

Carol Rasco's Speech
Assistant to the President
for Domestic Policy
National Summit on Children
and Families - April 2.

Children's Summit
[REDACTED]

Reunions

High school
College clubs
Churches
Families

Any excuse - we
have a reunion

It is wonderful to be here
at this historic national summit
on children and families. And
it is inspiring to hear the
stories of young people who are
succeeding--with determination,
personal responsibility, and
help from those who care.

This is one
great
union
& it's
been a
long
time

I wish that every child in
America could tell such a story.
But you and I know that they
can't. Many children are
thriving in our nation--but too
many are not.

as men
as men

The statistics for our
children and youth are grim.
Educational attainment is

Your membership
HIPPI

stagnant--at best. Mental illness and suicide are up. Violent crime and homicide--way up. And today, child poverty stands at levels last seen a generation ago.

For most of that generation, families with children have faced a relentless economic squeeze. The real wages of workers with young children--even educated workers --have fallen dramatically during the past twenty years.

These are the facts, and it's time we stopped ignoring them. We must show that we have not forgotten how to care. We need a new direction for our country. It's time ~~we~~ put our children first. **we adults**

That's one big reason why our country needs the President's bold new economic program of growth and jobs. It's why we need the President's bold plan for investing in children and their families. With the help of the Congress, we're ~~going to get~~ ^{getting} that program ~~and get it in record time.~~ \$ The

But the problems our children face are not just economic. Too many American families are disintegrating, or never forming at all. We have the highest divorce rate in the Western world, and the highest rate of children born outside marriage. Today, 28 percent of our babies are born to unmarried parents. For African-Americans, it's more than 66 percent.

Does this matter? Here are some findings from a report out just this week: Of the children born to young unmarried mothers without high school diplomas, 79 percent are living in poverty. For children born to married high-school graduates, the figure is only 8 percent.

The message is clear: if you stay in school and get married before you have children, your kids are ten times less likely to be poor. A stable, family ^{setting} is the best anti-poverty program our country has ever devised. That is the message we ^{adults} should be sending our young people, in every way we can.

o Second: Government doesn't raise children, parents do. Government can reinforce the vital work of parents, but it can't substitute for them. The family is--and must remain--society's primary institution for bringing children into the world and for supporting their growth throughout childhood.

o Third: Children do best when they have the personal involvement and material support of a father and a mother and when both parents fulfill their responsibility to be loving providers.

These are the principles and values that guide us all. Now let me tell you what the President is doing to turn them into reality.

To begin with, he is rewarding work and family. Today, millions of Americans work full-time but don't make enough to lift their families out of poverty. That's wrong. No one who works full-time and has children at home should be poor in America. And that's why the President ~~has~~ proposed a dramatic increase in the Earned Income Tax Credit.

At the same time, Bill Clinton is moving aggressively to relax the tension between work and family. He's proud that the first piece of legislation he signed was the Family and Medical Leave Act, *which had been* twice vetoed ~~by George Bush~~. And the administration is actively exploring other ways of making America's workplaces--~~including the federal~~

government—much more family friendly.

Second, he is protecting the health of children and families, by fully funding the WIC program, by investing in childhood immunization, and by committing his administration to fundamental reform of our nation's health care system.

As you all know, we're working night and day to ensure that every American has access to quality health care at affordable prices. ~~Next month,~~

o When speaking about health care reform, ^{the} there are five important elements of the Clinton approach to we must continue to emphasize -- ~~five elements that the American people want and need -- five elements that the Clinton proposal contains.~~

But above all, you must not ~~wait~~ ^{learn} from your personal stories - make the need for reform jump up, have a face, be alive. ^{Jays stay}

LTC

Guaranteed private insurance. We want to guarantee private insurance coverage to every American. Comprehensive coverage that can never be taken away.

Choice. We want everyone to have the right to choose their own doctor and their own health plan. We want to make sure you get high-quality care by giving you the choice, not your boss or insurance company.

Outlaw unfair insurance practices. We want to make it illegal for insurance companies to: drop coverage or cut benefits; jack up your rates if you get sick; use lifetime limits to cut off your benefits; or charge older people more than younger. That's how you'll get affordable insurance you can depend on.

