

NLWJC - Kagan

DPC - Box 071 - Folder-012

0-3 Conference [2]

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. profile	Phone No. (Partial) SSN (Partial) DOB (Partial) (1 page)	04/11/1997	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Elena Kagan
OA/Box Number: 11998

FOLDER TITLE:

0-3 Conference [2]

2009-1006-F

ke683

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

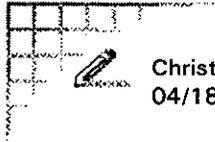
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

0-3 Conf



Christa Robinson
04/18/97 05:21:38 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP, Pauline M. Abernathy/OPD/EOP, Nicole R. Rabner/WHO/EOP, Elena Kagan/OPD/EOP

cc:

Subject: 0-3 Conference handouts

There was a huge demand for the publications we handed out at yesterday's events, and I literally only have one or two copies of each publication - except for about 50 additional America Reads Kits. I of course can make copies of the materials we produced and handed out at the event. All of those documents were in the packet of stuff I left for you all the morning of the conference. Feel free to email me names and faxes or addresses of folks that need the external documents and I can send the info. out and put it in the White House folders if you would like.

Also, you can refer anyone who wants copies of the publications to the following contact people:

Rethinking the Brain - Robin Hardman, Communic. Dir., Families & Work Institute
212/465-2044 ext.215

Starting Points - Sarah in Michael Levine's office at Carnegie
212/207-6314

Newsweek Special Edition - Pat Butler's Office, Washington Post
334-6000

0-3 Poll:

THE WHITE HOUSE AT WORK:**Thursday, April 17, 1997****TODAY: PRESIDENT AND FIRST LADY HOLD EARLY CHILDHOOD DEVELOPMENT CONFERENCE**

Today at the White House, the President and First Lady host "The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children."

- The President said in his State of the Union address, "learning begins in the first days of life...scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants."
- Today's Conference brings together esteemed scientists, doctors, sociologists, parents and other experts to examine how we can use this new research in practical ways -- to be better parents and care-givers, and to raise stronger families.
- Participants at the White House will be joined by satellite by thousands of people at more than 80 sites around the country.

This morning, the President announces new actions to improve the early development of America's children:

- The President asks the Defense Department -- which runs a model child care program -- to "adopt" civilian child care centers, helping them improve quality and become accredited, sharing information on how to operate successfully, and working with state and local government training programs to help people moving off welfare to become child care workers.
- The President announces an upcoming White House Conference on Child Care.
- The President expands Early Head Start enrollment by one-third for next year; and to help parents and care givers teach the very young, a new "Ready, Set, Read" Early Childhood Development Activity Kit will go out to early childhood programs across the country as part of the President's America Reads challenge.
- The President announces new Child Victims of Violence Initiative, to train police, prosecutors, probation and parole officers and mental health professionals in child development, so they are better able to help young children who are victims of violence.
- The President calls for his Children's Health Initiative, to extend health care to as many as 5 million uninsured children by 2000.

0-3 conf



JOLIN M @ A1
04/18/97 01:28:00 PM

Record Type: Record

To: Elena Kagan, Eli G. Attie, Paul J. Weinstein Jr., Peter R. Orszag

cc:

Subject: NSF workshop

NSF has asked the CEA to cosponsor a workshop on "The Development of Human Capital through Families and Communities" It would focus on the role that families and communities play in helping children become productive citizens, what the critical stages are in a child's development, why some children are more resilient when faced with family and social problems, etc. WH Counsel has signed off on it. Please let me know if you have any problems from the substance/ message point of view.

*Seems interesting -
keep me informed*

Withdrawal/Redaction Marker

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0-3 Conf

SPECIALIST NATASHA JOSEPH

[Redacted] P6/(b)(6)
(301) 619-7175 (Work)

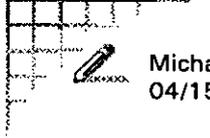
[001]

Specialist (E-4) Natasha Joseph is 27-years old, has been in the Army for 5 years, and is a Patient Administration Clerk assigned at Ft. Detrick, Maryland. She is a single, African-American mother of 7-years old Taquisha and 19-months old Jasmyn.

