatives caring for children.

—Four percent of Michigan employees work for companies that offer early-care benefits.

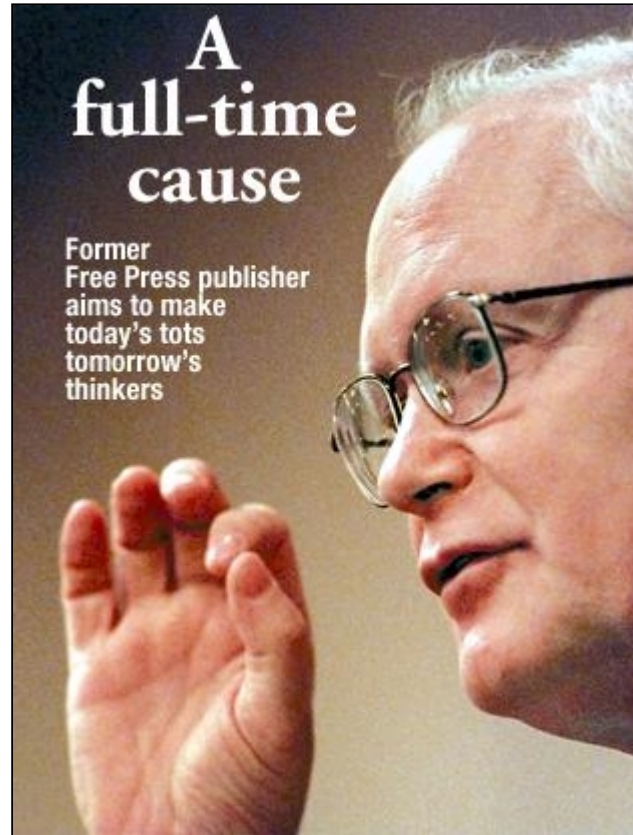
The study was commissioned by the summit planning committee, a group that includes legislators from both parties, representatives from agencies that serve children and families and foundations.

Funding for the summit, as well as the study, came from a \$100,000 state appropriation through the Family Independence Agency and \$150,000 in matching grants from foundations, corporations and the Michigan Education Association.

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TODAY'S  
STORIES

MATTHEW STROSHANE/Special to the Free Press

"The mark of your life is, what kind of difference did you make in other peoples' lives?" David Lawrence concluded when he pondered his accomplishments.

*September 5, 1999*

**BY TRACY VAN MOORLEHEM**

FREE PRESS EDUCATION WRITER

For 35 years, it was newspaper executive David Lawrence's job to put out the next day's paper.

Now as a child advocate, Lawrence works on imprinting a generation. The former Free Press publisher relinquished the publisher's job at the Miami Herald early this year in order to devote himself to children's issues full time.

If you ever met Lawrence, you'd know he has never devoted himself halfway to any cause -- and that he's had many. His energy,

**David Lawrence**

- **Age:** 57
- **Education:**  
University of Florida

optimism and obsessive work habits made him a legend at the Free Press, where he worked 1978-89, and around Detroit.

For example, Lawrence agreed to lead the \$2-million fund drive to build a chimpanzee exhibit at the Detroit Zoo in 1986. He raised three times that much.

"With Dave Lawrence, virtually everything seems like an act of will. He expects to bring about what's good and prevent what's bad by the sheer force of his determination and toil," former Free Press writer Patricia Edmonds observed in a 1989 profile.

He is focused now on creating a system of early childhood care in Miami that would send every child to school ready to learn. Exactly what that system will look like depends on the work of a coalition.

Lawrence was flabbergasted by research that shows that the quality of a child's first years permanently affects brain development. Babies develop a jumble of brain connections based on the sensory experiences they have in the first 10 years of life, and the most crucial window is birth to age 3.

Basic experiences -- looking at colors on a

University of Florida, BS, 1963; Advanced Management Program, Harvard Business School, 1983.

• **Employment:**

President of the Early Childhood Initiative Foundation in Miami, and distinguished community professor, early childhood initiative, Florida International University. Publisher and chairman, the Miami Herald, 1989-99; executive editor then publisher, Detroit Free Press, 1978-89; executive editor and editor, Charlotte Observer, 1975-78; managing editor, Philadelphia Daily News, 1971-75; managing editor, Palm Beach Post, 1969-71; news editor-Style section, the Washington Post, 1967-69; reporter, news editor, St. Petersburg Times, 1963-67.

• **Organizations:**

Chairman of the Children's Services Council of Miami-Dade County, Miami Art Museum, United Way of Miami-Dade County.

• **Personal:**

Lives in Coral Gables, Fla., with his wife Roberta and 14-year-old daughter Dana, the youngest of their five children.



blanket, listening to a parent talk, touching a fuzzy stuffed bear -- make infant brain cells fire. But poor parenting skills and inattentive day care can squander these precious years.

Lawrence's new job as president of The Early Childhood Initiative Foundation is to lead the effort to improve all aspects of early childhood care and education, while encouraging similar initiatives around the country.

He'll return to the Detroit area Tuesday to be the keynote speaker as Michigan leaders gather for a second Ready to Learn Summit in New Hudson.

**You have five children of your own. Do you recall where you got information about parenting when they were babies?**

Like most everybody else, the information came sort of by osmosis. I'm one of nine children raised on a farm, and much of what I know about parenting came from my own parents.

**Do you remember, when your kids were little, thinking about their brain development?**

I'm not sure I know what I was thinking, but I'm sure I had never heard of brain research.

I think our children were raised by the principles I now understand. Health and education and nurturing and love.... I think that's how our children were raised. But I didn't have a philosophical point of view about that, and I didn't have a scientific or medical point of view about all of that. It was literally only three years ago that I began to come to see how vital all this is.

**How did you become aware of the research?**

I had been asked in August of 1996 by (Florida) Gov. Lawton Chiles if I would be on the Governor's Commission on Education.

At the first meeting, they talked about six committees, and all of a sudden, I was asked if I would chair one. That is the first time that I really focused my own mind on that.

**When you first learned about the medical**

**research, were you surprised by how much scientists know about this versus how much the average person knows about it?**

I was stunned by it. I was stunned by my own ignorance. I have subsequently been ratified in my own ignorance by the fact that almost everybody else is ignorant. Even sophisticated, well-educated people ...an extraordinary number of them have no awareness of this, wouldn't know what to look for in terms of good child care.

**While some of this brain research is new, we as a society have known for years that early childhood care and education can prevent problems in later life. What makes you think this is the moment for change?**

I think we're at the beginning of a revolution.

What happened about a dozen years ago, when modern scientific imaging came to be, you could see the body internally operating, alive. You suddenly were able to have pictures of a 2-year-old's brain who had been stimulated and nurtured and loved, vis a vis children who didn't get these things.

And you could see a vast difference between the two.

I'll give you something I read two weeks ago. If you take 100 children at the end of first grade who either cannot read or cannot read well, take these same hundred children at end of fourth grade, and 88 of them will still have major problems reading.

Now what does that tell us? We have to do something about these early years, running up to first grade. And the point is not can we get 3-year-old kids to read or 4-year-old kids or 5-year-old kids. That is very, very unimportant. Kids do develop at different ages. Even healthy, normal children develop at different rates.

What is important is that children be ready and eager to learn by the time they hit first grade. I can't think of anything more tragic than a first-grader who already believes that he or she is a failure.