Preserve Medicare. We will protect and strengthen Medicare. Older Americans have a right to count on Medicare and choose their doctor. We also want to cover prescription drugs under Medicare, and give new options for long-term care in the home and community.

Health benefits guaranteed at work. Every job should come with health benefits. Most jobs do today. And yet 8 out of 10 Americans who have no insurance are in working families. We want everyone to have health benefits guaranteed at work. The government will provide discounts for small businesses and help cover the unemployed.

We must not allow a fracturing among ourselves. Let's work hard

Third, the President is promoting the development of young children with the biggest expansion of Head Start ever. But the administration is not just going to make Head Start bigger; we're going to make it better. We're going to improve quality, increase flexibility, and better link the program to other child development efforts.

Parenting - earlier years -

Fourth, the President is proposing fundamental change in public education. As governor, Bill Clinton helped draft the national education goals and bring them to the center of public debate. As president, he'll bring those goals to the center of education reform. *now that*

Goals 2000 has been passed.

Bill Clinton is going to put an end to business as usual in American education. That



*May 18th
29th anniversary
of anniversary*

means new initiatives with real incentives to states for systemic reform. It means a total reexamination of existing programs--such as Chapter 1--to ensure that every child has a fair chance to acquire high-level skills and make it in the economy of the 21st century. It means unprecedented emphasis on systematic, high-quality school-to-work programs ^{which will be signed this week.} It means an expanded safe schools initiative because fearful kids can't possibly learn well. And yes, it means more choice for parents and students within our public school system.

Fifth, the President will deliver fundamental reform of our welfare system. He helped draft the Family Support Act of 1988, and he made it work in Arkansas. Now he has asked us

to develop a plan to end welfare as we now know it. People don't want permanent dependency, they want the dignity of work, and we should give everyone the chance to have that kind of dignity. It's just common sense: more opportunity in exchange for more responsibility.

The President's responsibility agenda doesn't end there. He's going to get tough on child support enforcement



That means establishing paternity right at the start, in the hospital; setting up a national registry; and using the IRS to collect seriously delinquent child support payments.

The principle is simple: if you are biologically responsible for a child, then you are morally and financially responsible as well. And that's why we have to get the message to our youth in schools, in the media, in every way we can: it's just plain wrong for children to have children, because you are assuming a responsibility that you aren't ready to fulfill.

The President wants to put government squarely on the side of keeping families together whenever possible. He wants us to do more for families at risk, especially at risk of foster care placement. He knows that constant shifting from one short-term foster home placement to another is an emotional disaster for kids; that in all but the most extreme cases, it's

better for kids to be with their parents.

That why, last ^{year} ~~month~~ he directed us to draft a new child welfare initiative combining family support and family preservation services--~~building~~ on the work of Senator Rockefeller and Congressman Matsui and Congresswoman Schroeder and others. And ~~believe me, we re going to~~ delivered that initiative--to him, **to our** ~~to~~ **KIDS,** ~~to~~ the country.

^{We know}
I ~~applaud the Commission~~ for ~~recognizing~~ that families don't operate in a vacuum, but in neighborhoods, in communities, and in a climate of culture and values. We must do whatever we can to assist parents in educating their kids and teaching them right from wrong.

I've talked about what the President has done and what he wants to do. We've begun to shift course. But this is just the beginning. We must have the courage to change--to recognize mistakes, to abandon what doesn't work, to challenge ourselves to do better. *In short, we adults have some growing up to do.*

I know that many of you in this room are tired after ^{fighting for} the ~~last twelve~~ years ^{for kids & their needs.} Without you, many of the programs that serve children and families would have been gutted. They weren't, and you've earned a rest.

But we're asking you to go another round. The President can't pass or fund his initiatives alone. He can't break the gridlock alone. He still needs your help, and so do America's children.

12

In closing I am reminded of two pieces that haunt me, motivate me in this area of thought. One, in my freshman philosophy course at Hendrix College in Arkansas, Dr. Ellis repeatedly pounded the table in his quest to motivate us to go out into the world and face the adversity necessary to make positive change, admonishing us to remember that saying from **THE PRINCE**: "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things." We have not a choice, we must take this moment in time to introduce a new order for ^{all citizens} ~~our families~~. For as Governor Clinton said back in 1987 as we closed our year's work on **MAKING AMERICA WORK**:
America won't work if Americans can't work, or learn, or believe in the promise of tomorrow.