SPC Joseph is from Perry, Georgia. Her previous duty assignments are Panama and Ft. Bragg, North Carolina. She joined the Army for the benefits that the Army offered her children and herself. The Army has given her the opportunity to further her education at a more affordable price than as a civilian.

SPC Joseph has used FCC at Ft. Bragg and is currently using CDC at Ft. Detrick. She was, and is pleased with both child care programs and considers it an honor to speak at the White House.

Her Date of Birth is: [Redacted]
SSN: [Redacted] P6/(b)(6)



Michael Cohen
04/15/97 06:35:24 PM

0-3
copy

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: PTA Follow-up

Just to keep you posted -- we have identified someone from Charlotte NC who meets the exacting demographic requirements you and Pauline specified, and who Christa has vetted, talked to, and signed up.

There still is the matter of paying for her expenses, which we are unable to do. However, I understand that the National PTA folks are looking in to provide her with some help, though I do not yet know whether they will be able to do this. I hope to hear from them sometime later tonight.

0-3 conf

Pauline M. Abernathy

● 04/13/97 10:32:07 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

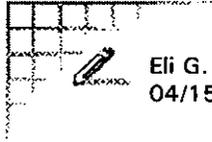
cc: Michael Cohen/OPD/EOP, William R. Kincaid/OPD/EOP, Christa Robinson/OPD/EOP, Laura Emmett/WHO/EOP

Subject: Parent on Panel 2 of WH Conference

Over the weekend, I spoke with a mother in the Army who could be put on Panel 2, but if we are not promoting DoD so much, Melanne thought it better if we not put her on the Panel. The woman I spoke with would be fine, but not add all that much.

As a result, my latest idea is to find a parent (in the next 24 hours) who started an Early Childhood PTA in order to share information with other parents of children 0-5 and get involved in their child's child care or preschool program. According to Eliz Drye, the POTUS was very excited about early childhood PTAs when he heard about them on his trip to Georgia after the SOTU. I like the idea for several reasons, including because it is not a low-income initiative and would reinforce our message that this is for everyone. What do you think?

0-3 conf



Eli G. Attie
04/15/97 04:50:42 PM

Record Type: Record

To: Ann F. Lewis/WHO/EOP, Elena Kagan/OPD/EOP, Pauline M. Abernathy/OPD/EOP

cc:

Subject: CEA Early Childhood Report

FYI -- Michelle Jolin of CEA is concerned that the current plans for Thursday's conference don't include any distribution of their report on the importance of early childhood investments. Since the report doesn't have any news in it, it's hard to justify building it up very much, but Michelle feels that since they did it specifically to help out with the conference (at Sperling's request, I believe), it should at least be available...

I don't have an opinion on this (although the report seems fairly harmless and non-controversial); what do you think?

Eli

0-3
Conf

Kellogg's
Avance
PT Parent
Police Chief
Owner of Foundation
Resver
Ow. Miller

Christa Robinson
04/14/97 03:28:29 PM

Record Type: Record

To: Pauline M. Abernathy/OPD/EOP, Nicole R. Rabner/WHO/EOP, Jennifer L. Klein/OPD/EOP
cc: Elena Kagan/OPD/EOP
Subject: Materials for Early Learning Conference

Is it possible for me to get drafts of the documents you all are producing by COB today or first thing tomorrow. I would like to be able to tell the press office and Staff Secretary that I will show them a complete draft package by tomorrow morning. Just to recap, these are the items:

- Agenda (Nicole) - draft done
- Fact Sheet on Policy Announcements (Pauline) ✓
- Executive Order (Pauline) ✓
- Administration Accomplishments (Jen) - draft now.
- Biographical information on each panelist (Pauline/Nicole)
- 1 Page of relevant Facts (Nicole)
- 1 Page of relevant quotes (Nicole)
- Internal Q&A (Jennifer)
- Event Memo (Christa)
- Script w/ brief bios (Christa)

