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# STATE OF ALASKA

## DEPARTMENT OF EDUCATION

DIVISION OF EDUCATIONAL PROGRAM SUPPORT

BILL SHEFFIELD, GOVERNOR

GOLDBELT PLACE  
801 WEST 10th STREET  
POUCH F  
JUNEAU, ALASKA 99811

April 10, 1986

### MEMORANDUM

TO: Nancy Bennett, Special Assistant  
House Committee on Health, Education  
and Social Services

THRU: Mary Hakala, Special Assistant  
Office of The Commissioner

FROM: Darby Anderson, Administrator  
Office of Curriculum Services

RE: House Bill No. 636  
Information Request

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The information requested during the hearing on House Bill No. 636 is enclosed:

- . Tri-Department Agreement
- . Preschool Programs in the State of Alaska
- . Summary of Public Programs
- . Summary. Perry Preschool Project
- . Special Report on Policy Conference for High Scope

DA/wm  
51191

1984  
REVISED AGREEMENT BETWEEN THE  
DEPARTMENTS OF EDUCATION,  
COMMUNITY AND REGIONAL AFFAIRS,  
AND HEALTH & SOCIAL SERVICES  
FOR THE COORDINATION OF  
EARLY CHILDHOOD PROGRAMS

BACKGROUND

There have been many significant changes in the field of early childhood in Alaska in the past few years. Programs have increased at a rapid rate, staff training needs have multiplied, government regulatory activity has been challenged, budgets have fluctuated, and public awareness has been raised about the crucial importance of the early years in human development. The three primary state agencies charged with responsibilities in the area of Early Childhood are the Departments of Education, Community and Regional Affairs, and Health & Social Services. Because of recent, rapid growth and expansion in the field there is a need to revise and formalize a cooperative interagency agreement, and to directly establish an on-going committee on Early Childhood. The most recent similar agreement, upon which much of this document is based, was developed in May, 1982. The Governor's Mini-Cabinet on Women's Issues charged the three departments with updating this agreement to continue the improved coordination of Early Childhood services. The structure and organization of the current agreement provides an on-going mechanism to address timely common issues.

Noteworthy activities of the past two years in each Department can clarify what has recently occurred.

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

- 1) Child Care is one of the fastest growing small industries in the state. In the last year, an average of 100 new licensed child care spaces have been created each month.

- 2) Steps to address growth and to ensure that the greatest licensing effort goes into new and marginal programs include:
  - Implementing biennial rather than annual licensing.
  - Developing application wait listing and processing sequence policy.
  - Implementing an abbreviated annual monitoring policy.
  - Refining the complaint investigation procedures.
- 3) The Department has coordinated closely with the Department of Education on regulation changes and participated in four joint presentations to Early Childhood professionals.
- 4) Hearings on draft Department of Health and Social Services child care regulation changes were completed in May, 1984.

DEPARTMENT OF COMMUNITY AND REGIONAL AFFAIRS

- 1) Legislation passed for developmentally disabled young children and adolescents in child care.
- 2) Day Care Assistance Programs are now available in all areas of the state where there is licensed care.
- 3) All Department programs have received increased funding.
- 4) Education and Training Grants have grown from seven to forty-one grantees. These include AAIEYC affiliate conferences in Anchorage, the Delta Region, and Juneau. It is currently the only major funding source for child care provider training.
- 5) Department sponsored the Employer-Employee Child Care Conference, March 1984.

- 6) The Department Child Care staff has served on the following special task forces:
  - Mayor's Task Force on Young Children, Anchorage
  - ARCC-Alaska, Inc. Dependent Care
  - Humana Hospital's Information & Referral
  - University of Alaska-Anchorage Families and Work
  - Barriers to Employment Conference
- 7) Department Child Care staff have facilitated the creation of or networked with:
  - Alaska Family Child Care Society
  - Association of Day Care Administrators
  - Alaska Association for the Education of Young Children, and six affiliates
  - Head Start Directors Association
  - Consortium of Early Childhood Teacher Educators

#### DEPARTMENT OF EDUCATION

- 1) Certification and renewal of certification for pre-elementary school programs increased by 200%.
- 2) Department sponsored the Workshop for Early Childhood Administrators and Workers, September, 1983.
- 3) Support was given to Alaska Association for the Education of Young Children and affiliates, to assist with training and curriculum development.
- 5) State School Board approved Type E, Early Childhood Associate I, II certification program for Early Childhood staff. (Developed by the Consortium of Early Childhood Teacher Educators.)
- 6) Preschool needs survey was conducted of all public preschools, 1983.
- 7) Department attempted revisions of pre-elementary school regulations, 1982-83.
- 8) Early Childhood Education Handbook was created in 1982 and revised in 1984.
- 9) Chapter 1 dissemination project for Early Childhood was completed in 1984.
- 10) Department provided support for Resource Access Project and related Early Childhood/ Special Education services.

## COMMITTEE ON EARLY CHILDHOOD

### PURPOSE

An inter-departmental committee named the Committee on Early Childhood, is established to provide effective coordination and management of services for Alaskan children under the age of nine\*, and to provide technical assistance to all those concerned with long-range planning in the field of early childhood.

### MEMBERSHIP

Committee members shall include:

- Commissioner of the Department of Community & Regional Affairs, or designee
- Commissioner of the Department of Education, or designee
- Commissioner of the Department of Health & Social Services, or designee

In addition, the core committee may invite the participation of other persons, as appropriate. These may include parents of young children, other governmental agency personnel, Head Start directors, University Early Childhood personnel, public and private pre-school providers, child care providers, members of the Alaska Association for the Education of Young Children and affiliates, members of the Mini-Cabinet on Women's Issues, and other citizens of Alaska.

### MEETING SCHEDULE

The Committee on Early Childhood will meet four times a year, in December, March, June, and September.\*\* Each Department is responsible for travel and per diem of its members. If a Department invites a person or persons to address the committee on a particular issue, that Department is responsible for the travel and per diem of those invited. In addition to formal meetings, efforts will be made to conduct at least one annual, statewide public teleconference on Early Childhood issues.

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\* Depending on programs, may include children over nine.

\*\* At each meeting, one member will act as facilitator, to prepare the agenda, conduct the meeting, provide for the distribution of minutes, and do follow-up correspondence. Committee members will also disseminate pertinent information to their agency, and act as liaisons for each Department.

## GENERAL AREAS OF RESPONSIBILITY

The following issues and areas are ones of mutual concern for the three core agencies. The committee will focus its attention on each area, prioritizing them and developing action plans to address each area. Approved action plans signed by the commissioners will serve as an addendum for this agreement.

### A. Information Services

The Committee will encourage each Department to collect and widely disseminate information on agency roles and early childhood services and programs offered within their Department, as well as to share communications on federal laws and rules and other written material of mutual interest.

### B. Early Childhood Regulations

The Committee will assist in the coordination of regulation development for children under age eight. This includes both child care facilities and pre-elementary schools, and involves additional state agencies as well. (Alaska Departments of Public Safety, Environmental Conservation, and Law.)

### C. Community Needs and Services

The Committee will assess, within areas of statutory responsibilities, community needs for early childhood services, make recommendations for needed services. The Committee will coordinate efforts of existing services for efficient and effective delivery. The Committee will propose recommendations for needed service changes.

### D. Early Childhood Training and Technical Assistance

The Committee will address training and technical assistance for early childhood providers, teachers, administrators, and consumers.

Department of Environmental Conservation  
Sanitation and Environmental Safety Inspections

Department of Law  
Legal Counsel  
Criminal Justice Task Force (In relation to young children)

Department of Revenue  
Child-Care Tax Credit

AGREEMENT TERMS

This agreement will be reviewed annually and may be amended by mutual consent. Amendments become a part of this agreement when signed.

Renewal: This agreement remains in effect until amended or superceded by a new agreement.

This agreement may be terminated by any of the three parties upon 90 days written notice.

Harold Reynolds, Jr.  
Harold Reynolds, Jr., Commissioner  
Department of Education

June 5, 1984  
Date

Emil Notty  
Emil Notty, Commissioner  
Department of Community and Regional Affairs

June 5, 1984  
Date

John Pugh  
John Pugh, Acting Commissioner  
Department of Health & Social Services

June 5, 1984  
Date

E. Early Childhood Program Development

The Committee will develop uniform definitions for early childhood services to the fullest extent possible. Members will also address the following programs to spell out roles, delineate responsibilities, including training and technical assistance, and to avoid unnecessary duplication:

Department of Community and Regional Affairs

Day Care Assistance Program  
Head Start Programs  
The Child Care Grant Program  
The Child Care Education and Training Grant Program  
Grants for specific Early Childhood Programs

Department of Health & Social Services

The Infant Stimulation Program  
The Protective Services and WIN Day Care Programs  
The Child Development Center Grant for Handicapped Children  
The Child Protection Program  
Early Periodic Screening Diagnosis and Treatment  
Immunizations  
Communicable Disease Control  
Public Health Nurses Technical Assistance to Programs

Department of Education

Early Childhood Program Certificate  
Special Education Funds for the Handicapped  
The Special Food Services Program  
Early Childhood Teacher Certification  
Bilingual Information Resources  
Research Studies in Early Childhood  
Kindergarten Correspondence Study Program

Department of Commerce and Economic Development

Child Care Facilities Revolving Loan Fund

Department of Public Safety

Fire Safety Inspections  
Criminal History Searches  
Public Information Services  
Council on Domestic Violence and Sexual Assault

Memo to:

Governor Sheffield  
All Departments  
Divisions Listed  
AAEYC and Affiliates  
Head Start Directors Association  
All Preschools  
All Child Care Centers  
All Child Care Homes  
All Local Administrators of Child Care Assistance Programs  
Governor's Mini-Cabinet on Women's Issues

## Preschool Programs Within the State of Alaska

### School Year 1984-85

This information was compiled by the Department of Education - Office of Curriculum Services to present an overview of preschool programs within each school district. Preschool programs are defined as those which serve at least 6 unrelated children ages 3, 4 and 5 years old in a group setting, primarily for educational purposes. (AS 14.07.020 (8), AS 14.07.060, 4 AAC 60.199)

There are many good alternatives for quality preschool education and care in our state. As many as possible have been listed at this time.