~~Thank you,~~

~~At last,~~ ^{people - all people} a new day is dawning for America's children ~~and their families.~~ We will work together with you. We won't always succeed, and we won't always be able to do everything that you-- and we--would want.

But I can promise you this: we will never relent in our effort to give every ~~child~~ ^{person} a chance to develop--fully. Because at the end of Bill Clinton's second term, at the dawn of the third millenium, I want to be able to say to Hamp Rasco and Mary Margaret Rasco and to all ~~the children~~ of America, with a clear conscience and a full heart: We did our best. And I want all of you at this ~~summit~~ ^{meeting} to join me in being able to look at one another and say: We did our best.

Thank you very much.

A large, stylized handwritten signature, possibly 'Bill Clinton', is written on the right side of the page. It is accompanied by several large, overlapping scribbles and a circular mark containing the number '15'.

APR 18 REC'D



555 NEW JERSEY AVENUE, N.W.
WASHINGTON, DC 20001-2079
202-879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. McELROY
SECRETARY-TREASURER

COPE DEPARTMENT

Fax Cover Sheet

DATE: April 15, 1994 TIME: 4:11 PM

TO: Joseph Velasquez PHONE: 456-6257
Office of Political Affairs FAX: 456-7929
The White House

FROM: Rachelle Horowitz *RH* PHONE: 879-4436
Political Director FAX: 393-6375

RE: NOTES FOR CAROL RASCO'S APRIL 24TH SPEEC

Number of pages including cover sheet: 3

Message

SEE ATTACHED MEMORANDUM FOR DETAILS. THANKS FOR EVERYTHING.

RH:dln
opeiu#2
afcio

Attachment



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WASHINGTON, DC 20001-2079
202-879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. McELROY
SECRETARY-TREASURER

Memorandum

DATE: April 15, 1994

TO: Joe Velasquez

FROM: Rachelle Horowitz 

RE: **NOTES FOR Carol Rasco's APRIL 24TH
SPEECH. The Topic: CHILDREN AS A
DOMESTIC PRIORITY--THE CLINTON
ADMINISTRATION'S AGENDA FOR
CHILDREN'S HEALTH AND WELFARE.**

This will be a very friendly audience of about 1,000 leaders of our Paraprofessional and School Related Personnel Division. They represent **NON-TEACHING** members of the AFT. Their jobs include the following:

- * Instructional aides and paraprofessionals--school secretaries and office personnel in central administration at both the K-12 and college level.
- * Food service workers--from cafeteria line workers and cooks to program managers.
- * Custodial and maintenance employees.
- * School bus drivers and other transportation department employees.
- * Lab and computer technicians; primarily at the college level.

The majority of these employees are women and minorities; in many cases they are single parents. Interestingly, this is the fastest growing section of AFT membership. The AFT organized classroom paraprofessionals first and so the bulk of our membership is in this category.

Much of the good news--the real accomplishments of the Administration have been ignored by the media. The New York Times, e.g., did seven stories on the First Lady's cattle investments and ran only one about the passage of Goals 2000. So, it would be good to review those accomplishments: **Goals**

Joseph Velasquez

April 15, 1994

Page 2

2000; School-to-Work should have passed by then; **the EITC; family leave, motor voter, national service;** all people-oriented, all aimed at making a difference in people's lives.

They will want to hear about improvements planned in current programs: **Head Start, Chapter I, ESAE.**

Most important, they need to hear about Administration programs like **Health Care Reform, Welfare Reform and anti-crime legislation.** They don't need to hear the specifics of the legislation, but rather the principles underlying the programs. Carol should be honest about how difficult it is to get change, about the opposition from the right, from the left, and from the entrenched bureaucracy.

These are people on the front lines. In many cases, paraprofessionals graduated from the Welfare rolls to good paying jobs with job career ladders. They work in urban schools, but the union is growing in the suburbs and rural areas where the problems are growing as well.

Our members responded extremely well to then Governor Clinton's education program; they particularly liked the HIPPY program and efforts to encourage parental responsibility. They campaigned for him and they should be asked to help win passage of his programs now.