There are also studies, including an important study that comes out of Ypsilanti -- the Perry Preschool Project -- that goes back 3 1/2 decades, that essentially says if you were ever smart enough to spend \$1 wisely in those early years, you wouldn't have to spend \$7 on the other end.

**Two years ago, you were a newspaper executive in one of America's largest newspapers. You served on the governor's commission part time. But how did you come to be a full-time children's advocate for the foundation?**

I've worked for 35 years for seven newspapers in seven newspaper cities. I never missed one day of work, and I loved what I did. But I wondered as I hit my mid-50s what else might I do in this life that might make a difference.

I didn't know what that might be. I thought it would be outside the newspaper business, something with children, something in public service. But I didn't know more than that.

The following Saturday, a man in Miami, really a quite extraordinary human being, called and said: "A bunch of us have been talking. We don't want you to leave Miami, and we know you care a lot about this matter of children and readiness. And if you wanted to work at that full time, we're prepared to set up a foundation so you can do that."

**What exactly is your job at the foundation?**

What I am really focused on is trying to put together what is known as a universal readiness plan and carry it out in my own community.

In the United States, this has not yet been done. There are lots of people who are working either directly or indirectly on that, in Michigan and California and Rhode Island and Vermont and New York and Georgia and Florida.

**What do you mean by a "universal readiness plan"?**

Generally what people tend to do is to take on

one of these items -- first-rate child care, immunization, nurturing, parental skill building....

I argue that this will never work unless you create a holistic system, unless you do it in public-private partnership, and unless you do it for all children.

**In your experience, how good of a job do the media do in reporting on early-childhood issues and research?**

Generally, to be straightforward, mediocre. I know mostly about newspapers and I have enormous respect for good newspapers.... But even the best newspapers tend to write about this in episodic, anecdotal ways.

Even the best in the newspaper business have pretty much let it go at, "Let's do one humongous important series." Then, "We did that; it's been done now."

Well, I can't think of anything more fundamental to the community on a continuing basis, and frankly, the whole future of the newspaper business depends on people who can read and understand and contribute to society.

**Do you see that newspapers should play more of an advocacy role in this issue? Is this an important enough issue that we need to blur the lines between simple reporting of the facts and advocacy?**

I never thought our business was that simple to begin with. Nor do I think that this is a matter of advocacy, which has such a lousy taint on it. A newspaper makes decisions every single day about what it thinks is important. I'm simply arguing that if you think about the importance of successful communities, then I know of nothing more important. This is all about helping more people become successful.

**You left Detroit 10 years ago, yet people still ask about you at the Free Press. What do you miss about Detroit?**

I would say we never lived in a better place than Detroit. There are many people in Detroit who

are truly among the finest people we've known anywhere. There has not been a better 11 years in our own lives than the ones in Detroit.

I have actually only been inside the Free Press once since I left, and that was when I came up for a funeral.

I just think when somebody departs, it behooves that person to make sure that person's successor has the most room in the world and does not have a shadow of any sort.

Life goes on; other people have got other ways of doing things.

**Is it in some ways a relief to be able to focus on longer-term goals and not worry so much about tomorrow?**

I wouldn't say a relief, but it's a very different way of looking at things. Believe me, I'll always love newspapers. At their best, I think they make an enormous difference in a community. But in a newspaper, you don't focus on any one thing; you focus on everything, which isn't a focus of course. Now I get to spend a preponderance of my time focused on this one issue.

It's a devilishly difficult issue, so it stretches me. I can learn a lot, and I am learning a lot.

**You were a 56-year-old executive in a big office at the helm of one of America's largest newspapers. You don't strike me as the archetypal advocate for children's issues. Where does your passion for this issue come from?**

If you check with people who know me, I can get passionate about lots of things.

I was managing editor or editor or executive editor or publisher since I was 27 years old. I wondered upon leaving the newspaper how would I live in a world where I didn't have that status or the dollars that come with it. Would people return my calls?

I simply became convinced that if we were ever wise enough and smart enough and fortunate enough to make real progress here, we would

have made real progress for this community and this country.

At the end of your life, it really isn't going to be a big deal, a genuinely big deal, that you were publisher of the Miami Herald or publisher of the Detroit Free Press or all sorts of positions and titles and perquisites. The mark of your life is, what kind of difference did you make in other peoples' lives?

**TRACY VAN MOORLEHEM** *can be reached at 313-223-4534.*

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## **Nutrition, nurturing on agenda at summit**

**Group seeks to dispense data on child growth**

*September 7, 1999*

**BY JACK KRESNAK**

FREE PRESS STAFF WRITER

Recent scientific advances in understanding the development of children's brains show the importance of good nutrition and proper nurturing, especially in the first three years of life.

Getting this information to parents and government will be high on the agenda today at the Ready to Learn Leadership Summit at a Blue Cross & Blue Shield of Michigan conference center in New Hudson.

"Obviously, the future of our children is incredibly important to the state as a whole and to the community as a whole," said Marianne Udow, chairwoman of the board for the advocacy group Michigan's Children.

"There is a tremendous amount of research coming out on early childhood development and the ability we can have to create constructive, participating citizens if we invest properly in tools, training and environment for children in their very young years," Udow said.

Craig Ruff of Public Sector Consultants, who is also helping organize today's meeting, said the group has a five-tier plan to promote greater awareness of the importance of those first few years of life.

Ruff said the first goal will be to raise public awareness of new research on brain development and "of the links between how you nurture our infant and what that means 18



**TODAY'S  
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- State needs incentives for day care, critics say

or 19 years later."

Other goals will be finding ways to help parents give better care to newborns and toddlers; organizing community forums statewide on the issue; how to educate child-care providers, including grandparents, on the best ways to nurture young children; and looking at what state and local governments can do.

Udow said state proposals on loosening some of the licensing rules for child-care providers are "heading in the wrong direction."

"I think there is a number of opportunities for state government: disseminating information to help with public awareness, providing tax incentives that encourage good, constructive child development," Udow said. "At the local level, we should encourage the right education emphasis on the early years."

Participation in today's meeting is by invitation only.

**JACK KRESNAK** *can be reached at 313-223-4544 or [kresnak@freepress.com](mailto:kresnak@freepress.com).*

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DAVID LAWRENCE JR.

# Michigan's kids deserve team effort



AS THE NEW century dawns, how can it be that more than 200,000 Michigan children have no insurance? How can it be that 25 percent of the 2-year-olds in this state have not had their shots?

How can it be that a fifth of our children, from birth to age 5, live in the full federal definition of poverty — \$16,000 for a family of four — and another 20 percent live in the federal definition of "near poverty" — that is, 185 percent of poverty?

How can it be that our median wage for child-care professionals is \$6.85 an hour? Why is it that Michigan ranks so poorly in infant mortality rates? Why is the percentage of low birth-weight babies growing in Michigan? Why is the teen birthrate growing in this state?

If we were ever to spend a dollar wisely up front — that is, from pre-natal to age 5 — we would not have to spend seven dollars at the other end. Those are the dollars that



society spends on police and prosecution and prison, and remedial education of all sorts. It seems to me quite tragic and wasteful that thousands of first-grade children already see themselves as failures. We could prevent that. And we simply must.

Do we need to be reminded by such realities as this: We know from research that if 100 children come out of the first grade not being able to read, then 88 of them will not know how to read after the fourth grade. That ought to be a wake-up call for readiness for all children.