Information on this chart includes:

- Kindergarten programs run by a school district only if 3 and 4 year olds are served with them.
- BIA pre-elementary schools listed by school districts they are located within geographically.
- Child Care Centers which also provide preschool education as part of their program.

Information not included on this chart:

- Latchkey programs.
- Home-Based programs (see Appendix A).
- Family Child Care Homes providing preschool education.
- Child Care Centers which do not have a preschool component.

The information for this document came from a variety of sources which include:

Department of Education Preschool Survey Update  
Department of Education staff  
Anchorage Health Department - Directory of Child Care Programs  
Department of Education Certified Pre-elementary School Listing  
Federal Child Care Food Programs  
Department of Community and Regional Affairs  
Alaska Education Directory 1985  
Johnson O'Malley - Bureau of Indian Affairs  
Chapter I  
Rural Cap and Head Start statewide  
Department of Health and Social Services

Funding for preschool programs comes from many different sources.  
Some assumptions made about funding include:

- Private preschools generate money through tuition and other private sources unless otherwise noted.
- All Head Start programs receive USDA money.
- All district preschools receive some form of state funding.

It is the intention of the Department that this information will be updated yearly. Any questions and/or comments regarding this chart are welcomed. Please feel free to call Kathi Wineman or Mary Asper at the Department of Education - 465-2841.

Submitted by:

Kathi Wineman  
Early Childhood/Elementary Specialist  
Alaska Department of Education

32101

D.O.E. Certified Pre-elementary Schools

8/23/85

Akula Eitnaurvik Preschool	General Delivery	Kasigluk	AK	99609
Alak Preschool	Box 10	Wainwright	AK	99782
Anchorage Cooperative Nursery Sch.	P.O. Box 4235	Anchorage	AK	99509
Angoon Head Start	P.O. Box 25	Angoon	AK	99820
Aniak Preschool	Box 106	Aniak	AK	99557
Anvik Early Childhood Development	Blackwell School	McGrath	AK	99558
Arctic Angels Child Care	S. R. Box 3216P	Wasilla	AK	99687
Atmoutluak Pre-Elementary	General Delivery	Atmoutluak	AK	99559
Auke Bay Co-op Preschool	P.O. Box 210666	Auke Bay	AK	99821
Aurora Preschool	6017 Austin St.	Anchorage	AK	99502
Ayaprun Preschool	General Delivery	Newtok	AK	99559
Bear Mountain Preschool	SR3 Box 305, Shadowy Spruce Dr.	Chugiak	AK	99567
Bidarki Child Care Center	P.O. Box 117	Cordova	AK	99574
Brevig Mission Preschool	Brevig Mission	Brevig Mission	AK	99785
Central Lutheran Church Preschool	1420 Cordova	Anchorage	AK	99501
Chefornak Preschool	Chefornak School	Chefornak	AK	99561
Children's Community Center	211 Cordova Street	Juneau	AK	99801
Children's Montessori School	P.O. Box 772187	Eagle River	AK	99577
Chilkat Valley Preschool	Box 332	Haines	AK	99827
Craig Head Start	Box 296	Craig	AK	99921
Crescent Montessori School	Box 773185	Eagle River	AK	99577
Cully Preschool	General Delivery	Point Lay	AK	99759
Discovery Center	1007 Evergreen	Fairbanks	AK	99701
Eek Preschool	General Delivery	Eek	AK	99578
Faith Lutheran Church Preschool	2500 Sunset Drive	Juneau	AK	99801
Fred Ipalook School	Box 450	Barrow	AK	99723
Gingerbread House Pre-School	536 Tonsina Ct.	Eagle River	AK	99577
Gloria Dei Early Learning Center	8427 Jewel Lake Road	Anchorage	AK	99502
Grandma's Playhouse	Box 4010 SRA	Anchorage	AK	99502
Growing Place Preschool	2020 Steeple Drive	Anchorage	AK	99507
Haines Head Start	Box 192	Haines	AK	99827
Hoonah Head Start	P.O. Box 509	Hoonah	AK	99829
Jewish Education Center	1000 W. 20th Ave	Anchorage	AK	99503
Juneau Head Start	325 Gold Street	Juneau	AK	99801
Juneau Coop Preschool	1644 Glacier Highway	Juneau	AK	99801

Kaveolook Pre-Elementary School	Box 10	Kaktovik	AK	99747
Klawock Head Start	Box 118	Klawock	AK	99925
Kodiak Day Care Center Preschool	P.O. Box 356	Kodiak	AK	99615
Kongiganak Preschool	Kongignak School	Kongiganak	AK	99559
Koyuk/Malemute Preschool	Koyuk Malemute School-Gen. Delivery	Koyuk	AK	99753
Kwigillingok Preschool	General Delivery	Kwigillingok	AK	99622
Little Red Schoolhouse I (Lake Otis)	8620 Lake Otis Parkway	Anchorage	AK	99507
Little Red Schoolhouse II (Wasilla)	8620 Lake Otis Parkway	Anchorage	AK	99507
Little Red Schoolhouse IV (Raspberry Rd.)	8620 Lake Otis Parkway	Anchorage	AK	99507
Little Red Schoolhouse V (Eagle River)	8620 Lake Otis Parkway	Anchorage	AK	99507
McGrath Early Childhood Development	P.O. Box 90	McGrath	AK	99627
Meade River Preschool	Atqasuk School	Atqasuk	AK	99791
Montessori Creative Training Center	1901 Spenard Rd.	Anchorage	AK	99503
Montessori Dev. Cntr/Childrens Playhouse	P.O. Box 8711	Ketchikan	AK	99901
Mt. Edgecumbe Preschool	Box 1537	Sitka	AK	99835
Neighborhood Preschool	P.O. Box 10-2145	Anchorage	AK	99511
New Horizons Preschool	1801 O'Malley Rd.	Anchorage	AK	99507
Nightmute Preschool	General Delivery	Nightmute	AK	99690
Nikolai Early Childhood Development	Nikolai School	Nikolai	AK	99691
Northern Lights EduCare	1414 23rd Avenue	Fairbanks	AK	99701
Nuiqsut Trapper Preschool	General Delivery	Nuiqsut	AK	99723
Nunamuit School ECE Program	General Delivery	Anaktuvik Pass	AK	99721
Nuniyaarmuit Preschool	General Delivery	Mekoryuk	AK	99630
Petersburg Children's Center, Inc.	Box 136	Petersburg	AK	99833
Playcare Preschool	1273 Bannister Drive	Anchorage	AK	99508
Quida's Child Development Center	Box 1635	Kenai	AK	99611
Quinhagak Preschool	Box 76	Quinhagak	AK	99655
Rabbit Creek Preschool	4900 Rabbit Creek Road	Anchorage	AK	99516
Rainbow House Preschool	2954 Lily St.	Anchorage	AK	99508
Red Devil Preschool	Box 106	Aniak	AK	99557
Rolling Hills Academy for Super Kid	SR Box 2125	Wasilla	AK	99687
St. Ann's Day Care/Preschool	500 Harris Street	Juneau	AK	99801
St. Benedict's Preschool	8110 Jewel Lake Road	Anchorage	AK	99502
St. Christopher's Playschool	283 Muldoon Road, #216	Anchorage	AK	99504
St. Jude's Center	3272 Hospital Drive	Juneau	AK	99801
St. Mark's Preschool	3230 Lake Otis Parkway	Anchorage	AK	99508

Shishmaref Preschool	General Delivery	Shishmaref	AK	99722
Sleetmute Preschool	Box 106	Aniak	AK	99557
Starbright Preschool	5533 Penn Circle	Anchorage	AK	99504
Teller Preschool	James C. Isabell School, Box 527	Teller	AK	99778
Tikigaq Preschool	Box 148	Pt. Hope	AK	99766
Tom Thumb Montessori - DeBarr	1901 Spenard Road	Anchorage	AK	99503
Tom Thumb Montessori - Fairbanks St	1901 Spenard Road	Anchorage	AK	99503
Tom Thumb Montessori - O'Malley Rd.	1901 Spenard Road	Anchorage	AK	99503
Tom Thumb Montessori - Patterson St	1901 Spenard Road	Anchorage	AK	99503
Tom Thumb Montessori - Spenard Rd.	1901 Spenard Road	Anchorage	AK	99503
Tom Thumb Montessori - Whitehall Rd	1901 Spenard Road	Anchorage	AK	99503
Tuntutuliak Preschool	c/o Tuntutuliak High School	Tuntutuliak	AK	99680
Unalaska/Dutch Harbor Coop Preschool	Box 89	Unalaska	AK	99685
Upper Kalskag Preschool	Box 106	Aniak	AK	99557
Valdez Coop Preschool	Box 1387	Valdez	AK	99686
Valley Cooperative Preschool	2327 Meadow Lane	Juneau	AK	99801
White Mountain Preschool	General Delivery	White Mountain	AK	99784
Whittier Parent-Child Program	P.O. Box 645	Whittier	AK	99693