- ✓ - Gen'l one paper
- ✓ - One paper on each major policy ann. (child care, health, DOT)

I am working on getting the following additional items from others:

- Participant List (Kim)
- Satellite Sites (Kris)
- O-3 Poll
- Family Parenting Kits
- Rethinking the Brain Report
- Starting Points
- Newsweek

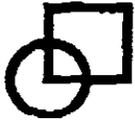
DOT
- EO ✓
- 1 paper (ind yday) ✓
Sta

Health
- one paper ✓
- Sta
~~1P one paper~~
- letter from acad. health chrs. ✓

DOT
one paper - need to rewrite
Sta

backdrop?
~~speech?~~
speech?

Melissa


Families and Work Institute

 330 Seventh Avenue
 New York, New York 10001
 (212) 465-2044
 (212) 465-8637 fax

0-3 Conf

F a x C o v e r S h e e t

 Date: 4/14/97 Account code: 473

 To: Nicole Rabner

 Fax number: 202 456-6244 Number of pages including cover sheet: 6

 From: Ellen Galinsky

Message

Here is the fact sheet.
 Talking points to follow.

- ✓ Visit our new website! <http://www.familiesandwork.org>
- ✓ Just off the press: *Community Mobilization: Strategies to Support Young Children and Their Families*, a comprehensive guide to community-based action, with tips and lessons learned from hundreds of initiatives around the country.
- ✓ Also new this fall, our *College and University Reference Guide to Work-Family Programs*, the first in-depth look at work and family for employees and students at academic institutions.
- ✓ Coming this spring...our 8th annual work and family conference, *Work-Life Initiatives: Extending the Reach*, co-sponsored by The Conference Board. Registrations now being accepted.

BRAIN DEVELOPMENT AND YOUNG CHILDREN FACT SHEET

THE HUMAN BRAIN IS A WORK IN PROGRESS.

- A newborn's brain is approximately 25 percent of its adult weight.
- At birth, the brain has roughly 100 billion brain cells, but most of these brain cells (or neurons) are not yet linked into the networks that are needed throughout life to think, remember and process information.
- At birth, the parts of the brain that handle thinking and remembering, as well as emotional and social behavior, are very underdeveloped.

“...in humans, the great preponderance of brain development takes place outside the womb, in direct relationship with the external environment. In short, to a greater extent than other species, humans have brains that are dependent on environmental input.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

BRAIN DEVELOPMENT IS VERY DRAMATIC IN THE FIRST THREE YEARS OF LIFE.

- By the age of three, a child's brain has formed 1,000 trillion connections (or synapses) among brain cells—about twice as many as an adult's.

Research finding:

In the 1970s, Peter Huttenlocher from the University of Chicago began counting the synapses in the frontal cortex. He observed that children's brains have many more synapses than adults' brains, and the density of synapses remains high throughout the first decade of life.

“Synapses form the brain's physical 'maps' that allow learning to take place. We now know that in the months after birth, this process proceeds with astonishing rapidity, as the number of synapses increases twenty-fold, from 50 trillion to 1,000 trillion.”

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

Research finding:

Using PET scan technology, Harry Chugani and his colleagues at Michigan Children's Hospital, have documented that in the early years, the human brain has a significantly higher metabolic rate (as measured by its utilization of glucose) than it will have later in life, presumably due to the profusion of connections being formed in the brains of young children.

- By the age of three, a child's brain is at least twice as active as an adult's. It remains that way throughout the first decade of life.

“ This transformation [in the brain] corresponds to the dramatic changes that parents and other people who care for babies witness in the first years, as newborns progress with incredible speed from virtually helpless beings to children who are starting to reason, to walk and talk, to form intentions and carry them out, and to enjoy interactions with a variety of people, pets, and objects.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

- As these changes in brain structure and activity occur, infants and toddlers rapidly increase their cognitive, emotional, social and motor capacities.

THE EARLY YEARS ARE FILLED WITH OPPORTUNITY.