## Success stories

In the last three years, I've found out how important readiness is. I've discovered the national movement in our own country: North Carolina's public-private Smart Start program, Georgia's universal pre-kindergarten for 4-year-olds, the Proposition 10 initiative in California that will tax tobacco to raise hundreds of millions of dollars a year for 0-5 programs, Vermont's series of compassionate "family development" initiatives.

So much is happening in community after community, state after state. But will we be

er and everywhere? We simply must.

Ours is a mission in our own self-interest. A mission on behalf of everyone's child. A mission that while it must embrace everyone, must also understand that some children — especially the disadvantaged — will frequently need more.

We cannot simply do one part or even several pieces of this. To be successful, children need all the basics: prenatal care, loving and holding, parents with the skills to help children be successful, parents and caregivers who read and talk with their children and do not use TV as a substitute for human contact. And it means children who have good nutrition, all their shots, and first-rate child care that stimulates the senses — not the "storage" that most children receive.

Currently, we really do not have a system. We have a hodgepodge of programs, all led and staffed and funded by good people, and most quite disconnected from other programs and services.

## A platform of advice

- You must involve more than the "usual suspects." There will be no shortage of people with expertise in health and education who will want to be involved, but the leadership ought to come from the general community. The top leader ought to be seen as someone who is in no one's "camp," someone with a real vision that encompasses all children.

- It will be tempting to focus on one or two aspects — for instance, to have every child immunized by the age of 2. But if you take that approach, you will never do enough for children.

- You must include all children. It will be tempting to do pilot projects in this neighborhood or that corner of the community. This is risky because after you select this or that deeply disadvantaged neighborhood, many will say to themselves, "Oh, it is about those people." This is not about "those" people, but rather about everyone's children.

- The public and parents are starved for information. We need to find smart ways to provide that information. And the media — who cover most things episodically and not holistically — need to look at this issue in a much broader way.

- Don't let money dominate the discussion. More money may be needed, but the discussion first needs to focus on what children need. The point is not to start another program. Rather it is to focus on outcomes for children, measurable results, results regularly shared with the community.

- Your real focus must be local. The state as a partner will be crucial. So will its dollars. But if real progress is to be made, it will be made by the local community deciding — insisting — on real progress for that community.

You will need to involve the faith community. You will need to involve the business community.

Finally, you need to involve parents. If they ever knew what their children were entitled to in a civilized society, you would have a mighty army insisting on real change and a holistic approach.

DAVID LAWRENCE JR. is president of the Early Childhood Initiative Foundation in Miami, and former publisher of the Detroit Free Press and the Miami Herald. He made these remarks last Tuesday in New Hudson to 50 Michigan leaders at a Ready to Learn Summit.

## Appendix H

# SYNOPSIS The Ready to Learn Leadership Summit

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JUNE 11, 1999

*Sponsored by*  
Michigan Child Care Task Force

*Prepared by*  
Public Sector Consultants, Inc.

## Executive Summary

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In 1998, the Michigan Legislature appropriated funds for a Ready to Learn Leadership Summit to explore the development of a universal, high-quality early education and care system that assures every Michigan child the opportunity to enter kindergarten ready to learn. The legislature gave responsibility for conducting the summit to the Michigan Child Care Task Force, instructing the task force to form a planning committee that would raise additional funds, plan and implement the details of the summit, and begin long-range, post-summit planning.

As the planning committee carried out its duties, it adopted an overall goal that guided its short- and long-range thinking. The overall goal (or vision) of the Planning Committee is the following:

*Universal, high-quality early childhood education and care that aims for every child always to be with or closely supervised by a competent, caring adult, recognizing that parents, ideally, are the most important teachers and caregivers.*

Fifty Michigan leaders met on June 11, 1999, at the Ready to Learn Leadership Summit. Significant enthusiasm and energy were generated there, and participants agreed that they were united in wanting to achieve universal, high-quality early education and care. They concluded with

*consensus on the implications of recent brain science research, in particular, on the absolute importance of the quality and quantity of time parents and adult caregivers spend with children from birth to kindergarten, and*

*recognition that investment in our youngest children results in reduced social costs, improved work skills, and higher standards of individual behavior.*

The next steps are to

- Convene a work group to (1) begin work on broad public communications; (2) develop an action plan based on summit discussion, including activity to set measures of progress toward a universal, high-quality early education system; and (3) encourage and facilitate communication among summit participants (e.g., a web site) and a dialogue with Michigan communities.
- Refine the vision that guided the June 11 summit, send the revised vision to all summit participants for comment, and use it to guide future action.
- Reconvene the summit participants in early fall to receive and discuss the work group report, including the public communication campaign and a recommended action plan.

# Introduction

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On June 11, 1999, fifty-one Michigan leaders (see Attachment A for roster) participated in a “Ready to Learn Leadership Summit.” The participants convened to explore the development of

*a universal, high-quality early education and care system that assures every Michigan child the opportunity to enter kindergarten ready to learn.*

The summit participants all have great influence in shaping Michigan’s future but may have little day-to-day contact with early childhood education and care issues. They were chosen from eight sectors of society: philanthropy, politics and government, faith, education, business, health, labor, and the media.

The summit addressed the following questions. How can we

- help parents provide high-quality early education and care to their own children?
- help parents obtain from other caregivers high-quality early education and care for their children?
- assure that other caregivers provide high-quality early education and care in healthy and safe places?
- help parents obtain early education and care when they work nontraditional hours or have special needs or sick children?
- take the next steps toward developing a more comprehensive early education and care system that recognizes and builds on diversity (ethnicity, faith, philosophy, income)?

# Preparation for the Summit

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P.A. 294 of 1998 appropriated \$100,000 to leverage broad public and private sponsorship and assigned leadership for planning and conducting the summit to a Planning Committee (see Attachment B for roster) of the Michigan Child Care Task Force, operating under the direction of the task force's legislative sponsors. Building on the state appropriation, the following sponsors provided a total of \$242,500 in financial support.

## **SPONSORS**

C.S. Mott Foundation  
Community Foundation for Muskegon County  
Frey Foundation  
Kalamazoo Foundation  
Kmart Corporation  
McGregor Fund  
Michigan Education Association  
MSU Coalition for Children, Youth, Families and Communities  
MSU College of Human Ecology  
The Skillman Foundation  
W.K. Kellogg Foundation

The Michigan Child Care Task Force retained the services of Public Sector Consultants, Inc., to conduct economic and survey research, prepare economic analyses, enlist Michigan leaders to participate in the summit, and design the summit.

Three major activities comprised preparation for the summit: community forums (part of a “Dialogue with Michigan” that will continue after the June 11 summit), research and economic analyses, and leadership identification and mobilization.

## **COMMUNITY FORUMS**

Nineteen community forums were held across Michigan from March through May, 1999. The purpose of the forums was to obtain the views of community leaders about their roles and responsibilities in assuring that children enter school ready to learn. Each forum identified strategies to strengthen three essential elements of universal, high-quality early education and care: parent involvement, quality caregiving by other than parents, and community responsibility.

## **RESEARCH AND ECONOMIC ANALYSES**

Several research projects were undertaken to better understand the situation in Michigan.

*Opinion of Michigan Parents:* Reports the findings of a benchmark survey of Michigan parents opinions about their young children’s education and child care.