RH:djm
opeiu#2
aficio

Faxed 3/15/94

THE WHITE HOUSE
WASHINGTON
March 15, 1994

MEMORANDUM FOR JOE VELASQUEZ

FROM: Rosalyn Miller ^{plan} for Carol H. Rasco

SUBJECT: Scheduling Request-American Federation of Teachers
April 23, 1994 - Washington Hilton Hotel

In response to your February 7 memo wherein you asked Ms. Rasco to consider speaking at the American Federation of Teachers Luncheon on April 23. We have held this request until now pending more details about a White House assignment on this date. Regrettably, Ms. Rasco will be occupied with this assignment all day on April 23. However, Ms. Rasco is very interested in this group and her schedule at this point is free the morning of April 22 or she is willing to spend some time with them on Sunday, April 24.

I await your response to this memo.

Thank you.

THE WHITE HOUSE
WASHINGTON

February 7, 1994

Roz
What's on
calendar?

MEMORANDUM FOR CAROL RASCO

From: Joe Velasquez (x66257)
Subject: Scheduling Request -- American Federation of Teachers
April 23, 1994
Washington Hilton Hotel

Several hundred AFT members will be present for the union's Paraprofessional Conference here in Washington in late April. They would be honored to have you speak to their April-~~23rd luncheon~~^{24th} about the Administration's plans for welfare reform.

Rachelle Horowitz and the other AFT leaders you met with last year were all extremely impressed with you and have asked me to encourage you to attend. In Rachelle's words, "We can think of no one more qualified or more compassionate to speak to this group than Carol."

The workers attending the conference are school aides, paraprofessionals, food service workers, custodial and maintenance employees and school bus drivers. Their apprehensions about welfare reform are similar to those of many low income workers: the fears that they will be replaced or marginalized.

But their concern runs deeper. These people are concerned about the future of the kids they teach, feed and care for in the public schools. Kids that suffer from poverty and hopelessness, hunger and homelessness. They want to make sure welfare reform works for these children and their families.

I hope you will give this request every possible consideration.

Please advise.

Thanks.

The Clinton administration has been committed from the beginning to a reinvention of government for families....as you look over our key domestic accomplishments, "family" is central:

-an economic package and indicators which show a good beginning: inflation is down, interest rates are down, the deficit is down, investment is up. And in the last 10 months, this economy has produced more jobs in the private sector than in the previous four years.

-the Family Leave Law which says you can't be fired if you take a little time off when a baby is born or a parent is sick.

-a reform of the college loan program and national service - all designed to give more Americans a chance to broaden the

availability of further education while in many cases giving those citizens a chance to serve their communities at home, to help repair the frayed bonds of community.

-a change in the Earned Income Tax Credit which on April 15th will give between 15 million and 18 million working families on modest incomes a tax cut, not a tax increase.

-the introduction of a comprehensive health care reform plan that guarantees health security to all Americans.

But we must do more...we MUST do more.

As President Clinton said a little over a week ago in Memphis..."I do not believe we can repair the basic fabric of



AMERICAN FEDERATION OF TEACHERS A.F.L. C.I.O.

555 NEW JERSEY AVENUE, N.W.
WASHINGTON, DC 20001-2079
202-879-4520

PARAPROFESSIONAL AND SCHOOL-RELATED PERSONNEL DIVISION FACSIMILE TRANSMITTAL SHEET

DATE: 4/12/94

ALBERT SHANKER
President

EDWARD J. McELROY
Secretary-Treasurer

AFT PSRP
PROGRAM AND POLICY
COUNCIL

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New York, New York

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Albuquerque, New Mexico

Erlene Thompson
New Orleans, Louisiana

Mary Warren
Blasdell, New York

TO:

Roslyn Miller

LOCAL:

FAX NUMBER

456-2878

PHONE NUMBER:

456-2216

PAGES:

2

(INCLUDING COVER PAGE)

FROM

TISH OLSHEFSKI

FAX NUMBER

(202) 879-4597

PHONE NUMBER:

(202) 879-4520

MESSAGE:

This is how Ms. Rasco's session
will be listed in the program.