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TOTAL            89 Preschools

27701

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Adak Region</u>										
<u>Annette Island</u>										'89
Metlakatla Indian Assoc. Head Start	X	X	X							
<u>Alaska Gateway</u>										'86
Walter Northway School	X			X-Chap I	X					
<u>Aleutian Region</u>										'85
Nelson Lagoon	X			X-JOM	X					
<u>Anchorage</u>										'89
Anchorage Child Care			X	X-JSDA						
Anchorage Christian Presch			X							
Anchorage Co-op Nursery School			X				X	2/85	5/17/84	
Anchorage Head Start:										
Red Center		X		X						
Blue Center		X		X	X					
Green Center		X		X		X				
Orange Center		X		X	X					
Yellow Center		X		X	X					

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Expiry	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Anchorage (cont.)</b>										
Anchorage Lutheran Presch			X							
Anchorage Montessori School			X							
Aurora Preschool			X	X			X	11/86		
Bayshore Learning Center			X	X-USDA						
Bear Mt. Preschool			X				X	6/85		
Butterfly Children's Ctr			X	X-USDA						
Career Center Early Childhood			X							
Carousel Child Care Center			X							
Central Lutheran Preschool			X				X	6/85	5/15/84	
Christ Our Savior Lutheran Preschool			X							
Chuglak Children's Svcs	X		X		X					
CINA Head Start	X		X							
Congregation Beth Shalom, Jewish Education Center			X				X	6/85	5/14/84	
Crescent Montessori School			X				X	6/85	9/19/84	
Elmendorf Preschool			X							
Fairview Afternoon Presch (Com. Sch.)			X							

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Anchorage (cont.)</u>										
Ft. Richardson Preschool			X							
Gingerbread House Presch			X				X	6/85		
Gloria Dei Early Learning Center			X				X	10/85		
Grandma's Playhouse			X				X	6/85	5/17/84	
Harvester Christian Academy			X							
Hillcrest Day Care Center			X	X-USDA						
Homestead Coop Playschool			X							
Little Red Schoolhouse I			X	X-USDA			X	6/85	5/14/84	
Little Red Schoolhouse II			X				X	6/85	5/16/84	
Little Red Schoolhouse III			X	X-USDA						
Little Red Schoolhouse IV			X	X-USDA			X	6/85		
Little Red Schoolhouse V			X				X	6/85		
Mid Town Day Care Center			X							
Montessori Children's House			X							
Montessori Creative Training Center			X				X	5/86		
Mt. McKinley Day Care and Preschool Center			X							
Mt. McKinley II			X							

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District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Anchorage (cont.)</u>										
Mt. View Communit. School Preschool			X							
Mt. View Tiny Tots			X							
Neighborhood Preschool			X				X	1/86	9/18/84	
New Horizons Preschool			X				X	12/85	10/10/84	
Park Strip Day Care Center			X	X-USDA						
Play Care Preschool			X				X	5/85		
Puffin Heights Montessori School			X							
Rabbit Creek Preschool			X				X	6/85	10/10/84	
Rainbow House Preschool			X				X	6/85		
Rigel Special Services School/Elmendorf AFB	X			X-USDA	X					
Saahaaya Children's Center			X	X-USDA						
Safehaven Nursery School			X							
St. Benedicts' Preschool			X				X	9/86	5/15/84	
St. Christopher's Playschool			X				X	12/85	9/17/84	
St. Marks Preschool			X				X	6/85	9/18/84	
St. Mary's Creative Playsch			X							
Starbright Preschool and Kindergarten			X				X	6/85		

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Anchorage (cont.)</b>										
Tanaina Child Development Center			X	X-USDA						
Tender Loving Care Child Care Center			X							
The Children's Montessori School			X				X	6/85	9/19/84	
The Growing Place			X				X	9/86	9/17/84	
Tiny Tiger Day Care			X							
Tom Thumb Montessori Schs:										
DeBarr			X				X	2/86		
Fairbanks St			X				X	2/86		
O'Malley Rd			X				X	2/86		
Patterson St			X				X	2/86		
Spennard Rd			X				X	2/86		
White Hall Rd			X				X	2/86		
Wee Care Too Children's Center			X	X-USDA						
Wee School			X							
Wee Wittle Winkle I			X							
Wee Wittle Winkle II			X	X-USDA						
Westeyan Church Child Care Center			X	X-USDA						
Whaley Center	X				X					

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Bering Straits</u>										'85
Brevig Mission Preschool	X			X-Chap I	X		X	6/85		
Dlomedea	X				X					
Elim Child Center	X			X-JOM - (legislative grant)	X					
Gambell Head Start		X		X						
Golovin Preschool	X							X-(legislative grant to Kawerak)		
Kingikme Preschool/Wales			X							
Koyuk/Malemute Preschool	X			X-Chap I	X		X	6/85		
Rural Cap Head Start		X		X	X					
Savoonga Head Start		X		X						
Shaktoolik Preschool	X							X-(legislative grant to Kawerak)		
Shismaref School	X			X-Chap I	X		X	6/85		
St. Michael's Preschool			X							
Stebbins Head Start		X		X						
Stebbins School	X				X					
Tachik Head Start		X		X						
Teller/James C. Isabell Memorial School	X			X-Chap I	X		X	6/85		

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Bering Straits (cont.)</b>										
Unalakleet Head Start		X	X							
White Mountain Elementary Sch. - Preschool	X			X-Chap I	X		X	6/85		
<b>Bristol Bay</b>										
Naknek Elementary	X				X					'89
<b>Chatham</b>										
Angoon Head Start		X	X				X	6/85		'85
<b>Chugach</b>										
Whittier Involved Parent- Child Development Program			X				X	6/85		'85
<b>Copper River</b>										
Hickory Dickory Dock Day Care			X							
<b>Cordova</b>										
Bidarki Child Care Center			X				X	6/85		
Cordova Preschool	X				X					

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District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Craig</u> Craig Child Care and Head Start Center		X	X		X			12/85		'86
<u>Delta/Greely</u> Delta Junction Elementary - Special Education	X				X					'87
Fort Greely Child Development Center			X	X-USDA	X					
<u>Dillingham</u> Dillingham Elementary	X				X					'85
Togiak Head Start		X		X						
<u>Fairbanks</u> Bunnell House Laboratory School			X	X-USDA						'87
College Day Nursery			X	X-USDA						
Cranberry Hill Preschool			X							
Denali Elementary	X				X					
Discovery Center Preschool/ Kindergarten			X				X	2/85	1/31/85	

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Fairbanks (cont.)</b>										
Eneput Children's Center			X	X-USDA						
Fairbanks Head Start		X		X-JOM						
Fairbanks Montessori			X							
First Baptist Day Care			X							
FRA Saakkaaya Center			X	X-USDA						
Fort Wainwright Child Development Center			X	X-USDA						
Ines Roberts			X							
Little Lambs Too Day Care			X							
Lollipops & Rainbows Day Care			X							
North Pole Elementary	X				X					
Northern Lights EduCare			X				X	6/85		
Pearl Creek Elementary	X				X					
Pennell Elementary	X				X					
Yellow Brick Road			X							
<b>Galena</b>										
Galena		X		X						'85

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of Proposed on-site review
				Federal	State	Local				
<u>Hydaburg</u>										'86
Hydaburg Head Start	X		X							
<u>Haines</u>										'87
Chilkat Valley Preschool		X				X	6/85			
Haines Head Start Program	X		X			X	6/85			
<u>Hoonah</u>										'86
Hoonah Head Start	X		X			X	6/85			
<u>Iditarod</u>										'87
Anvik Early Childhood Development/Blackwell	X		X-Chap I	X		X	6/85			
Holy Cross Head Start		X	X							
McGrath Preschool	X		X-Chap I	X		X	6/85			
Nikolai	X		X-Chap I /JCM	X		X	6/85			
Shageluk Preschool	X			X						
Takotna	X		X-Chap I	X						

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Juneau</u>										'87
Auke Bay Cooperative Preschool, Inc.		X					X	6/85	1/5/85	
Children's Community Ctr		X					X	8/87	1/5/85	
Ever Growing Child Center		X								
Faith Lutheran Preschool		X					X	7/87	1/8/85	
Juneau Christian School		X								
Juneau Head Start	X		X				X	6/85		
Juneau Preschool Co-op		X					X	6/85		
Life Covenant Fellowship		X								
Sonshine Day Care Center		X								
St. Ann's Day Care/ Preschool		X	X-USDA				X	7/87		
St. Jude Center, Inc. - Spec Ed.		X	X-USDA	X			X	6/85		
Valley Baptist Academy		X								
Valley Cooperative Presch		X					X	6/85		
<u>Kake</u>										'86
Kake Head Start	X		X	X						