*Expenditures for Early Education and Care in Michigan:* Presents the first comprehensive documentation of Michigan’s investment in early childhood education and care, including total

expenses and sources of funding and accounting for the value of uncompensated care by parents and relatives.

*Closing the Michigan ECEC Investment Gap:* Quantifies the difference between current expenditures on early education and care in Michigan and the cost of a proposed universal, high-quality early education system.

## **LEADERSHIP IDENTIFICATION AND MOBILIZATION**

Conversations were held with over 150 leaders in the fields of philanthropy, business, labor, politics and government, the media, health care, faith and education. Interviews with these leaders helped to identify prospective invitees to the summit and to deliver a stimulating and useful program. The following suggestions emerged from these conversations to guide summit planning and future statewide and community early childhood discussions:

- *Play to peer-to-peer relations.* If the issue is important to one leader, another will have greater confidence that s/he will benefit from it. One leader will draw another to a meeting, seminar, or activity. There is a legitimate celebrity consciousness.
- *Focus on leadership preparedness.* Leaders will resist new items added to today's *to do* list, but they are interested in gaining knowledge that helps them plan their organization's future.
- *Work on "lighthouses."* The cause benefits when even one outstanding leader becomes a lighthouse of information and passion on the issue. Leaders emulate other leaders. They enjoy peer recognition for progressive thought and action.
- *Condense information.* The first minute of conversation or a meeting must be used to seize attention. You have twenty or thirty minutes at the most to inform your audience.
- *Keep the focus on action.* It is the natural proclivity of leaders to want to jump into the fray, ask tough questions, and home in on precisely what actions are called for. Leaders enjoy being decisive rather than being lectured to.
- *Leave leaders wanting more.* Do not try to cram everything into one encounter. Think of the entertainment model for success: "Keep it short, and keep them wanting more."
- *Discuss science in comprehensible terms.* One picture (an MRI of a brain, for example) speaks a thousand words. Basic physiology often is best understood with visual aids. Transfer knowledge into application as soon as you can.
- *Promote partnering.* Nobody goes it alone anymore. Sharing risk, reward, investment, and innovation appeals to leaders. While government is designed to be the place where competing social aims are negotiated and where consistent social policy is set, it attracts little confidence from leaders outside its realm.

- *Emphasize incentives, not penalties.* Stay away from words like “regulation.” Focus on tax credits or deductions instead of punitive rules, stress investment rather than expense, and long-term over short-term returns.
- *Personalize issues.* In virtually all cases, a leader is a parent, grandparent, aunt or uncle, or mentor. If we show them how a few concrete applications could be put to use in their own family’s life, they will be far more likely to advance and support organizational policies.
- *Showcase Michigan talent.* Virtually every community claims one or more practitioner of science and, in many cases, neuroscience specifically. These individuals can provide knowledge about medical breakthroughs to the leaders of their communities, who then can make the public aware.
- *Think in intermediate steps.* While encouraging a long-term view, provide leaders with intermediate steps to get there. Avoid overly ambitious and extraordinarily costly initiatives. Also avoid immediate steps that sound too narrow and may be more suitable for implementers than policymakers.

## Summit Format

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The format of the summit was designed to provide participants with concise briefings on brain science research and its application to early childhood education and care, accompanied by opportunity for discussion that would lead to a call for action. Briefings were presented on the following:

- The Brain Science Research—Joan Lessen-Firestone, Ph.D.
- Lessons Learned & the Cost of Doing Too Little—Lawrence J. Schweinhart, Ph.D.
- The Three Essentials for Reaching Universal, High-Quality Education and Care: Parents, Other Caregivers, and Community—Valora Washington, Ph.D.
- Moving Forward—Deborah Phillips, Ph.D.

The participants engaged in discussion after each briefing, and their commentary is presented next.



# Summit Commentary

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Much of the summit commentary fell into the three essential components of a early childhood education and care: parents, other caregivers, and the community. Within those components, discussion centered on education, economics, and parental support. Additional commentary fell into two broad categories: a vision for change and short- and long-range outcomes. The items below represent areas of concern or opportunity as verbalized by summit participants.

## **PARENTS**

### **Education**

*National polling data show that two-thirds of parents are not aware of the role of nurturing.*

*We need to devise incentives for parents to get information, particularly on brain science. We have opportunities to contact new parents, but what about others?*

*We need to talk about this information (brain science) based on what is at stake for the infant.*

*To get this information into the hands of parents, we need to include it in K–12 public education, infusing parenting and child development education (including brain research education) into the health science and life skills curriculum of public schools and implementing the information into the Michigan Educational Assessment Program questions to encourage such inclusion.*

*We need to expand parent education and support services for families with children 0–5 years of age.*

*We need to raise public awareness about the importance of early education and care, much like the automotive industry raised awareness of the importance of oil changes (everyone now knows they need one periodically).*

### **Parent Support**

*Parents need tools, not just broad parenting education. How do we help all parents? A public/private campaign is needed, perhaps one similar to the Engler administration's campaign on the importance of prenatal care and immunization. So much parenting information is available; how can we integrate everything that is available?*

*Every parent needs the READY kit (130,000 annually @ \$10 each), a tool to help parents get their children ready to read.*

*Introducing parenting and child development education, particularly on brain research, into the curriculum of universities and colleges can help reach potential parents.*

*We need to (1) expand all current well baby services to include more comprehensive parenting and child development education and (2) establish such programs for hospitals/clinics involved with health and newborns.*

*We need to introduce parenting and child development education and parent support services into the practice of pediatricians and other individual pre/post birth service providers.*

*We need to examine all reimbursement policies for medical services in the context of early childhood development and advocate for reimbursement of education and support services.*

*We need to form better connections between health care organizations and providers and education institutions.*

*Outreach to all parents is needed. Home visits to every newborn can link early education and care with health.*

*READY KITS could be used as a tool during home visits.*

*We need to build collaboration among agencies that support parents. We also need to contact parents before and after a baby's arrival. Private support is needed to reach every Michigan newborn.*

*READY KITS should be revised to target underserved populations.*

## **OTHER CAREGIVERS**

### **Education**

*READY Kits should be given to other caregivers.*

*In most cases, providers are not given enough training or adequate pay.*

### **Economics**

*The common denominator of quality caregiving is consistency of care, which cannot be achieved if caregivers are paid minimum wage. In addition, licensing requirements are "thin."*

*Other caregivers need a "living wage"/"worthy wage" to reduce turnover. (McDonald's currently pays more than caregivers earn.)*

*We need to work with regional chambers of commerce to get the issue on their radar screen.*

*The current welfare system "mandates" infant daycare by forcing mothers of babies who are 12 weeks of age to go back to work.*

*We need to use the Parent Survey data (Public Sector Consultants), personalizing the responses to inform the public about the issues in a convincing way.*

*We need to support preschool and child care programs that research shows to be effective, e.g., Perry Preschool.*

## COMMUNITY

### Education

*Health and parenting are high in the public's interest, much higher than many newspaper, television, and radio news editors realize. Very few people are aware of the new information on the brain and how it develops.*

*We need to go to editorial boards and broadcasters and pitch the idea of more reporting on this issue, letting them know that this information sells. Follow up should be immediate. A series of seminars for editors across the state could be organized.*