- Because brain development is so rapid and extensive in the early years, young children are biologically primed for learning.
- The brain is especially flexible during this time span. Children's ability to respond to experiences from parents and professionals is especially marked during these years.

“ While learning continues throughout the life cycle, there are 'prime times' for optimal development—periods during which the brain is particularly efficient at specific types of learning.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

HOW THE BRAIN IS “WIRED” DEPENDS NOT ONLY ON THE GENES CHILDREN ARE BORN WITH, BUT ALSO ON THE EXPERIENCES THEY HAVE.

- Children's early experiences—their relationships with parents and other important caregivers; the sights, sounds, smells, and feelings they encounter; and the challenges they meet—don't just influence their moods. These experiences actually affect the way children's brains are “wired.”
- As the brain responds to the experiences a child has in the early years, it creates and organizes connections among brain cells.

“Only 15 years ago, neuroscientists assumed that by the time babies are born the structure of their brains is genetically determined.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

“Today, researchers around the world are amassing evidence that the role of the environment is even more important than earlier studies had suggested.”

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

THE BRAIN OPERATES ON A "USE IT OR LOSE IT" PRINCIPLE.

- As children grow into adults, excess connections are thinned out, creating more efficient, powerful networks.
- The connections that are repeatedly activated through early experience are reinforced and tend to become permanent. The connections that are not used at all, or often enough, tend to be eliminated.
- In this way, even everyday events that a baby will not recall—such a playing peekaboo or feeling a soothing embrace in response to a cry—can effect the way the child's brain is wired.

“Like a sculptor chiseling a form from a block of marble, nature creates the adult brain by eliminating excess neurons and synapses from the very dense immature brain.... Researchers have not yet isolated the precise factors that control the pruning of excess neurons and synapses, but they know it is not random. Certainly, genetic programming plays a role, but there is growing evidence that the process is guided, to a significant degree, by sensory experience. In other words, the brain uses information about the outside world to design its architecture, particularly in the early years of life.”

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

CHILDREN LEARN IN THE CONTEXT OF IMPORTANT RELATIONSHIPS.

- How parents and other caregivers respond to young children directly affects the way that brain cells link up into networks.
- Studies show that children fare better when they receive consistent, warm, responsive care in the first year of life and become securely attached to their caregivers.

“A strong, secure attachment to a nurturing caregiver appears to have protective biological function, ‘immunizing’ an infant to some degree against the adverse effects of later stress or trauma.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

Research finding:

Megan R. Gunnar of the University of Minnesota has investigated children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Children with chronically high levels of cortisol have been shown to experience more developmental delays—cognitive, motor, and social—than other children. Gunnar has found that babies who receive warm and responsive care in their first year of life are less likely than other children to respond to minor stresses by producing cortisol than other children. And when they do respond by producing cortisol, they are better able to turn off this response.

- Securely attached children also tend to be more successful in school, and better able to get along well with other children.

Research finding:

Byron Egeland, L. Alan Sroufe, and their colleagues at the University of Michigan have conducted a longitudinal study of high risk families since 1975. They have found that children with secure attachments to their primary caregivers at age one have fewer behavior problems and better quality relationships with other children in preschool. In addition, these children have higher school achievement in the first, third and sixth grades as well as at age 15.

0-3 Conference

FINAL WHSO LAYOUT - REVISED

a/o 4/16/97; Sfarneworth

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT & LEARNING: WHAT NEW RESEARCH ON THE BRAIN TELLS US ABOUT OUR YOUNGEST CHILDREN

Thursday, April 17, 1997

Conference Sessions: East Room (Pool Press/Satellite 1st session)
 Lunch: State Dining Room (Closed Press)
 Reception: South Lawn (Closed Press)
 Guest invite time: 10 a.m.