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Kenai Peninsula</b>										'86
Gateway Children's Center		X								
Kenai Peninsula Montessori		X								
Kiddie Korner Day Care and Preschool		X								
North Star Coop		X								
Port Graham Preschool		X								
Quida's Child Development Center		X				X	6/85			
Redoubt Elementary	X				X					
Sears Elementary	X				X					
Seward Elementary	X				X					
Seward Head Start		X	X							
The Children's Center		X								
The Children's House - A Montessori Center		X								
<b>Ketchikan</b>										'87
Head Start - Ketchikan		X	X-USDA							
Ketchikan Christian Academy		X								
Montessori Development Ctr		X				X	6/85	1/23/85		

1984-85

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of Proposed on-site review
				Federal	State	Local				
<u>Ketchikan (cont.)</u>										
Totenland Preschool			X							
White Cliff Elementary - Special Ed.	X			X	X					
<u>King Cove</u>										
King Cove City Schools	X				X					'87
<u>Klawock</u>										
Klawock Head Start		X		X	X		X	6/85	4/25/?	'86
<u>Kodiak</u>										
Karluk			X	X-JOM						'87
Kodiak Base Day Care			X							
Kodiak Day Care Center and Preschool			X				X	6/85		
Kodiak Head Start		X		X	X					
Larsen Bay Preschool			X							
Main Elementary	X				X					
Old Harbor Preschool			X							
Teensy Bear Preschool			X							

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Kuspuk</b>										'85
Aniak Preschool	X			X-JOM/ JTPA	X	X	6/85	3/21/85		
Chuathbaluk Preschool	X			X-JOM/ JTPA	X					
Crooked Creek Preschool	X				X					
Lower Kalskag Preschool	X			X-JOM/ JTPA	X			3/21/85		
Red Devil Preschool	X			X-JOM/ JTPA	X	X	6/85	3/21/85		
Steelmute Preschool	X			X-JOM/ JTPA	X	X	6/85	3/21/85		
Stony River Preschool	X			X-JOM/ JTPA	X			3/21/85		
Upper Kalskag Preschool	X			X-JOM/ JTPA	X	X	6/85	3/21/85		
<b>Lake &amp; Peninsula</b>										'86
Chignik Bay Dist Preschool	X				X					
Chignik Lake	X				X					
Kokhanok	X				X					
Newhalen	X				X					
Nondalton	X				X					
Perryville	X			X-Chap I	X					

Update  
1985-86  
Chap I -  
Annex (for last  
year)

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Lower Kuskokwim</u>										'85
Aklachak Head Start (BIA)		X	X							
Aklachak P/C H.S. (BIA)		X	X							
Aklak Native Community (no program '84-'85) (BIA)										
Akula Elitnaurvik Preschool	X				X		X		4/3/84	
Atmautluak Preschool	X			X-JCM	X		X	6/85	4/3/84	
Ayaprun Preschool - Newtok	X				X		X	6/85		
Bethel Head Start		X	X							
Bethel - Mike Inguut Elitnaurviat	X				X					
Chefornak - Chaputnguak High School	X				X		X	6/85		
Eek Head Start		X	X				X	6/85		
Involved Parents Preschool Inc. <i>Kasigiuk</i>			X							
Kasigiuk Head Start		X	X							
Kongiganak - Spec Ed	X				X		X	6/85	4/4/84	
Kipnuk Preschool (BIA)			X	X						
Kwethluk		X	X							
Kwigillingok Preschool	X				X		X	6/85		

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Lower Kuskokwim (cont.)</b>										
Nuniuarmuit Preschool	X				X		X	6/85		
Napaskiak	X	X		X						
Nightmute Preschool	X				X		X	6/85		
Quinhagak Preschool	X				X		X	6/85	10/30/84	
Toksook Bay Head Start		X		X						
Tuntutuliak Head Start		X		X						
Tuntutuliak Preschool	X				X		X	6/85	10/30/84	
Tununak Preschool		X		X						
<b>Lower Anvik</b>										
Alakanuk Head Start		X		X						'85
Chevak Head Start (BIA)		X		X						
Enonak Head Start		X		X						
Hooper Bay Head Start		X		X						
Kotik		X		X						
Marshall Head Start		X		X						
Mt. Village Head Start		X		X						

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of Proposed on-site review
				Federal	State	Local				
<u>Lower Yukon (cont.)</u>										
Pilot Station Head Start		X		X-JOM						
Pilot Station P/C H.S.		X		X						
Russian Mission		X		X						
Scammon Bay Head Start		X		X						
<u>Mat-Su</u>										
Arctic Angels Child Care			X				X	6/85		'85
Butte Elementary	X				X					
Christian Ministries Day School			X							
Cottonwood Creek Elementary	X				X					
Farm Loop Christian School			X							
Rolling Hills Academy for Super Kids			X				X	6/85	5/16/84	
Wasilla Elementary	X				X					
<u>Nenana</u>										

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Nome</u>										'86
Kawerak Head Start		X	X							
Nome Child Care, Inc.			X	X-USDA						
Nome Preschool Assoc., Inc.	BA			X-JOM	X					
<u>North Slope</u>										'89
Cully School	X				X		X	6/85	4/9/84	
Fred Ipalook Elementary	X			X-Chap I	X		X	6/85	4/10-11/84	
Kaveolook Preschool	X			(no program '84-85)			X	12/84	X	
Meade River School/Atqasuk	X				X		X	6/85		
Nuqsut Trapper School	X				X		X	6/85		
Nunamiut School ECE Prog	X				X		X	6/85		
Tikigaq Preschool	X				X		X	6/85	4/9/84	
Wainwright Preschool/ Alak Elementary	X				X		X	6/85	4/9/84	
<u>Northwest Arctic</u>										'85
Ambler Elementary School	X			X-JOM	X					
Buckland School	X				X					

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<b>Northwest Arctic (cont.)</b>										
Deering School	X				X					
Kiana Elem. School (ECE)	X									
Kobuk School	X									
Kotzebue Elementary	X									
Kotzebue Day Care Center										
McQueen School	X									
Noatak Elementary	X									
Noorvik Elementary	X									
Selawik Elementary	X									
Shungnak Preschool	X									
<p><i>1985-85 update</i>  <i>North west arctic</i>  <i>Chap I Kotzebue, Ambler, Buckland,</i>  <i>Deering, Kiana, Kivalina, Kobuk, Noatak,</i>  <i>Noorvik, Selawik, Shungnak</i></p> <p><i>w/ Ed Olive</i> <i>10/22/85</i></p> <p><i>(11)</i></p>										
<b>Pelican</b>										
<b>Petersburg</b>										
Johnson O'Malley Preschool			X	X-JOM						'85
Petersburg Children's Center, Inc.			X	X-USDA			X	1/87		
Petersburg Preschool			X			X				

1984-85

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Pribilof</u>										'85
<u>Rainbelt</u>										'85
<u>Saint Mary's</u>										'89
St. Mary's Preschool	X			X-Chap I	X					
<u>Sand Point</u>										'85
Sand Point Elementary	X			X-JOM	X					
<u>Sitka</u>										'86
Betty Eliason Child Care Center			X	X-USDA						
Montessori Children's House			X							
Mt. Edgecumbe Preschool	X				X		X	6/85		
J-5 Preschool			X							

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source				Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local	DOE Certified			
<u>Skagway</u>										'85
Skagway Elementary	X			X-JOM	X					
<u>Southeast Island</u>										
<u>Southwest Region</u>										'85
Aleknagik	X			X-Chap I	X					
Clarks Point	X			X-JOM	X					
Levelock	X			X-JOM	X					
Manokotak	X			X-Chap I	X					
New Stuyahok	X			X-Chap I	X					
<u>Tanana</u>										'85
Grayling Head Start		X		X						
Tanana Head Start		X		X						

1984-85

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Unalaska</u>										'85
Unalaska/Dutch Harbor Coop Preschool			X				X	6/30/86	10/11/84	
<u>Valdez</u>										'87
'Growden-Harrison Elem - Spec. Ed.	X				X					
Valdez Coop Preschool			X				X	9/86	2/22/84	
<u>Wrangell</u>										'85
<u>Yakutat</u>										'85
<u>Yukon Flats</u>										'86
Arctic Village	X			X-JOM	X					
Ft. Yukon Preschool	X				X					
Stevens Village School	X				X					
Venetie Elementary	X				X					

Variable  
Circle  
Program

X  
X  
X

1985-86 Update '86

Capita I Venetie, Ft. Yukon

Arctic Village, Chalkyitsik

Seaman, Stevens Village, Rampart

District/Program	District Preschool	Head Start Preschool	Private Preschool	Funding Source			DOE Certified	Certificate Deadline	Date of last on-site review	Date of proposed on-site review
				Federal	State	Local				
<u>Yukon/Koyukuk</u>										'87
Allakaket	X			X-Chap I	X					
Hughes	X			X-JOM	X					
Hustla		X								
Koyukuk Preschool	X				X					
Minto	X			X-Chap I	X					
Nulato Preschool	X				X					
<b>TOTAL</b>	<b>101</b>	<b>54</b>	<b>125</b>				<b>85</b>			

Compiled by: Kathi Wineman  
 Alaska Department of Education  
 (907) 465-2841

Addendum: A

Head Start Home-Based Programs  
1984-85

Alaska Gateway

Northway Head Start  
Tanacross Head Start  
Tetlin Head Start  
Tok Head Start  
Mentasta Head Start  
Eagle Head Start  
Dot Lake Head Start

Anchorage

Home Base 1  
Home Base 2  
Home Base 3  
Home Base 4

Bering Strait

Kingikme Home Start

Juneau

Juneau-Douglas Home Base Program

JOM Funding

Ketchikan

Home Base Program

JOM

Nome

Kawerak

Compiled by:  
Kathi Wineman  
Alaska Department of Education

## Public Programs

### 1. School District Operated Preschools:

Thirty one of Alaska's 55 districts are now offering programs for 4 year olds. Some of the 127 programs are for children identified as those with special needs, while others serve all 4 year olds in the district. Thirty two of these programs are certified by The Department of Education.