*Media, business, parents, and nonprofit organizations need to develop and implement a comprehensive, culturally appropriate multimedia campaign (for print, radio, and television) that sends a message (particularly to the underserved) associating parenting practices with child development.*

*"Talking heads" are a problem for broadcasters: Visual presentation of the brain science information should be emphasized.*

*Media information with representations of (1) babies and children (instead of pictures of the brain) as the "stars" and (2) human interaction are more compelling.*

*The current period can be characterized as the "decade of the brain," but most of the attention is on the end of life's continuum, e.g., Alzheimer's.*

*We should be careful to avoid seeming overly authoritative or sending the impression that "we know what to do" when conducting outreach or advocacy. This may be perceived by some as manipulating the minds of children and raises fear of government intervention and manipulation.*

*We should consider carefully how to apply this knowledge (brain research) at the "street" level. How do we talk about this in communities? This may present a tough challenge.*

*We need to get started on the public message. Some elements of a marketing strategy can be broken down and work can begin on them now. Currently, the media invites people to come to talk with them and no one does. Give the media training and materials and they will use them.*

*The media tends to focus on terrible cases, covering problem stories thoroughly, e.g., instances of failure of attachment or neglect. There is less coverage of positive strategies to encourage development, and even less coverage of research. How can we translate information into what communities (and not just parents) can do?*

*The research on what works for children has been out there for years; what is the barrier to translating it into action? There are clearly competing priorities. Now there is greater political willingness to see both the benefits of acting and the cost of doing too little; most people can be convinced by asking them if they want to keep people out of prison: the rhetoric of "lock them up and throw away the key" is no longer sufficient. The public has to make its voice known if needs information.*

*Will brain science play outside this room?*

*We need the message reduced to a bumper sticker, e.g., “Value Your Child,” “Value Every Child,” “Pay Now or Pay More Later.” At this point in time, conservative and liberal ideology on early education and care is converging, and we must act now to take advantage of the situation.*

*Corporate America must get involved to solidify the public will. The demographic for most ad campaigns is ages 25–40. Large corporations like Procter and Gamble should be approached to sponsor this type of advertising, since it helps its bottom line. Advertisers will pay for information-sharing—just ask them. A coordination of effort is all that is needed. We need partnerships with businesses and we need to create incentives, e.g., using the single business tax.*

*We need to develop and implement a corporate campaign including presentations at the Mackinac Conference.*

*Company-sponsored early childhood benefits should be explored, e.g., adding daycare benefits to cafeteria plans or in lieu of “op outs.”*

*It is important to define the constituency we want to build; we need to make this a broad issue for everyone (not just the disadvantaged) through changing employment patterns and lifestyles.*

*The tight labor market and future shortage of younger workers have made early education and care an issue for everybody.*

*We need to establish a bicameral, bipartisan children’s caucus in the legislature to forge connections across all relevant state department budgets and legislative policy committees.*

*We need to improve communication on this issue by coordinating legislators’ newsletter coverage. We need agreements from leaders for this approach.*

## **VISION FOR CHANGE**

*A vision needs to be clarified, e.g., every child should have appropriate preschool care.*

*We need a vision and focus (e.g., an action plan) as well as support to create pressure for change. People are ready for change in this area, just as they became ready for change with regard to the issue of smoking.*

*Our vision should drive a marketing plan. We need to be clear about what we are marketing and bring in others such as public health organizations, the medical community, and the Medicaid program (40 percent of Michigan births are paid for by Medicaid).*

## **OUTCOMES**

*We need to define our measures of success and develop short- and long-term strategies to achieved desired outcomes. If we met again in one year, what would be the outcomes we want to see?*

*We need to define needs, create standards, create a marketing process, measure outcomes, and devise a way to get policy feedback. This process has to be local.*

*Accountability needs to be pinpointed for strengthening the early education and care system. We need to provide leadership (it won't all come from government) and hold ourselves accountable for focusing resources toward achieving our goals.*

*Early childhood education needs to be made a broad issue for everyone through changing employment patterns and lifestyles.*

*To address this issue, we need community-based response supported by business and government that will enable parents and providers to give all kids (age 0–18) the things they need.*

# Summit Conclusions

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Participants agreed that they are united in their desire to work toward universal, high-quality early education and care. They concluded with

- consensus on the implications of recent brain science research, in particular, on the absolute importance of the quality and quantity of time parents and adult caregivers spend with children from birth to kindergarten, and
- recognition of the investment potential, as resources devoted to our youngest children can result in reduced social costs, improved work skills, and higher standards of individual behavior.

## **AGREEMENT ON NEXT STEPS**

Participants agreed that the next steps should be the following actions:

- Convene a work group to (1) begin work on broad public communications; (2) encourage and facilitate communication among summit participants (e.g., a web site) and a dialogue with Michigan communities; and (3) develop an action plan based on summit discussion, setting measures of progress toward a universal, high-quality early education system.
- Craft a vision based on the summit discussion, send it to all summit participants for comment, and then use it to guide work group activity this summer.
- Reconvene the summit participants in early fall to receive and discuss the work group report, including the public communication campaign and a recommended action plan.

## **THE ORIGINAL GOALS OF THE SUMMIT**

Four specific goals were set at the beginning of the summit:

1. We will reach agreement on a few, simple actions that could improve quality and access, in particular, activities that we could begin now.
2. You, personally, will leave here passionately interested in sharing your knowledge with all the people with whom you come in contact.
3. You will find an opportunity or two to partner with one of your peers here today and think of a way your two fields could come work more promisingly together.
4. We will identify a mechanism for moving ahead.

## **Participant Evaluation of the Summit**

These are the results of the participant evaluation and summit discussion, which assess the degree to which the specific goals were reached. A copy of the summary of participant evaluations of the summit is available from PSC, upon request.

**Goal: We will reach agreement on a few, simple things that could advance quality and access; things that could be moved ahead now.**

Participants identified several specific actions that could be taken now, particularly related to community and parent education, that would advance quality and access. Participants commissioned—and several volunteered to be a part of—a work group to

- create a broad public communications and engagement campaign;
- encourage and facilitate communication among summit participants and Michigan communities; and
- select measures of progress toward a universal, high-quality ECEC system.

**Goal: You personally will leave here passionately interested in sharing your knowledge with all the people with whom you come in contact.**

Ninety-eight percent of the participants evaluating the summit indicated that the issue of early childhood education and care is among their priorities as a state leader. One hundred percent said that leaders in attendance appeared strongly committed to the call to action for strengthening early education and care in Michigan.

**Goal: You will find an opportunity or two to partner with one of your peers here today and think of a way your two fields could work promisingly together.**

Joint actions that participants identified that they will pursue as a result of the summit include the following:

- Organizing/expanding the early childhood discussion with groups in the same sector
- Communicating the message broadly via the media
- Facilitating a legislative caucus
- Facilitating a link between health care entities and early childhood programs
- Participating with other media to develop a PSA on the issue
- Involving and informing local legislators
- Educating others in their communities
- Urging the State Board of Education to increase and support early childhood education
- Talking to community college presidents about ways to contribute to a solution

**Goal: We will identify a mechanism for moving ahead.**

Participants identified and commissioned a work group to (1) begin work on broad public communications; (2) encourage and facilitate communication among summit participants (e.g., a web site) and a dialogue with Michigan communities; and (3) develop an action plan based on summit discussion, including activity to set measures of progress toward a universal, high-quality early education system.