PRINCIPAL time:

9:45 a.m.-10:25 a.m.	Guest Coffee in the Grand Foyer
10 00 a.m.-10:30 a.m.	POTUS and FLOTUS Briefing in the Map Room
10:35 a.m.-10:45 a.m.	Greet Panel I in the Blue Room
10:50 a.m.-1:00 p.m.	Session I in the East Room (Refer to separate breakdown)
1:20 p.m.-2:30 p.m.	Lunch in the State Dining Room (Closed Press) (FLOTUS only)
2:30 p.m.-2:40 p.m.	Session II Pre-Brief in the Map Room (All Four Principals)
2:35 p.m.-2:45 p.m.	Greet Panel II in the Blue Room (POTUS, FLOTUS, VPOTUS, MEG)
2:45 p.m.-4:30 p.m.	Session II in the East Room (Refer to separate breakdown)
5:15 p.m.-5:45 p.m. (T) Press)	Remarks to Reception guests on the South Lawn (Closed

8:00 a.m.-8:30 a.m. (T) **The First Lady** is interviewed on the TODAY SHOW in the Diplomatic Reception Room. (Contacts: S. Cohen, T. Labrecque)

7:00 a.m. Set up in the East Room. (Staging, seating, visuals, whca)
 Satellite contact: Laura Schwartz Set up: J. King (visual), S. Warren, L. Schwartz

9:00 a.m. Panel I participants are briefing in OEOB 180. Contact: Katy Button

9:30 a.m. East Visitor Gate opens for guest arrival. Guests proceed to the Grand Foyer for coffee and juice until time to be seated in the East Room. *List contact: Kim Widdess*

Note: The AdCouncil PSA will be played on at WHTV monitor in the Grand Foyer at this time. (L. Schwartz)

10:00 a.m. **Principal Briefing** in the Map Room. (Need list of participants and agenda-Christa)

10:30 a.m. Guests are seated in the East Room by Social Aides. Panel I participants are escorted to the Blue Room. (Seating contact: S. Warren)

10:35 a.m. **The President and the First Lady** arrive in the Blue Room to greet Panel I participants.

10:45 a.m. Panel I participants are announced into the East Room and proceed to seats at table.

The President and the First Lady are announced into the East Room and

proceed to podium.

10:50 a.m.-1:00 p.m.**SESSION I:**

SESSION I:	
10:50 -11 a.m	The First Lady delivers remarks and introduces the President. (Remember sat sites)
11-11:15 a.m.	The President delivers remarks. Following remarks, the President and the First Lady proceed to seats at the table.
11:15-11:20 a.m.	The President calls on David Hamburg , President, Carnegie Corporation of New York, who delivers brief remarks and introduces the next three consecutive speakers.r.
11:20-11:55 a.m.	Three Consecutive Presentations by: <ul style="list-style-type: none"> - Dr. Donald Cohen, Director, Yale Child Study Center (behavioral development) - Dr. Carla Shatz, University of California, Berkeley (neuroscientific overview) - Dr. Patricia Kuhl, University of Washington (language/cognitive development) (Each presenter has 5 min.)
11:55 a.m.-12 p.m.	The President thanks the first three speakers and asks the next three speakers to make remarks: (Optional questions between each speaker)
12 p.m.-12:50 p.m.	Q&A Session with the following panelists: (Questions by POTUS/FLOTUS) <ul style="list-style-type: none"> - Dr. Ezra Davidson, Drew University of Medicine (obstetrician) - Dr. T. Berry Brazelton, Harvard Universtiy (pediatrician) - Dr. Deborah Phillips, National Research Council (child care/earley education)
12:50 p.m.-1:00 p.m.	The President makes closing remarks.

Satellite Note: Satellite time ends at 1:10 p.m.

1:00 p.m. Upon conclusion of the first session, **the President and the First Lady** depart the East Room.

Guests will be directed to the State Dining Room for lunch. (20 min break before lunch) Guests will receive escort cards prior to entering the State Dining Room.

1:20 p.m. **The First Lady** proceeds to table in the State Dining Room for lunch.