Can you please check and make
sure the title and her
info. are correct/okay and
give me a call back. My

program is going to the printer on Thursday

NOTE:

IF MESSAGE IS INCOMPLETE OR GARBLED PLEASE CALL IRMA MEJIA

4/14.

AT (202) 393-6332, or 1-800-238-1133, extension 6332.

Thanks.

Handwritten note:
mean
4/13/94

PROGRAM

FRIDAY, APRIL 22

10:00 a.m. - 8:00 p.m.

Concourse

Registration

1:30 p.m. - 3:00 p.m.

Workshops

(See following pages for workshop schedules and descriptions)

3:15 p.m. - 4:45 p.m.

Workshops

8:00 p.m. - 9:00 p.m.

International Ballroom West

General Session

Welcome and Introduction:

LORRETTA JOHNSON, Co-President, Baltimore Teachers Union, AFT Vice President and Chairperson, AFT PSRP Program and Policy Council

Keynote Address:

EDWARD J. MCELROY
AFT Secretary-Treasurer

9:00 p.m. - 10:30 p.m.

International Ballroom Center & East

Reception

Special appearance by Gino Mecho Varillo and the WhoData

SATURDAY, APRIL 24

7:00 a.m. - 9:30 a.m.

Registration

7:30 a.m. - 9:15 a.m.

Special Interest Group Breakfast Meetings

Special sessions for discussion and program recommendations for crucial issues facing various classifications of employees. See group listings for room assignments.

9:30 a.m. - 10:30 a.m.

International Ballroom Center

General Session

Introductions:

RETHERA FORDYCE, President, Denver Federation for Paraprofessionals, #4463 and Member of the AFT School Safety and Violence Task Force

RITA MOODY, President, Putnam Federation of Teachers, #3272 and Member of the AFT School Safety and Violence Task Force

"FINDING SOLUTIONS TO VIOLENCE IN OUR SCHOOLS"

Speaker:

MADLINE KUNIN, Deputy Secretary,
U.S. Department of Education

10:45 a.m. - 12:15 p.m.

Workshops

12:30 p.m. - 2:15 p.m.

International Ballroom Center

Luncheon

Annual PSRP Awards Presentation

2:30 p.m. - 4:00 p.m.

Workshops

8:00 p.m. - 10:00 p.m.

Jefferson/Lincoln

Entertainment

SUNDAY, APRIL 24

9:00 a.m. - 10:00 a.m.

International Ballroom East

General Session

Introductions:

RACHELLE HOROWITZ, AFT COPE Director

"CHILDREN AS A DOMESTIC PRIORITY: THE CLINTON ADMINISTRATION'S AGENDA FOR CHILDREN'S HEALTH AND WELFARE"

Speaker:

CAROL HAMPTON RASCO, Domestic Policy Advisor to President Clinton

10:15 a.m. - 11:45 a.m.

Workshops

Kevin MacMillan
Jennifer Cable

P6/b(6)

Gettysburg Students



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202-879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. McELROY
SECRETARY-TREASURER

April 12, 1994

APR 13 REC'D

Carol Rasco
Assistant to the President
for Domestic Policy
Domestic Policy Council
The White House
Washington, DC 20500

Dear Ms. Rasco:

I have been looking forward to meeting you when you address the AFT's Paraprofessional and School-Related Personnel (PSRP) Conference later this month. Unfortunately, recovery from surgery will keep me in New York. I thank you again for speaking to the PSRPs.

As you know, AFT staff met with Bruce Reed to discuss welfare reform, and I know that you had an excellent meeting with some of our local leaders. They were quite pleased that you understood, as they do, that while welfare is not an educational issue per se, poverty and the welfare system have a devastating impact on educating children.

For this and other reasons, we are very eager to have the administration succeed in reforming welfare. And we know -- and you know even better -- that the toughest barriers to overcome are job creation (and displacement issues), availability of child care, balancing the needs for meaningful assistance with the politics of being "tough" on welfare, and, of course, finding the money to include enough welfare recipients to make both a substantive and political impact.