### 2. Head Start

Head Start offers a comprehensive early childhood program to economically disadvantaged and/or handicapped Alaskan children. Head Start is serving 1,701 children, aged 3-5 in 66 sites in Alaska. Eight programs are certified by The Department of Education.<sup>33</sup>

### 3. Infant Learning programs

The eighteen Infant Learning Programs in Alaska are administered through The Department of Health and Social Services and are operated in several regions of the state. Their purpose is to identify handicapped and potentially handicapped infants aged 0-3, and to work with both children and parents in the home setting.

## High/Scope Educational Research Foundation

600 North River Street  
Ypsilanti, Michigan 48197  
(313) 485-2000

David P. Weikart, Ph.D.  
President

### THE YPSILANTI PERRY PRESCHOOL PROJECT IN SUPPORT OF EARLY CHILDHOOD EDUCATION

#### Basic Findings

High quality early childhood education enables families and communities to improve the life chances of their children. Long-term research shows that young adults, now 19 years old, who attended a high quality preschool program made greater gains in education, employment and social responsibility than similar young adults who did not attend preschool.

- In Education

- Fewer classified as mentally retarded (15% vs. 35%)
  - More completed high school (67% vs. 49%)
  - More attended college or job training (38% vs. 21%)

- In Employment

- More support themselves by their own or their spouses' earnings (45% vs. 25%)

- In Social Responsibility

- Fewer were arrested (31% vs. 51%)
  - Lower birth rate (64 vs. 117 per 100 women)
  - Fewer on public assistance (18% vs. 32%)

These gains lead to substantial economic benefits for the community. An investment in preschool returns \$7 for every \$1 invested (after adjusting for inflation and discounting at 3% to estimate present value).

High quality early childhood education helps children become successful adults. It also reduces major social and economic problems within a community. Preventing lifelong problems in high-risk children is a better community investment than attempting to correct them.

\* \* \* \* \*

Supporting High/Scope Monographs (available from the High/Scope Press):

The Ypsilanti Perry Preschool Project: Preschool Years & Longitudinal Results Through Fourth Grade. D.P. Weikart, J.T. Bond & J.T. McNeil, 1978 \$8

The Ypsilanti Preschool Curriculum Demonstration Project: Preschool Years & Longitudinal Results. D.P. Weikart, A.S. Epstein, L. Schweinhart & J.T. Bond, 1978 \$8

An Economic Analysis of the Ypsilanti Perry Preschool Project. C.U. Weber, P.W. Foster & D.P. Weikart, 1978 \$8

Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15. L.J. Schweinhart & D.P. Weikart, 1980 \$8

Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19. Available September 1984. \$15

HIGH / SCOPE PRESS PUBLICATIONS

General Interest Books for Early  
Childhood Educators \*

YOUNG CHILDREN IN ACTION

M. Hohmann, B. Banet & D.P. Weikart  
4th Printing, 1983 \$15

The High/Scope curriculum manual for early childhood educators. Extensively used as a guide for teacher training.

STUDY GUIDE TO YOUNG CHILDREN IN ACTION

M. Hohmann, 1983 \$6.95

A workbook of active learning experiences to be used in conjunction with the text Young Children in Action.

GOOD BEGINNINGS: PARENTING IN THE  
EARLY YEARS

J. Evans & E. Ilfeld, 1982 \$9.95

A guide to infant/toddler care for parents, caregivers and professionals working with parents. A wealth of information about the stages of development from birth to age three.

WOMEN AND CHILDREN FIRST: HOME LINK -  
A NEIGHBORHOOD EDUCATION PROJECT

S. Bell, C. Birch, C. Burn, E. Conner,  
S. Cronin, E. Filkin, E. Hamilton,  
M. Quiery, A. Wornald \$10

First-hand accounts of the Netherley project outside Liverpool that relate lessons learned about grassroots community work, project development and program management in child-rearing, education, health, welfare, and public housing. The Home Link project was supported by the Bernard van Leer Foundation.

JOURNEY INTO LIFE

Lamaze Childbirth Preparation Association of Ann Arbor, Michigan.

Outlines a family-centered approach to childbirth including accounts of actual birth experiences by couples who have used the Lamaze method of delivery.

COMPENSATORY EDUCATION IN THE PRESCHOOL:  
A CANADIAN APPROACH

M. Wright, 1983 \$12

Wright and her colleagues launched the University of Western Ontario Preschool Project, a study of the effects of compensatory education on low-income children. Curriculum used in the project is discussed in sufficient detail to permit replication in other preschools.

INVOLVING PARENTS IN NURSERY AND INFANT  
SCHOOLS

B. Tizard, J. Mortimore, B. Burchell,  
1983 \$8

Based upon experience in England, this book addresses a series of practical issues that every educator interested in parent involvement has faced.

SUPPORTING THE CHANGING FAMILY: A GUIDE  
TO THE PARENT-TO-PARENT MODEL

B. Reschly, 1979 \$8.50

A manual useful for programs interested in developing or adapting a program to support parents.

HOME TEACHING WITH MOTHERS AND INFANTS:  
THE YPSILANTI-CARNEGIE INFANT EDUCATION  
PROJECT - AN EXPERIMENT.

D. Lambie, J.R. Bond & D.P. Weikart, 1980  
\$8

THE LONGITUDINAL FOLLOW-UP OF THE YPSILANTI-  
CARNEGIE INFANT EDUCATION PROJECT.

A.S. Epstein & D.P. Weikart, 1980 \$8

These monographs report on High/Scope's experimental home visiting program for parents and infants, conducted from 1968 to 1971. Impacts of the program are explored in depth.

All Titles on this page are available from:  
HIGH/SCOPE PRESS, 600 N. River Street,  
Ypsilanti, Michigan, 48197, U.S.A.  
Telephone: 313/485-2000.

\* All Prices in U.S. \$

*A Special Report on the*

# **Fourth Annual Policy Conference**

---

*of the High/Scope Educational Research Foundation*

Reported by Lawrence J. Schweinhart  
John E. Kyle, Conference Coordinator  
August 8-11, 1983  
Clinton, Michigan



**Who Should Receive Early  
Childhood Education?**

**Who Should Pay for Early  
Childhood Education?**



**Who Should Provide Early  
Childhood Education?**

**How Should We Market Early  
Childhood Education?**



**Where Do We  
Go From Here?**

*A Special Report on the*

# Fourth Annual Policy Conference

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*of the High/Scope Educational Research Foundation*

Fifty-four advocates of early childhood education from around the country—including representatives of public and private child care centers, Head Start programs, public schools, non-profit early childhood groups, city and state governments—came to Clinton, Michigan, in August 1983 to join with staff of the High/Scope Foundation's Center for the Study of Public Policies for Young Children and several guest speakers in a conference sponsored by Carnegie Corporation of New York. The conference was the first in a series of meetings that will address issues involved in institutionalizing high quality early childhood programs for America's children.

Institutionalization issues are especially timely in this period of enormous growth for early childhood programs. In the last decade the percentage of three- and four-year-olds in the U.S. enrolled in preschool programs nearly doubled, growing from 21% to 37%. It is anticipated that this trend will continue, and it is the responsibility of those in the early childhood field to help shape this growth in directions appropriate to children, families, and society.

The conference addressed this question by posing a series of questions. The first question

discussed was who should receive early childhood education—because of need, potential benefit, or want. The second question was who should pay for it, especially if those who most deserve to receive it are unable to pay for it. The third question was who should provide it, a rich question for early childhood education because there are now many types of providers. Once these issues of substance were determined, we moved to issues of public opinion. What does the public think about early childhood education? What **should** the public think of it, and how can we help the public to think that way? Another substantive question, not addressed fully at this conference but to be addressed in future meetings, is the issue of maintaining high quality in early childhood programs. The final presentation touched upon this issue, while asking early childhood educators, "Where do we go from here?"

Besides this report, there were other concrete outcomes of the conference. Two Michigan newspapers, **The Ann Arbor News** and the **Lansing State Journal**, reported on the conference, and the national newsletter **Report on Preschool Education**, published in

Washington, D.C., devoted most of an issue to a special report on the conference.