1:20 p.m.-2:30 p.m. **LUNCH IN THE STATE DINING ROOM**
Staff Contacts: Robyn Dickey (Seating), Tracy Labrecque

2:15 p.m. **The First Lady** invites tbd Members of Congress to come up to the toast lectern to make brief remarks. (TBD order)

FORMAT:

- Seated lunch/Max 130 guests
- Closed Press
- Principals attending: FLOTUS only
- After lunch, TBD Members of Congress will make remarks
- Guests receive escort cards from table outside the State Dining Room.

2:30 p.m. Upon conclusion of lunch, guests are directed to their seats in the East Room. (20 min. break)

2:30 p.m. **Briefing for Session II in the Map Room.** (All Four Principals meet in the Map Room.)

2:40 p.m. Session II panelists arrive in the Blue Room. (Contact: Christa, Pauline)

2:45 p.m. **The President and the First Lady and the Vice President and Mrs. Gore** arrive in the Blue Room to greet the panelists for the second session.

2:55 p.m. Session II panelists are announced into the East Room and proceed to seats at table.

The President and the First Lady and the Vice President and Mrs. Gore are announced into the East Room and proceed to seats at the table.

3:00 p.m.-4:30 p.m. SESSION II

SESSION II (All remarks are from the table.)	
<u>3:00 p.m.-3:10 p.m.</u>	Mrs. Gore makes opening remarks and introduces the Vice President.
<u>3:10 p.m.-4:15 p.m.</u>	The Vice President makes remarks and introduces the First Lady. The First Lady moderates second session with the following panelists:
	<u>Session II Panelists:</u>
	- Arnold Langbo, Chairman of the Board, Kellogg Company
	- Gloria Rodriguez, Founder, National President & CEO, AVANCE Inc.
	- Sheila Amaning, Parent
	- Police Chief Melvin Wearing (New Haven, CT)
	- Harriet Meyer, Exec. Director, The Ounce of Prevention Fund
	- Rob Reiner, Chair & Founder, "I Am Your Child Campaign"
	- Governor Bob Miller, (NV), Chair of the NGA
	Note: The Principals will have follow-up questions between each panelist.
<u>4:15 p.m.-4:30 p.m.</u>	The President makes closing remarks.
<u>4:30 p.m.</u>	The Four Principals depart.

4:00 p.m. East Visitors Gate opens for guest arrival. Guests hold in the East Garden/Colonnade (rain) before proceeding to the South Lawn. (Invitation time is 4:30 p.m.) (Refer to task sheet.)

4:30 p.m. **The President and the First Lady** proceed to the Residence until time for the reception.

4:30 p.m. Conference participants depart the East Room for the South Lawn via staircase to Diplomatic Reception Room.

4:30 p.m.-6:30 p.m. RECEPTION ON THE SOUTH LAWN
Approx. 400 guests
Closed Press

5:30 p.m.-5:45 p.m. The First Lady arrives in the Diplomatic Reception Room for announcement onto the South Lawn.

Program:

- The First Lady makes remarks and departs..

6:30 p.m. Guests depart the South Lawn via the East Gate.

INFO PACKET DISTRIBUTION NOTE: Guests (including conference participants) will receive an information packet in the East Colonnade as they depart the reception.
Contact: Robyn Dickey, Christa Robinson

CONFERENCE SESSION NOTE - OEOB 450 ELEMENT

Contact: Ann Eder

Approx. 150 guests will watch Session I in the OEOB Rm 450 via Satellite. They will not participate in Session II, but will return for the Reception.

REGIONAL SATELLITE SITES

Contact: Kris Balderston

There will be approx. 82 locations watching Session I via satellite. Session II will not be shown via satellite. The Regional sites will have their own Session II.

0-3 conf

FIRST PANEL

Dr. David A. Hamburg, President of the Carnegie Corporation of New York

Among the many projects completed in his tenure was the production of *Starting Points*, the 1994 seminal report on early childhood development. Dr. Hamburg has served on numerous policy boards, including his current position on the board of the President's Committee of Advisors on Science and Technology. In 1996, President Clinton bestowed onto Dr. Hamburg the Presidential Medal of Freedom.