Summit participants agreed to reconvene in early fall to receive and discuss the work group report, including the public communication campaign and a recommended action plan.

Finally, participants requested that a vision be drafted based on the summit discussion, sent to all summit participants for comment, and then used to guide work group activity this summer.

**PROPOSED VISION**

Universal, high-quality early childhood education and care that (1) aims for every child always to be with or closely supervised by a competent, caring adult and (2) recognizes that parents, ideally, are the most important teachers and caregivers.

A summit participant suggested the following goals:

- Make parenting education available to all parents
- Make early childhood education and care available to every child

Other summit participants suggested actions, such as the following:

- General public education (via television) on the value of nurturing; focused training for high-risk children and their parents; training for *all* caregivers; an education campaign to involve grass roots communities across the state; identification of strategies to solicit buy-in of corporate leadership; zeroing in on strategies for political support.
- Articulate a state vision for our kids and let communities develop solutions; enable communities to respond to needs in their area; provide incentives at the state level, and funding for model projects with strong evaluation; hold a state institute or conference.

**FOLLOW-UP**

A work group, headed by Marianne Udow, will meet in summer to prepare a vision, agenda, and measurable objectives. Summit participants will reconvene in September to consider and set directions.



## Attachment A

### Ready to Learn Leadership Summit Participants

#### *Philanthropy*

|                      |  |               |
|----------------------|--|---------------|
| Dave Campbell        | CEO, McGregor Fund                     | Detroit       |
| John E. Marshall III | CEO, Kresge Foundation                 | Troy          |
| Milt Rohwer          | CEO, Frey Foundation                   | Grand Rapids  |
| Leonard Smith        | CEO, The Skillman Foundation           | Detroit       |
| Marsha Smith         | CEO, Rotary Charities of Traverse City | Traverse City |
| Maureen Smyth        | Program Director, C.S. Mott Foundation | Flint         |
| Elizabeth Stieg      | CEO, The Carls Foundation              | Detroit       |

#### *Politics and Government*

|                    |  |                  |
|--------------------|--|------------------|
| Jane Abraham       |  | Auburn Hills     |
| Debbie Dingell     | President, GM Foundation               | Washington, D.C. |
| Doug Howard        | Director, Family Independence Agency   | Lansing          |
| Teola Hunter       | Wayne County Clerk                     | Detroit          |
| Tim Kelly          | Education Advisor to Governor          | Lansing          |
| Karen Quinn        | Children's Ombudsman                   | Lansing          |
| Kathy Wilbur       | Director, Consumer & Industry Services | Lansing          |
| Bev Hammerstrom    | Senator                                | Temperance       |
| Alma Wheeler Smith | Senator                                | Ann Arbor        |
| Pan Godchaux       | Representative                         | Birmingham       |
| Mark Jansen        | Representative                         | Grand Rapids     |
| Lynne Martinez     | Representative                         | Lansing          |
| Hubert Price       | Representative                         | Pontiac          |
| Edward LaForge     | Representative                         | Kalamazoo        |
| Doug Hart          | State Representative                   | Rockford         |

#### *Religion and Faith*

|                       |                                      |         |
|-----------------------|--------------------------------------|---------|
| Reverend David Steele | Lutheran Social Services of Michigan | Lansing |
| Joan Williams         | Diocese of Detroit                   | Detroit |

#### *K-12 Education*

|                    |  |               |
|--------------------|--|---------------|
| Dorothy Beardmore  | President, State Board of Education                        | Rochester     |
| Jan Ellis          | Michigan Department of Education                           | Lansing       |
| Michael Flanagan   | Superintendent, Wayne Regional Education Services Agency   | Wayne         |
| Patricia Newby     | Superintendent, Grand Rapids Public Schools                | Grand Rapids  |
| Kathleen Straus    | VP, State Board of Education                               | Detroit       |
| Georgene Campbell  | President, Congress of Parents & Teachers of Michigan      | Lamberstville |
| Eileen Weiser      | State Board of Education                                   | Ann Arbor     |
| Michael Williamson | Assistant Superintendent, Michigan Department of Education | Lansing       |

### *Higher Education*

|                     |  |                   |
|---------------------|--|-------------------|
| Peter Boyce         | President, Delta College                   | University Center |
| Gil Omenn           | Executive VP, University of Michigan       | Ann Arbor         |
| Dr. Beverly Schmoll | Interim Chancellor, University of Michigan | Flint             |

### *Business*

|                |  |              |
|----------------|--|--------------|
| Bill Beckham   | CEO, New Detroit                           | Detroit      |
| Paul Cornell   | Manager of Learning Environment, Steelcase | Grand Rapids |
| Leslie J. Kota | K-Mart Corporation                         | Troy         |
| Ron Palmer     | CEO, Horizon Enterprises Group             | Taylor       |

### *Health Care*

|                       |  |            |
|-----------------------|--|------------|
| Vernice Davis Anthony | VP, St. John Hospital                                  | Detroit    |
| Bruce Bragg           | Ingham County Health Director                          | Lansing    |
| Krishna K. Sawhney    | Physician; president of Michigan State Medical Society | Lansing    |
| Marianne Udow         | VP, Blue Cross and Blue Shield                         | Detroit    |
| Dan Wilhelm           | Physician, Children's Healthcare                       | Port Huron |

### *Labor*

|                |  |              |
|----------------|--|--------------|
| Julius Maddox  | President, Michigan Education Association  | East Lansing |
| Rollie Hopgood | President, Michigan Federation of Teachers | Detroit      |

### *Media*

|                      |  |            |
|----------------------|--|------------|
| Rich Homberg         | General manager, WWJ                       | Detroit    |
| Heath Meriwether     | Publisher, <i>Detroit Free Press</i>       | Detroit    |
| Philip Power         | Publisher, Hometown Communications Network | Ann Arbor  |
| Sarah Norat-Phillips | General manager, WDWB-TV                   | Southfield |