Another outcome of the conference that deserves mention is the networking that occurred among individuals. For example, the person in charge of the media task force for early childhood care and education in South Carolina got to know the person responsible for the Mormon Church's public service announcements on family life. A child care leader from Florida learned how certain child care regulations have been handled in Massachusetts. A Michigan state government official met the new Head Start handicapped services advocate for the state. And High/Scope staff gained additional contacts with key early childhood advocates from around the country.

This report is intended as an objective summary of the proceedings of the conference. Each of the major topics was discussed first by a presenter or a panel of presenters; questions and answers followed each presentation, then participants broke into small groups for extended discussion. Following are summaries of each major presentation, each closing with a summary of the group discussions on that particular issue.

Presented by John Clement  
and Ann Epstein  
High/Scope Educational  
Research Foundation

Should anyone receive early childhood programs? This question has been raised by a political group that we will call the "family traditionalists." It has also been raised by several respected researchers, most notably psychologist Burton White. We need to consider what these people are saying and, if we disagree, we need to muster our counter-arguments.

Family traditionalists see maternal love in the home as the cornerstone of all early childhood experience. Any change from the traditional nuclear family—intact, father working, mother home with the kids—is seen as undesirable. Data about change are branded "negative statistics."

Burton White's article in the November 1981 issue of *Young Children* posed the question: Should a mother stay home with her baby? White answered yes. He based his conclusion on the research literature on maternal care and child outcomes, focusing primarily on the institutional research and animal studies done by Bowlby in the early 1950s. This research did show severe developmental deficits in children deprived of maternal care. But these were cases of extreme deprivation, social isolation, and absence of any environmental stimulation—not just lack of maternal care, but lack of care by any constant, nurturing, interactive adult. It is reasonable to question whether these studies apply to the issue of day care under normal conditions.

At the same time, White ignores relevant research of the 1970s and 1980s concerning child care, such as that reviewed by Alison Clarke-Stewart in her 1982 book, *Day Care*. This more recent research suggests that children are certainly not hurt by early childhood programs and that children at risk may indeed be helped cognitively and socially.

There are five reasonable answers to the question of who needs early childhood education programs the most: children at risk of educational failure, the handicapped, children whose parents work, children of teenage parents, and children at risk of abuse or neglect.

The risk of educational failure is greatest for those who live in poverty. These children's families are least likely to be able to pay for early education services. Of the 17.7 million youngsters under age five in this country, 24%—4.2 million children—live in poverty. In spite of our efforts as a nation to help these youngsters, especially through Head Start, the disadvantaged are underserved: 81% of three-year-olds and 81% of four-year-olds from families with incomes under \$10,000 did not receive early education in 1980.

Many believe that the handicapped, those who need special education, deserve priority in receiving early childhood education. However, early handicapping conditions are difficult to define and identify. In the 1981-82 school year, there were nearly 228,000 children aged three to five receiving special education services through Public Law 94-142, with 40,000 more served by Project Head Start. This represents only about 2% of this age group. Twenty-seven states have no mandated legislation for the provision of educational services to handicapped children under age five.

The demand for child care for working parents far exceeds the capacity of the services available. Though we do not have the data to

## Who Should Receive Early Childhood Education?



make an accurate estimate of the unmet need, a few rough figures suggest the extent of the gap. Today, in single-parent families, one-half of all children under age six have their mothers in the labor force; in two-parent families, the comparable figure is 42%. In the mid-1970s there were 1.2 million licensed spaces for children in center- and home-based care, while there were 13 million children of full-time working mothers. The Reagan administration has cut federal support for child care through a variety of programs.

Children born to teenage mothers have a special need for early childhood education; the child care provided can also permit parents to continue and complete their schooling. About 580,000 infants are born to teenage mothers each year; over half of these mothers have not completed high school.

Children who are at risk of abuse or neglect have a need for early childhood education; the service offers respite for the parents, helps prevent out-of-family placements, and can be a starting point for parental training and support services. In 1978 there were 600,000 cases of child abuse and neglect reported, with child care outside the home available in only 8% of the cases.

Findings from research support the notion that certain "high risk" groups can benefit from early childhood education. There is clear evidence of both short- and long-term positive impact of early education for disadvantaged populations. The evidence includes High/Scope's Perry Preschool Study, the research reported by the Consortium for Longitudinal Studies, the New York State Experimental Prekindergarten evaluation, and the long-term study of the Head Start program in Rome, Georgia. A key finding across studies is that early childhood education leads to a reduction in the need for special education and/or grade retention.

There is also evidence of early education impact for populations at risk of later placement

in special education. The Perry study documented effects for youngsters who tested as educable mentally retarded. Other studies have found short-term benefits for children with sensory impairments, language problems, Down's Syndrome, and behavior disorders.

Another way to consider the question of who wants early childhood education is to consider who receives early childhood education today. More and more children are being enrolled in early childhood education. The number of three- and four-year-olds enrolled in early education programs, excluding custodial day care, increased by 58% from 1970 to 1980—from 1.5 to 2.3 million. The percentage of all three- and four-year-olds enrolled increased from 21% to 37%. There are more and more early childhood educators as well. Membership in the National Association for the Education of Young Children has increased by 10,000 in the past six years to a total of over 38,000 members in 1983.

### Who Should Receive?

#### Small Group Discussions

The most common answer by conference participants to the question of who should receive early childhood education was: all children whose parents choose to have them receive it. A second type of answer recognized some of the limitations of parental choice—children of abusive parents should receive early childhood education whether parents want it or not; early childhood programs are good for disadvantaged children whether parents know it or not. One response to this situation, short of making programs compulsory, is to educate people about the benefits of early childhood education.

While conference participants believed that the disadvantaged should have access to early childhood education, no one wanted to limit early childhood programs to the disadvantaged. People favored socioeconomically integrated programs with subsidies for the poor. ■

Presented by Steven Barnett  
High/Scope Educational  
Research Foundation

The purpose of this presentation is to introduce early childhood professionals to a different perspective on the question of who should pay for early childhood programs—that of economics and benefit-cost analysis.

To paraphrase Paul Samuelson, economics is the study of how people choose to employ scarce resources to produce and distribute goods and services, now and in the future.

It is worth considering exactly how economics is relevant to the question of who should pay for early childhood education. After all, most of the time we make economic decisions without any explicit economic analysis. Whether we buy a candy bar or an automobile, the market provides a fairly good guide to the relative value of resources, and most of the consequences affect only ourselves. Notice, however, that in the case of the automobile, complications begin to arise. The type of car we can buy is constrained by safety and environmental standards. If we borrow money to pay for the car, the cost is subsidized by tax deductions. In this case, a significant divergence arises between the consequences of an economic choice for an individual and for society as a whole. Society has intervened to protect its interests. The tool that economists use to assess the grounds for such public intervention is benefit-cost analysis. In what follows, the steps in benefit-cost analysis are outlined and then applied to early childhood education.

Benefit-cost analysis is, very simply, the application of economic theory to a policy choice. As commonly practiced it has two goals: to determine if the policy choice is a good investment for society as a whole and to determine how it affects different groups within society. Economists refer to these goals as efficiency and equity, respectively.

Benefit-cost analysis can be divided into eight steps, each related to key concepts in the definition of economics. These steps are:

1. Identify the decision makers and their values.
2. Identify the alternatives.
3. Identify the costs.
4. Identify the benefits.
5. Value the costs and benefits monetarily.
6. Discount all monetary values.
7. Aggregate all discounted monetary values.
8. Assess the effects on efficiency and equity.

The first two steps relate to choice—identify the decision makers, their values and alternatives. The third—identify the costs—requires that we quantify the scarce resources used in each alternative. It identifies what society gives up for each alternative. The fourth—identify the benefits—can only be performed if we understand the production process. We must specify the actions that are part of the process and the consequences of those actions.

The fifth step is to place monetary values on all effects, both costs and benefits. This step is crucial because without it there is no way to value costs and benefits relative to each other. This step is also the most controversial because people object to placing a monetary value on many things. The economists' counterargument is that in practice we do place monetary values on everything—because everything we do has a cost. When we buy a car, we forgo buying a

## Who Should Pay for Early Childhood Education?



dialysis unit. When we buy a dinner, we forgo feeding a hungry person somewhere. The economist only seeks to make explicit the choices people already make by estimating monetary values. Realistically, this step is rarely, if ever complete. However, even a partial valuation of costs and benefits is often sufficient to produce an informative benefit-cost analysis.

The sixth step—discounting—continues the process of making costs and benefits comparable. Monetary valuation alone is not adequate because costs and benefits generally occur at different times. Even in the absence of inflation (which is controlled for in other ways), the time that a cost or benefit occurs makes a difference. A discount rate, roughly equivalent in concept to the rate of interest, is used to translate all costs and benefits into their values at a single time. Most often this time is the beginning of the investment, and the results are called "present value."

When all costs and benefits have been expressed in terms of present value, two steps remain. The present values are aggregated to yield total costs and benefits for groups and for society as a whole. The economist can then pose two questions: Is the choice a good investment for society as a whole? Is it fair to various groups? The first question is easily answered. If the present value of benefits exceeds the present value of costs, the answer is yes. The second question is less easily answered because people differ in what they consider to be fair. However, if all groups in society are made better off in absolute terms, most economists would consider the results unambiguously positive.