We don't pretend to have the solution to all these problems, but our attached proposal for a parent education/school readiness component to welfare reform may help alleviate them. Parent education/school readiness activities could be made allowable under work/training/education requirements. If it also encompassed a usually exempt group of welfare recipients, mothers of very young children, it also could extend both the substantive and political impact of welfare reform. Since these activities keep parents and children together, child care -- a major stumbling block -- is built in. Since these activities can be supported through a differentiated staffing structure that mainly uses

Carol Rasco
April 12, 1994
Page Two

paraprofessionals with some expert supervision, job displacement is not an issue. And since these activities could be designed to identify welfare recipients who themselves could become paraprofessional parent educators and, with further education training, child-care workers on up a career ladder toward becoming professional educators, this proposal can stimulate job creation. Most of all, perhaps, it takes a large step towards preventing the creation of future generations of dependent citizens.

This relatively brief proposal is backed by a greater volume of supporting material that we would be pleased to share. And of course, I would be happy to discuss any questions or reactions you may have to the proposal.

Thanks for your attention.

Sincerely,



Albert Shanker
President

AS/dr
opeiu2aficio
attachment

cc: Bruce Reed

WELFARE REFORM AND SCHOOL READINESS

A Proposal by the American Federation of Teachers

Changing welfare to encourage recipients to become self-sufficient entails two difficult tasks: (1) finding enough education, training, and work slots for recipients, and (2) providing child care. The American Federation of Teachers (AFT) would like to offer a proposal -- a school readiness component to welfare reform -- that would ease both of those challenges and help the administration to "end welfare as we know it."

Our proposal would grant welfare parents an additional way to prepare for self-sufficiency by enrolling in activities that will help them in their role as their children's first teachers. Parent education would be the core element in this school readiness component, supplemented by family literacy classes and other family support activities at state or local option. These programs try to build the skills of both parent and child, preparing the parent for the work force and helping the child get ready for school. Because these school readiness activities are usually led by home visitors or center-based staff, and because the programs usually stress parent-child activities, the child care problem is eliminated. This component would also be highly flexible and reinforce the administration's goal of intervening early: School readiness activities can begin as early as the prenatal period with education about maternal and child health.

The following are some of the additional reasons for a school readiness component to welfare reform:

- A school readiness component will help to break the cycle of poverty by helping both generations -- parent and child -- at once.
- A school readiness program has both substantive merit and political appeal. The nation's first education goal for the year 2000 -- that every child will start school ready to learn -- is universally embraced by elected officials of both parties, business leaders, teachers, child advocates and the general public. Polls consistently show that the public wants tougher work requirements for welfare recipients, coupled with more assistance to their children.
- School readiness activities are particularly appropriate for teenage recipients and first-time parents, as well as other welfare recipients with young children, who have typically been exempt from education, training and work requirements. Involving recipients with young children in productive activities would highlight the administration's commitment to change the culture of welfare.

- School readiness activities motivate parents to improve their lives in a way that other activities do not. Seeing the difference they can make for their own children by being involved in their own education, many parents decide to resume their own education and get off welfare.
- The school readiness program could become a source of jobs for welfare recipients, who could become trained, paraprofessional parent educators. The model would be the Head Start program, in which parents often become volunteers and teacher aides who go on to earn a Child Development Associate credential.

Program Design

The school readiness component of welfare reform would involve parents in activities designed to educate them about their children's health, cognitive development, social development and ways they can help their children grow and learn. The school readiness component would be designed for parents with preschool children and would target teenage parents in particular.

Because some parents with young children may be eager and able to enter the work force, participation in school readiness activities would not be mandatory. Instead, the welfare recipient could choose to enter a school readiness activity after meeting with his or her caseworker to create a self-sufficiency plan. Parents with school-age children could also participate in school readiness activities, but caseworkers would be encouraged to place such recipients in training, job search or community work first. Although most welfare families are single-parent, caseworkers would be urged to include absent parents in the school readiness program when feasible.

Parent education, which involves instruction in child health and development by home visitors or center-based staff, would be the core element in the school readiness programs. Periodic health and developmental screenings for the children could also be required.

States would also have the option of building more extensive school readiness programs by adding elements from family literacy and family support programs. Family literacy is a highly structured approach combining early childhood education, adult literacy and education, instruction in child development and parent-child play and activities. Family support is a more informal approach that includes parent education, but also stresses less structured activities such as parent discussion groups, drop-in centers and referrals to other social services.