**Attachment B**  
**Planning Committee**  
**Ready to Learn Leadership Summit**

**Steve Manchester** (Chair)  
Public Policy Specialist  
Michigan Association for the Education of Young Children

**Nicole St. Clair** (Alternate Chair)  
Communications Specialist  
Michigan Council for Maternal and Child Health

**Marguerite Barratt**  
Director  
Institute for Children, Youth and Families  
Michigan State University

**Lindy Buch**  
Supervisor, School Development Unit  
Early Childhood Program  
Michigan Department of Education

**Adrian Cazal**  
Director of Public Affairs  
Office of Sen. Beverly Hammerstrom

**Peter Eckstein**  
Michigan AFL-CIO

**Hon. Patricia Godchaux**  
Michigan House of Representatives

**Hon. Beverly Hammerstrom**  
Michigan Senate

**Brian Johnson**  
Legislative Aide  
Office of Rep. Ed LaForge

**Kim Krasevac-Szekely**  
Program Director  
Frey Foundation

**Hon. Ed LaForge**  
Michigan House of Representatives

**Kathy Lipnicki**  
Director of Program Development  
Association for Child Development

**Sandy Little**  
Director  
Head Start State Collaboration Program

**Phoebe Lowell**  
Executive Director  
Michigan Head Start Association

**Hon. Lynne Martinez**  
Michigan House of Representatives

**Erin McGovern**  
Program Specialist  
Michigan 4C Association

**Marvin McKinney**  
Program Director  
W.K. Kellogg Foundation

**Susan Miller**  
Policy Consultant  
Michigan's Children

**Martha Navarro**  
Supervisor for Exceptional Children  
Port Huron Area School District

**Sharon Peters**  
President  
Michigan's Children

**Kathi Pioszak**  
Analyst, Child Development and Care  
Family Independence Agency

**Hon. Hubert Price, Jr.**  
Michigan House of Representatives

**Susan Safford**  
Legislative Assistant  
Office of Rep. Patricia Godchaux

**Kari Schlachtenhaufen**  
Vice President, Programs  
The Skillman Foundation

**Hon. Alma Wheeler Smith**  
Michigan Senate

**Mary Soper**  
Project Director  
Michigan Public Policy Initiative

**Deborah Strong**  
Executive Director  
Michigan Children's Trust Fund

**Mark Sullivan**  
Executive Director  
Michigan 4C Association

**Beany Tomber**

PBS/WKAR Ready to Learn Coordinator  
WKAR-TV 23  
Michigan State University

**Shruti Vaidya**

Communications Coordinator  
Coalition for Children, Youth, Families  
and Communities  
Michigan State University

**Marisha Wignaraja**

Associate Program Director  
C.S. Mott Foundation

**Jacqueline Wood**

Training Manager  
Division of Child Day Care Licensing  
Michigan Department of Consumer and Industry Services

**Jane Zehnder-Merrell**

Project Coordinator, Kids Count  
in Michigan  
Planning Research Associate,  
Michigan League for Human Services

# Appendix I

## SYNOPSIS Ready to Learn Leadership Second Summit

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SEPTEMBER 7, 1999

Michigan opinion leaders convened on September 7, 1999, for the second Ready to Learn Leadership Summit (see Attachment 1 for a list of participants). David Lawrence, former editor and publisher of the *Detroit Free Press*, delivered the keynote speech, addressing the realities that confront us and offering advice on how to build states and communities in which no child is left behind. Mr. Lawrence currently leads the statewide early-childhood initiative in Florida.

In preparation for Summit II, several leaders who had participated in the first summit, on June 11, proposed a vision statement, priorities for immediate action, and a call to action. At Summit II, priority teams were self-selected and the list of partners, goals, and key action steps refined. Each team reported this information to the full group, and it was agreed that the priority to build on community forums and the priority to establish a state-level public/private partnership should be combined. Based on the discussion, a revised vision statement and key steps for immediate action on the priorities were developed.

## **VISION FOR MICHIGAN EARLY CHILDHOOD EDUCATION AND CARE**

All children deserve the same start in life. Every Michigan child will enter school engaged in learning, with the capacity for success in school and in life. Every Michigan family will be able to access parent education and high-quality early childhood education and care through a system that respects the diversity of families with regard to ethnicity, religious beliefs, philosophy, and income.

To achieve this vision, all parents must have the knowledge and supports they need as their children's most important teachers and caregivers. The following conditions also are necessary:

- Every child always is with or closely supervised by a competent, informed, and caring adult.
- Communities are organized to provide safe havens for children to grow, learn, and play. Within communities, families must have access to affordable health care, with an emphasis on prevention.
- Businesses provide leadership in communities by supporting family life in the structure of the work environment.

Achievement of this vision will be assessed through global measures to be determined. These measures could include assessing child readiness at school entry and also measures related to each of the following priorities for immediate action:

- Multimedia public awareness campaign
- Parent education and support
- Professional development of nonparent adult caregivers
- State- and local-level public/private partnerships

## **LEGISLATIVE CHILDREN'S CAUCUS**

Another outcome of the first Ready to Learn Leadership Summit has been creation of a bicameral, bipartisan Children's Caucus. As of this report, 35 legislators have joined the caucus.

## **MOVING FORWARD**

At the close of the September 7 summit, participants agreed to move forward as priority action teams, with communication across the teams supported by Marianne Udow, who will identify a time to reconvene as a group.





## Priority 1: Multi-Media Public Awareness Campaign

|                      |  |
|----------------------|--|
| <i>Partners</i>      | <p>Advertisers<br/> Advertising agencies<br/> Advertisers with audiences (e.g., hospitals, autos)<br/> Ages 0–5 education and care professionals<br/> Benton Foundation<br/> Child advocacy organizations<br/> Governor’s office, mayors’ offices, secretary of state, and so on.<br/> Judicial system<br/> Media associations<br/> Newspaper editors and writers<br/> Parent Teacher Associations (PTAs)<br/> Partnership for Drug-Free America<br/> Television and radio station owners and producers<br/> Travel Michigan (Michigan Economic Development Corporation)</p>   |
| <i>Goal</i>          | <p>Increase among the following groups understanding of early child development, human brain development, and the fundamental importance of the early years and the elements of successful parenting: parents, families, other caregivers, business community, public officials, policymakers, and others.</p>   |
| <i>Action Steps</i>  | <ol style="list-style-type: none"> <li>1. Assemble and shape a compelling simple message (such as in the drunk-driving, anti-smoking campaigns) recognizing various audiences and views that will change public thinking. Shape the message so it promotes specific actions.</li> <li>2. Obtain money and partners. Need \$100,000–500,000 to pay for a consortium of ad agencies/PR firms to shape the message. Get serious time/space through widespread corporate underwriting/sponsorship, e.g., Home Depot, Meijer, Inc., Henry Ford Health System.</li> <li>3. Select avenues for delivering the message(s), e.g., print, radio, TV, web sites, buses, cinema clips, speakers’ bureau</li> <li>4. Spread the message and motivate action.</li> <li>5. Develop a work plan that includes the above steps plus others, time lines, responsible parties, and measures of success</li> <li>6. Measure/evaluate.</li> </ol> |
| <i>Priority Team</i> | <p>Leads: Phil Power, Rich Homberg, Heath Meriwether<br/> Members: Dorothy Beardmore, Jan Ellis, Greg Handle, Steve Manchester, Mary Otto, Kathi Pioszak, Leonard Smith, Beany Tomber</p>  |

## Priority 2: Parent Education and Support

|                      |  |
|----------------------|--|
| <i>Partners</i>      | <p><u>Statewide</u><br/> Education trade associations<br/> Legislative Children’s Caucus<br/> Michigan Department of Community Health (MDCH)<br/> Michigan Department of Education (MDOE)<br/> Michigan Health &amp; Hospital Association (MHA)<br/> Michigan State Medical Society (MSMS) and specialty societies</p> <p><u>Community</u><br/> Hospitals<br/> Intermediate school districts (ISDs)/school districts<br/> Local doctors<br/> Local government<br/> Local health departments<br/> Parent Teacher Associations (PTAs)</p>  |
| <i>Goal</i>          | Provide access to a wide range of affordable, quality-education and support programs for all parents, including noncustodial parents.  |
| <i>Action Steps</i>  | <ol style="list-style-type: none"> <li>1. Develop community parent education and support programs that encompass the following: <ul style="list-style-type: none"> <li>• Education and support systems available to everyone raising children</li> <li>• Prenatal care</li> <li>• Health care, especially disease prevention, e.g., EPSDT</li> <li>• Literacy for parents and children</li> <li>• Age-appropriate learning/intellectual development, e.g., “parents as teachers”</li> <li>• Ways to use community resources and information</li> <li>• Ways to deal with environmental influences (e.g., TV, Internet, peer pressure)</li> <li>• Recruitment/outreach that makes parents feel comfortable and welcome</li> <li>• Early identification of extra needs</li> <li>• Ability to evaluate ECEC programs</li> </ul> </li> <li>2. Provide information on a menu of resources (e.g., READY kits, home visitation, parents as teachers, parenting classes, Early Head Start, Head Start) from which a community can choose to meet parents’ needs—support local assessment of assets and gaps.</li> <li>3. Garner resources.</li> <li>4. Develop a work plan that includes the above steps plus others, time lines, responsible parties, and measures of success.</li> </ol> |
| <i>Priority Team</i> | <p>Leads: Deb Dingell, Jane Abraham</p> <p>Members: Georgene Campbell, Billie Davis, Peter Eckstein, Sue Fellows, Rollie Hopgood, Phoebe Lowell, Sharon Peters, Milton Rohwer</p>  |