The economic perspective on early childhood education may be illustrated by the benefit-cost analysis of the Perry Preschool Program. This program provided high quality early childhood education to a group of low-income children. Research has traced their experiences from preschool to young adulthood. The most recent

report of this research is *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15*, by L. J. Schweinhart and D. P. Weikart (High/Scope Press, 1980). A benefit-cost analysis has been conducted using findings from this research, and the most recent economic results are to be published in detail later this year. We can consider the general results and their implications at this time. Categories of costs and benefits are identified as follows, along with the primary bearers of costs and recipients of benefits.

Costs	Paid by
Program	Public
Time	Parents and children
Later schooling	Parents and children
Benefits	Received by
Participation	Parents and children
Child care	Parents and children
Socioeconomic success	Children and the public
Social responsibility	Children and the public

The greatest part of costs that resulted from the Perry Preschool are program costs. These were paid for by the public through government funding. The families of the children who attended were not required to make any expenditures for the program. The only other cost worth noticing is that of later schooling. Children who attended preschool stayed in school longer (including college attendance). Again the program cost (high school and college) was borne almost entirely by the public.

Benefits accrued to parents, children, and the public. Parents benefited directly from their participation in a program that enhanced their lives and provided child care. The market value that can be placed on this is relatively small. Children benefited immediately from a program that enhanced their lives, and later from the long-term benefits: less trouble in school, higher earnings, less welfare dependence, and less

involvement in crime. Their lives are better because of these things. However, it is projected that the increase in after-tax earnings is roughly offset by the loss to individuals in welfare payments not received. Monetarily, the gains to children who attended preschool may be rather small. The greatest beneficiary, monetarily, is the public. School costs are reduced, taxes paid by program participants later in life are increased, crime and criminal justice system costs are reduced, and welfare costs are reduced.



Economic analysis of Perry Preschool Project results found a four-fold return on the original investment.

When all the steps of benefit-cost analysis are completed, the implications of the Perry Preschool study are quite clear. The present value of benefits exceeds that of costs for society. Thus preschool for low-income children is a good public investment. Also, both the low-income families who participated and the public who paid for the preschool program gained more than they lost. Thus, when the public pays, preschool for low-income families is fair. Of equal importance, if the public did not pay, monetary benefits for low-income families would not provide sufficient incentive for the private purchase of preschool programs. So, from an economics perspective, the public should pay for early childhood programs for low-income families because it is a good investment for all concerned and might not take place unless the public pays.



The Perry Project found that preschool saved society money by reducing future needs for special education.

The economic analysis of the Perry Preschool Program provides a clear but limited answer to the question of who should pay. It leaves out middle- and upper-income families. It cannot provide a definitive answer for these others; however some inferences can be made. First, most public benefits are likely to be less for

# HELP! We Need to Hear From You!

If you have used High/Scope's longitudinal research on preschool education, please respond to this simple questionnaire.

High/Scope's longitudinal research on the cost-effectiveness and lasting benefits of the Ypsilanti Perry Preschool Program makes a strong argument in support of high quality early childhood programs. The High/Scope Center for the Study of Public Policies for Young Children has been working hard to make these research findings readily available to you and to all concerned citizens. We think these efforts have had a positive impact on early childhood programs throughout the country.

Now we need your help. We need concrete evidence that our work has

been worthwhile. If you have used the research to help you make a case for early childhood programs, we need to hear from you.

Please send us answers to the following questions on your own letterhead or on the form below. If you wish, you may phone Policy Center staff at (313) 485-2000. Please mail your responses to

Policy Center  
High/Scope Educational  
Research Foundation  
600 North River Street  
Ypsilanti, MI 48197-2898

1. From what sources have you learned about High/Scope's longitudinal research on preschool? Include specific professional publications, news articles, and speeches. \_\_\_\_\_

\_\_\_\_\_

2. How have you made use of High/Scope's longitudinal research on preschool? To what audiences have you presented the research findings? \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

3. Do you know of any specific decisions—such as increasing or sustaining funding, initiating a program, or passage of legislation—that were influenced by the presentation of the High/Scope research? Please be specific about who made the decision, the forum in which the research was used, the amount of money involved, and the current status of the project. \_\_\_\_\_

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middle- and upper-income populations. School, crime, and welfare cost savings are likely to be considerably smaller. Earnings and thus increases in taxes paid might also be less. Second, middle- and high-income families have more resources available for their children and a greater ability to pay for early childhood education. Together these suggest that it may not be in the public interest to pay for early childhood education for middle- and upper-income families. It must be emphasized, however, that this is not a definitive conclusion.

## Who Should Pay?

### Small Group Discussions

Who should pay for early childhood education? The most common response to participants was

that the ideal is a free market situation, with subsidies for families that cannot afford early childhood education.

Whether public funding of early childhood education ought to be provided for the middle class was seen as a major question by conference participants. The middle class can receive some of the same benefits of early childhood education that are received by low-income families. Middle-class children can also be at risk of scholastic failure, placement in special education, delinquency, and future lack of employability. Early childhood education can help middle-class children avoid these problems. Another major consideration is that the large American middle class is the primary political constituency—the major determinant of the political process in the nation. ■

Three kinds of providers are important to consider: the schools, proprietary agencies, and religious institutions.

## The Schools

Presented by William Isler  
Pennsylvania Department of Education

No institution should be the sole provider of early childhood programs. Public schools have both advantages and disadvantages as providers; so do many other institutions.

In analyzing a problem, the Pennsylvania Department of Education considers four things: need, resources, public policy, and image. The need for early childhood programs is primarily in programs for four-year-olds. As of 1979 in Pennsylvania, 84% of five-year-olds were enrolled in early childhood programs, while 45% of four-year-olds were enrolled. Public schools are loaded with potential resources for early childhood programs. Public policies regarding young children are rapidly changing. Early childhood education elicits a mixed bag of public perceptions. Too many promises of quick education fixes have been made to parents. However, in general, this is a great time to press forward the case for early childhood education. The public has focused its attention on the "rising tide of mediocrity" in the public schools and wants to see something done about it.

Early childhood education must be recognized as more than a babysitting service for parents who work. Nor should it be seen as a shifting downward of the elementary school curriculum. Placing early childhood programs in elementary schools would help to increase the continuity of experience between early childhood and the elementary school years. Another possible advantage of the public schools is that they can take responsibility for child care, as some schools are already doing, especially after-school care for elementary school children.

## For-Profit Child Care

Presented by Carole Rogin  
National Association of Child Care Management

The National Association of Child Care Management represents one-fourth of the 10,000 to 12,000 private proprietary child care centers in the country, which constitute 40% to 45% of licensed child care centers (the remaining 55% to 80% are non-profit). A third of the membership are the big child care chains; the other two-thirds are single-center operators.

The chains believe that child care provision must be more responsive to the marketplace. The changing customer profile from low-income to middle-income means that the orientation of child care providers must change from that of a social service to that of a work-related benefit for families. Changes in government funding are prompting a greater focus on the employer as a funder for child care. Proprietary center entrepreneurs want to meet people's needs at a fair price and to create additional need for their services. For example, it has been found that when a chain-operated day care center comes to town, the number of children in licensed care increases.

Proprietary operators have an interest in the government's role in child care. Seventy percent of them receive some funding from the government, but it is generally less than 5% of their income.

# Who Should Provide Early Childhood Education?



## Religious Institutions

Presented by The Reverend Eileen Lindner  
National Council of Churches of Christ

The National Council of Churches of Christ has 32 church groups with a combined membership of 41 million people. Should the churches provide child care? The fact is that a whole lot of them do now. Early in 1982 we mailed questionnaires to 89,000 churches of 15 NCC member denominations. Of the 25,000 churches responding, about one third reported that day care services were housed on their property. Approximately half of these programs were operated by the church; the other half were independently operated under a rental or use agreement. Of all programs, 55% received indoor space free of charge, and fully 94% received some subsidy either of program operation or tuitions. An in-depth follow-up survey of 1,500 church-housed day care centers revealed that the majority of infant, toddler, and preschool programs offered full-time care, of 45 or more hours per week. The average enrollment was 54 young children. Only 9% of programs had a religious education component.

Churches bring to child care both convenience and conviction. The convenience comes from the neighborhood locations of churches, their facilities, and their tax exemptions. The conviction, despite wide variation in theologies, comes from some belief in community assistance or social justice.

The churches backed into child care without a great deal of organized reflection. Now they need to reflect on why they do these things. Churches can provide the infrastructure for much child care. We do believe, however, that it

continues to be the government's role to provide for the common welfare.

## Who Should Provide?

Small Group Discussions

There is great diversity in the arrangements and settings now used for early childhood care and education: families, other home arrangements, center and classroom arrangements, and others. There is strength in this diversity. On the other hand, sometimes parents must deal with as many as three paid providers; from this perspective some consolidation of services is desirable.

The public schools appear to be a candidate to assume expanded leadership in early childhood education. The advantages are that schools—in a time of declining enrollment—have resources (libraries, gymnasiums), extra space, and teachers, plus the advantage of neighborhood convenience. Such settings could offer early childhood educators an opportunity to influence the elementary school curriculum, enhance program continuity for children, and provide a good introduction to the schools for parents. Locating in schools would assist early childhood educators in achieving higher pay and professional status.