Evidence

There is considerable evidence that school readiness programs improve cognitive and social development for young children, increase parents' knowledge of child development and involvement in their children's education and build parents' skills. Below, we describe a variety of school readiness programs -- including elements of parent education, family support and family literacy -- and their evaluations.

Missouri's Parents As Teachers (PAT) program, founded in 1981, is a statewide parent education program. Participation is voluntary and all families with a preschool child are eligible.

Monthly home visits by certified parent educators represent the linchpin of PAT. The parent educators cover important topics related to child health and development. The program also offers periodic developmental and health screenings for children, monthly group meetings at neighborhood parent resource centers and referrals to other public and private services.

PAT has received several positive evaluations. Participating children were compared with a matched comparison group of similar children at age three and in first grade. The PAT three-year-olds showed more advanced language and social development, as well as greater problem-solving skills, regardless of family background or economic status. The first-graders also showed better cognitive and social development, while their parents were more likely to contact their teacher and help them with their homework. Finally, a more recent evaluation that focused on "high-risk" children found that PAT children exceeded national norms on intellectual and language abilities. Half of the children deemed to have developmental delays overcame them by age three and parent knowledge of child development was increased for all types of families that participated.

The Home Instruction Program for Preschool Youngsters (HIPPY) is a parent education program imported from Israel that is now used in 16 states and has been most widely implemented in Arkansas.

HIPPY uses home visitors who live in the community where they work to train low-income parents in using a highly structured series of educational activities with their preschool and kindergarten children (ages four and five). The home visitor comes biweekly throughout the school year and HIPPY parents also meet biweekly with their home visitors and their local program coordinator for mutual support, discussion and lectures. However, the most important aspect of HIPPY is the daily 15-minute learning activity for parents and children. For example, the parent might read a story to the child or discuss shapes and sizes.

Several studies have concluded that HIPPY children outscore non-HIPPY children on measures of school readiness and school achievement, and are retained less often in the early grades. Parents' literacy skills also improve and many parents are encouraged to go back to school or get better jobs. Many HIPPY parents become paid paraprofessionals who in turn help other parents learn to teach their children.

Kentucky's Parent and Child Education (PACE) program is a family literacy program serving parents of preschool children between ages three and five who lack a high school diploma or test below the 11th-grade literacy level.

In PACE, parents attend literacy classes in the morning while children attend preschool. Then parents and children come together before lunch for joint literacy activities under the guidance of trained professionals. After lunch, the parents receive instruction in child development, parenting skills and "life skills" (budgeting, sewing, homemaking), while the children play. An evaluation of PACE reported substantial increases in parental knowledge of child development and substantial increases in children's developmental abilities. In one year, the adults also gained an average of 1.1 grade levels in reading, 1.7 grade levels in math and 1.1 grade levels in language.

The federal Parent-Child Development Centers, which operated during the 1960s and 1970s as an outgrowth of the Head Start program, achieved positive results through a program of parent education, preschool education and family support for poor children from birth to age three. Mothers who participated were found to communicate more effectively with their children, encourage them more often and show more affection than the comparable group of mothers who did not participate. The children scored higher on intelligence tests, behaved better and had more positive interactions with their mothers.

Cost

To provide a rough estimate of the cost of a school readiness component in welfare reform, we used average annual cost data from the three programs listed below. These figures are based on the assumption that 500,000 families would participate annually.

- Parents As Teachers: \$350 per family X 500,000
= \$175 million
- HIPPY: \$600 per family X 500,000
= \$300 million
- PACE: \$2,800 per family X 500,000
= \$1.4 billion

Because a school readiness initiative would likely blend the less intensive and costly parent education approach of Parents As Teachers and HIPPIY with the more intensive and more expensive family literacy approach of PACE, the total annual cost would probably be \$1 billion or less. A required state match would bring federal costs down further. Connecticut, Kentucky, Maryland, Minnesota, Missouri, South Carolina and Washington are among the states that already make a substantial investment in parent education, family support or family literacy programs.

Furthermore, the federal government could use other programs, such as Head Start, Even Start and the new Family Preservation and Support program, to fund school readiness slots in its welfare reform initiative. Chapter 2 of the Elementary and Secondary Education Act, the Social Services Block Grant and the Community Development Block Grant could be additional sources of funds.