### Priority 3: Professional Development of Other Caregivers

|                      |  |
|----------------------|--|
| <i>Partners</i>      | <p>Business</p> <p>Council for Early Childhood Professional Recognition (Child Development Associate)</p> <p>Family Independence Agency (FIA)</p> <p>Foundations</p> <p>Head Start</p> <p>Higher education</p> <ul style="list-style-type: none"> <li>• ACCESS—Early Childhood Organizations for Community College Programs</li> <li>• Michigan Association of Early Childhood Teacher Educators (MiAECTE) (four-year institutions)</li> </ul> <p>High school career technical programs</p> <p>Michigan 4C Association</p> <p>Michigan Association for the Education of Young Children (MiAEYC)</p> <p>Michigan Department of Career Development (MDCD)</p> <p>Michigan Department of Consumer and Industry Services (MDCIS)—licensing</p> <p>Michigan Department of Education (MDOE)</p> <p>Michigan Early Childhood Professional Development Consortium (MECPDC)</p> <p>Parents/families</p> <p>Private centers</p> <ul style="list-style-type: none"> <li>• Association of Child Development (ACD)</li> <li>• Churches</li> <li>• For profits</li> <li>• Michigan Family Child Care Association (MFCCA)</li> <li>• Michigan Reading Association (MRA)</li> <li>• Nonprofits</li> </ul> <p>U.S. Department of Labor—apprenticeship</p> |
| <i>Goal</i>          | Increase the availability and qualifications of adults who care for and educate the children of others.  |
| <i>Action Steps</i>  | <ol style="list-style-type: none"> <li>1. Identify current education and training programs, particularly through the work of the MECPDC</li> <li>2. Determine specific areas for improvement, including the following: <ol style="list-style-type: none"> <li>a) Educating parents on the characteristics of high-quality early-education and care—enable them to demand quality care</li> <li>b) Encouraging businesses to value the system of care and education used by employees—foster perception that there is a return on investment</li> <li>c) Building perception that early child care and education is a valued career in Michigan—increase interest in it as a career</li> <li>d) Increasing subsidy for family caregivers who receive training, improve skills</li> </ol> </li> <li>3. Garner resources.</li> <li>4. Develop a work plan that includes the above steps plus others, time lines, responsible parties, and measures of success.</li> </ol>   |
| <i>Priority Team</i> | <p>Lead: Dave Campbell</p> <p>Members: Lindy Buch, Brian Johnson, Erin McGovern, Iris Salters, Mark Sullivan, Kathy Wilbur, Joan Williams, Michael Williamson</p>  |

## Priority 4: State-level and Local-level Public/Private Partnerships

|                      |   |   |
|----------------------|---|---|
| <i>Partners</i>      | <u>Community Level</u><br>Business<br>Economic development councils<br>Education<br>Faith<br>Government<br>Health<br>Interested community leaders (e.g., community forum organizers, existing programs, collaborative bodies)<br>Labor<br>Legislative Children's Caucus<br>Media<br>Parents/PTOs<br>Philanthropy  | <u>State Level</u><br>Business<br>Education<br>Faith<br>Government<br>Health<br>Labor<br>Legislative Children's Caucus<br>Media<br>Parents and other caregivers<br>Philanthropy |
| <i>Goal</i>          | Establish state- and local-level public/private partnerships to (1) mobilize community action to support families with young children and (2) promote health, safety, and education standards that maximize child development.  |   |
| <i>Action Steps</i>  | <ol style="list-style-type: none"> <li>1. Review partnership models from other states.</li> <li>2. Create Michigan's approach to sustaining a joint public/private investment and reengineering existing resources to meet goals</li> <li>3. Establish Michigan's partnership structure with a charge to:               <ul style="list-style-type: none"> <li>• Organize state level support (money and technical assistance)—use new state appropriation; consider a matching block grant approach with communities.</li> <li>• Support community mobilization by                   <ul style="list-style-type: none"> <li>– Establishing and coordinating communication among local planning groups and between local and state efforts</li> <li>– Mobilizing new communities and coordinating this activity with the public awareness campaign, e.g., an 800 number for people to connect to the state-level partnership for support.</li> <li>– Supporting the 19 communities that held forums prior to the first summit; reconnect with these communities and work with them to identify support tools that will be helpful.</li> <li>– Developing and providing tools and technical assistance to support community assessment and action, including                       <ul style="list-style-type: none"> <li>• “10 points” (principles and how to)</li> <li>• Resource guides—“Neutral Champions”</li> <li>• Asset mapping</li> <li>• Skills in facilitating across sectors</li> </ul> </li> </ul> </li> <li>• Set measurable goals and standards.</li> <li>• Assess progress toward this vision.</li> </ul> </li> <li>4. Develop a work plan that includes the above steps plus others, time lines, responsible parties, and measures of success.</li> </ol> |   |
| <i>Priority Team</i> | Leads: Susan Broman, Lynne Martinez, Ron Palmer<br>Members: Peg Barratt, Martha Darling, Debbie Dingell, Mike Flanagan, Pan Godchaux, Beverly Hammerstrom, Doug Howard, Teola Hunter, Scott Jenkins, Susan Miller, Patricia Newby, Hubert Price, Mary Kay Russell, Susan Safford, Kari Schlactenhaufen, Jim Sandy, Kathleen Straus, Marianne Udow, Jackie Wood  |   |

## **READY TO LEARN LEADERSHIP September 7 Summit Participants**

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MSU Institute for Children, Youth and Families

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State Board of Education

**Ms. Sue Bellows**  
Michigan Congress of Parents, Teachers and Students

**Mr. Peter Boyse**  
Delta College

**Ms. Lindy Buch**  
Michigan Department of Education

**Ms. Georgene Campbell**  
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**Mr. Dave Campbell**  
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**Ms. Bobbie Davis**  
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Michigan Department of Education

**Rep. Pan Godchaux**  
Michigan House of Representatives

**Sen. Beverly Hammerstrom**  
Michigan State Senate

**Mr. Greg Handle**  
Detroit Regional Chamber of Commerce

**Mr. Rich Homberg**  
WWJ

**Mr. Rollie Hopgood**  
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**Mr. Doug Howard**  
Family Independence Agency

**Ms. Teola Hunter**  
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Michigan House of Representatives

**Ms. Erin McGovern**  
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**Mr. Craig Ruff**  
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**Mr. Peter Pratt**  
Vice President, Public Sector Consultants

**Ms. Suzanne Miel-Uken**  
Vice President, Public Sector Consultants