Disadvantages of locating in the public schools are the danger of a downward press of scholastic expectations and the possibility that teachers untrained in early childhood education would move into the programs. There is a general fear that public schools may be unresponsive to students and their families, particularly those from minority groups. ■

# How Should We Market Early Childhood Education?



## How to Get Your Message Across

Presented by Steve Swanson  
Bonneville Productions

Bonneville Productions is the organization that does public service announcements for the Church of Jesus Christ of Latter Day Saints (the Mormon Church) and several other clients. About ten years ago, the Church administration became interested in using public service announcements as a vehicle to become better known and to express in a positive way a concern with the deterioration of family life. Based on this experience and other marketing experiences, following are some suggestions on how the early childhood field can market its message.

If an organization's efforts seem disjointed, a media campaign can help pull things together. The General Electric media campaign of the last few years is a prime example of an effort that helped customers become aware of the company's product line and gave cohesiveness to the organization.

A marketing effort for early childhood education would consist of research, planning, and communication activities that stimulate awareness, interest, support for, and use of early childhood education. Before engaging in marketing, an organization must be clear about its mission. There is beauty in diversity, but not if the central purpose doesn't come through. Goals should be set. Then research should be carried out. Research in all its forms is the most effective tool for convincing people.

Bonneville Productions does marketing research—regional, national, and local surveys of consumer attitudes. "Focus group research" brings together a dozen or so demographically similar people to check their reaction to some message. This kind of research helps you find out who and where your markets are. You also need to identify the gatekeepers, such as politicians or those who provide access to the media.

In planning, desired audience changes should be identified. Cognitive change means that you want the audience to have new information. Action change means that you want people to take a specified action within a set period of time. Behavioral change is a change in some habit, such as drinking or smoking. Value change, the hardest type of change to produce, must take place in small steps—you should never attack someone else's values directly.

Dissemination can take place through paid media, public relations, or public service announcements. The paid media route provides maximum control over the message, but is very expensive. Public relations consists of press releases, talk show appearances, and tying in with prominent people or popular events. Such multiple activities take lots of work. Public service announcements must be done well, or they won't be used. To be cute is to be remembered. In addition to high quality productions, you need to develop good relationships with the media gatekeepers. The benefits of public service announcements are the same as with paid media, but at no exposure costs.

[Following his presentation, Swanson showed some of the Mormon public service announcements on family life that he discussed in his presentation. These announcements have been widely used by television stations because of their high quality and pithy messages. They movingly portray basic concepts about communication within families.]

## Early Childhood Education, Newspapers, and the Public

Presented by Jane Myers  
Ann Arbor News

The public thinks that newspapers should provide a public service. But newspapers are businesses that operate for profit—and receive powerful competition from television.

How do you get into the papers? You make news. Wherever many people speak with one voice, you have news. For example, the number of people in the women's movement gives it credibility. There is competition among news sources, not directly in terms of money, but rather in terms of newsworthiness. By newsworthiness we mean the question of whether people will read a story and buy a newspaper, so that advertisers will pay for ads in the paper.

How do you increase your chances of getting into the papers? One way is to become friends with newspaper people. Press releases are rotated quickly. Personal contact helps greatly in ensuring that a press release will be used. Don't forget to thank reporters and their editors when they give you coverage. You are competing for space in the paper. In newspaper offices, you compete for people's time. Be persistent. Recognize that there are slow news days (like Saturday) and slow news months (like August). In communicating with the press, use English, not gobbledegook. A reporter must understand a story to tell it to others.

It is pointless to talk about distorted press coverage to press people. News is necessarily a distortion of life. As Walter Cronkite has said, "I don't have time to tell about all the ships at sea that do not collide."

Newspapers have no position on early childhood education. But animal stories sell more papers. Papers want to talk about what the public wants to hear about.

What does the public think about early childhood education? To find out what the

public can easily find out about early childhood education, I visited the Ann Arbor Library. I found out very little. A 1976 textbook told me that play is important, and not a whole lot else. The library has few books on early childhood education. Apparently, the public does not ask for such books.

Why not? The public does not now pay for early childhood education, as they do for public schools. "Preschool," "early childhood education," and "day care" are yawn words—they would not work well in a headline.

Historically, there are traditions that tell us that children are good, that children are bad, and that children are neither good nor bad. Freud confused the issue further with talk of children's latent sexuality. Some people, like the House of Juda group recently in the news, see physical punishment of children even to the point of death as their way to the Lord. Deep down, we all know how to raise children—because we learned from our parents.

People tend to think little about early childhood education. Children are a weak political constituency. The public needs jazzy stuff to respond to a concern such as young children.

There are no well-delineated liberal or conservative positions on early childhood education. One can infer two basic positions, however, though they are not clearly defined. The conservatives believe that taking children out of their homes is one more way to destroy families and undermine the strength of the nation. The liberals believe that children are a national resource and that the state must assist parents in raising their children.

I did a lengthy article on child care for *The Ann Arbor News* a couple years ago. The public response was quietly positive. The editor, a single mother, strongly encouraged the story. Most people are not very interested in this topic. Editors can be convinced that it is interesting. The problem is to find a reporter who wants to convince an editor that the story is worth doing.

Presented by David Welkart  
High/Scope Educational Research Foundation

What are our strengths today as early childhood educators? There have been several positive shifts from two decades ago. First, we now have the staff and organization we need to serve disadvantaged children across the country. When Head Start began in 1965, we had virtually no one with training or experience for this task. Second, we have developed a high degree of good will in the community at large. Third, we have the unique strength of a set of research findings that documents the long-term effectiveness of our efforts to provide high quality early childhood education.

The early childhood field faces several difficult challenges. Can we learn to cooperate and to identify those things that we agree about? We should also learn to value the diversity within early childhood care and education. Many kinds of programs can do a good job for children and families. On the other hand, we must face up to the importance of maintaining high quality in programs. The early childhood field also needs to develop greater sophistication in economics. For example, we should come to recognize that, if two programs are assessed as having similar results, the one-year program is more economical than the four-year program.

Whom should we talk to if we want to increase public support for good early childhood programs? We should talk to the public through the media. We should talk to legislators, once we know that there is public support for our cause. An essential audience is people who are now middle-level professionals. They will be the trend-setters of the future. Our message to them is simple: early childhood education is good for children and saves society money.

We are riding the front edge of major social change. Families are having fewer children and they are interested in providing their children with a high quality of experience. A large and still growing number of mothers are finding employment outside the home, thereby increasing the demand for child care. The early childhood field is growing. We are in position to help shape the coming social changes and to build a better quality of life for children and for society.

## Where Do We Go From Here?

### Group Discussion

Are there other issues involved in institutionalizing early childhood programs besides those discussed at this conference? Another major set of issues has to do with the maintenance of high quality in early childhood programs. High/Scope has plans for dealing with these issues separately, but it should be recognized that they are intimately bound up with

### How Should We Market (continued)

Perhaps the easiest route to interesting people in early childhood education is to focus on children. Everybody knows some kids. But don't say that kids need early childhood education. Say that they can benefit from this gift. Children's rights are not a popular cause in this country as they have been in some European countries. A "right" to early childhood education would not be a popular idea. "Family policy" might be an approach that would encompass early childhood care and education. Or we might seek to focus on family well-being

# Where Do We Go From Here?



institutionalization issues. In essence, we want to institutionalize high quality early childhood programs. We want to resist the institutionalization of low quality programs.

The dominant theme that emerged from the discussion is that we must engage in more and better communication with each other, with parents, and with those outside the early childhood field. This communication must be two-way; we must listen as well as talk. We are not the only ones with useful information to share about the value and benefits of high quality early childhood education. Some of the ways that this communication should take place are as follows:

1. Those of us in the early childhood field must talk with each other more often. We must arrive at some consensus about defining the core of our work, and we must work together at communicating that commonality effectively.
2. Many of us are members of religious institutions (churches, synagogues). They are potent forces in local communities, and we should join with them in speaking out on behalf of children and the programs that they need.
3. Schools are already involved with

services for young children. Working together, we can improve those services; some early childhood advocates are employed in the schools, but rarely talk to teachers of other grades. We should involve high school teachers in spreading early childhood information among their students who are or will be parents.

4. We should join community groups such as Chambers of Commerce; we can learn from them and they from us.

5. Meetings should be held for community leaders to discuss early childhood education in depth, similar to this conference. The difference would be that local movers and shakers, not just the early childhood advocates, would be involved in the discussion and resolution of problems.

6. Parents in particular are important in the process of institutionalizing early childhood education. Their choice of programs for their children is one factor affecting program quality.

High/Scope was asked to provide advocates with clear messages and informational tools that are needed to make these communications effective. ■

in the broadest sense.

## How Should We Market?

### Small Group Discussions

In marketing the idea of early childhood education, two questions are important: What is our message? Who are our audiences?

Our message has to do with the fact that we provide care and education for young children and support for their families. Several slogans were suggested, i.e.,

*Good preschools make lives better.*

*Time is short when children are small:  
What is the quality of your child's life?*

Our audiences are parents, funding sources, policy makers, and community leaders. High/Scope's Voices for Children Project is seeking to reach these audiences. It is especially important to seek to organize parents on behalf of early childhood education. This kind of parent involvement has been instrumental in political advances for handicapped children and foster children. ■