Dr. Donald J. Cohen, Director of the Yale University Child Study Center

The Yale Child Study Center is internationally recognized for its multi disciplinary programs of clinical and basic research, professional education, and clinical services and advocacy for children and families. Dr. Cohen is also the Irving Harris Professor of Child Psychiatry, Pediatrics and Psychology at the Yale School of Medicine. His research has focused on urban child development and approaches to intervention, as well as studies of the impact of violence and trauma on children and families in the United States and abroad.

Dr. Carla J. Shatz, Professor of Neurobiology at the University of California, Berkeley

Her ongoing studies of brain development have gained her numerous honors, including the Society for Neuroscience Young Investigator Award in 1985 and the Charles A. Dana Award for Pioneering Achievement in Health and Education in 1995. Dr. Shatz is the immediate past president of the 24,000 member Society for Neuroscience.

Dr. Patricia K. Kuhl, Chair of Speech and Hearing Sciences at the University of Washington

Dr. Kuhl's research focuses on language and speech development, and the results of her studies have illustrated how infants' early experience plays a role in the acquisition of language. She is a Fellow of the American Association for the Advancement of Science, the American Psychological Society, and the Acoustical Society of America.

Dr. Ezra C. Davidson, Jr., Professor of the Department of Obstetrics and Gynecology at the Charles R. Drew University of Medicine and Science, Los Angeles, California

Dr. Davidson also holds professorships at the University of California, Los Angeles and the Dartmouth School of Medicine. He has led an active career in research, education, and clinical and public service, serving, for example, as president of the American College of Obstetricians and Gynecologists and as chair of the Secretary of Health and Human Services' Advisory Committee on Infant Mortality. He currently chairs the Advisory Committee for Reproductive Health Drugs for the Food and Drug Administration.

Dr. T. Berry Brazelton, Clinical Professor of Pediatrics Emeritus at Harvard Medical School

Dr. Brazelton is a widely acclaimed pediatrician, author, and professor, who has served as president of the Society for Research in Child Development and of the National Center for Clinical Infant Programs. Dr. Brazelton is also an active member of the Child Development Unit at Children's Hospital in Boston, Massachusetts.

Dr. Deborah Phillips, Director of the Board on Children, Youth and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine

Dr. Phillips is an expert in child care policy. She was the first Director of the Child Care Information Service of the National Association for the Education of Young Children, and serves on numerous advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York and the Advisory Committee on Services for Families with Infants and Toddlers of the U.S. Administration for Children, Youth and Families.

0-3 Conf

THE WHITE HOUSE
WASHINGTON

April 16, 1997

MEMORANDUM FOR: **KITTY HIGGINS**
 MELANNE VERVEER
 NICOLE RABNER
 ELENA KAGAN
 STACEY RUBIN
 BOB NASH
 EMILY BROMBERG
 CRAIG SMITH

ANN LEWIS
PATRICIA LEWIS
LAURA SCHWARTZ
LORRIE MCHUGH
PAULINE ABERNATHY
JONATHAN KAPLAN
JENNIFER KLEIN
DAVID SHIPLEY

FROM: **KRIS BALDERSTON**

SUBJECT: **FINAL UPDATE ON THE EARLY CHILDHOOD REGIONAL**
 SATELLITE SITES

Attached is a near final list and map of the eighty-two (82) regional satellite sites for the White House Conference on Early Childhood Development and Learning which will be held on Thursday, April 17, 1997. (I say "near final" because we continue to get calls from state and local officials including Members of Congress who are planning to hold similar sessions. By Thursday morning, I am sure we will reach nearly 100 sites.) In just three weeks, the Regional Administrators from HHS, Education, USDA, EPA, and GSA set up sites in 36 states (OH, FL, and WI do not appear on the map) in every federal region of the country. As you review the materials, please note the following points:

- These are not just "conference-watching" sessions. In nearly every case, the local organizers have replicated the East Room program. They will watch the morning session via satellite and create their own panel sessions of local experts to discuss early childhood issues in the afternoon. Many plan to develop their own local action plans.
- Each of the satellite sites will distribute White House materials and collect the names of their participants so that we can send each of the attendees a final report. Most of the sites are planning to send the White House a 1-2 page summary of their own proceedings for inclusion in the White House document.
- There is genuine excitement in the regions about participating in this conference. The Regional Administrators note that the local respondents immediately jumped on the opportunity to participate and help organize it. Anecdotally, we have learned that 600 people are planning to attend the Phoenix conference, 300 in Kansas City, 350 in New

York City, 200 in San Francisco, 150 in South Texas, and 250 in Philadelphia. In most cases organizers expect an average of approximately 100-150 participants. As you look through the sites, you will note that many of the satellite sessions are being held in hospitals, universities, high schools, and federal buildings.

Finally a special thanks should go to Laura Schwartz for answering a million technical questions from administrators throughout the country, Pat Lewis for answering their press inquiries, (Jay Wolf our Cabinet Affairs intern who spent countless hours inputting the information), and Eric Dodds, the White House Liaison at GSA, who is the main point of contact with the Regional Administrators. Also a thanks to HHS, DoEd, GSA, USDA, and EPA for contributing funds to put the program up on the satellite.

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD	DEVELOPMENT AND LEARNING APRIL 17, 1997
Boston University - Boston, MA (2 sites)	Illinois Institute of Technology - Chicago, IL
Boston Federal Executive Board - Boston, MA	University of Minnesota - St. Paul, MN
Lesley College - Cambridge, MA	Minnesota Extension Service - St. Paul MN
University of MA - Worcester, MA	Cincinnati Public Schools - Cincinnati, OH
Springfield Technical Community College - Springfield, MA	Indiana State Department of Health - Indianapolis, IA
Brown University - Providence, RI	University of Missouri - Kansas City, MO
University of Rhode Island - Kingston, RI	Epworth Family Learning Center - East Prairie, MO
University of Rhode Island - Providence, RI	Cooperating School Districts of St. Louis County - St. Louis, MO
Stamford Public Schools - Stamford, CT	St. Louis Community College - St. Louis, MO
Groton Public Schools - Groton, CT	Southwest Livingston County R-I School District - Ludlow, MO
New Haven Public Schools - New Haven, CT	Federal Aviation Administration - Kansas City, MO
University of Connecticut - Storrs, CT	Neosho R-V School District - Neosho, MO
University of Vermont - Burlington, VT	Missouri Department of Health - Independence, MO
NH Division of Children, Youth & Families - Concord, NH	Heartland Education Agency - Johnston, IA
University of Maine at Fort Kent - Fort Kent, ME	Child Care Resource and Referral - Des Moines, IA
University of Maine at Orono - Orono, ME	Iowa Pilot Parents Program - Ft. Dodge, IA
Manhattan Borough Community College - New York, NY	Cowles Elementary School - Des Moines, IA
Cornell University - Voorheesville, NY	Kirkwood Community College - Cedar Rapids, IA
Cornell University - Ithaca, NY	Kansas Department of Education - Topeka, KS
Cornell University - Albion, NY	Kansas Dept. Of Social & Rehab. Services - Topeka, KS
Cornell University - Middletown, NY	NW Kansas Education Service Unit - Oakley, KS
PBS TV Affiliate - Rochester, NY	Kansas State University - Manhattan, KS
American Booksellers Association - Tarrytown, NY	Creighton University - Omaha, NE
Rutgers University - Livingston, NJ	Nebraska Department of Education - Lincoln, NE
St. Christopher's Hospital for Children - Philadelphia, PA	Alliance Public Schools - Alliance, NE
Egleston Children's Hospital - Atlanta, GA	Arkansas Children's Hospital - Little Rock, AR
Tennessee University - Nashville, TN	Arkansas River Education Co-Op - Pine Bluff, AR
East Tennessee State University - Johnson City, TN	Texas A&M - Weslaco, TX
University of Tennessee - Knoxville, TN	University of Texas Arlington - Arlington, TX
University of Tennessee - Martin, TN	University of Texas Arlington - El Paso, TX
Chattanooga State Technical Community College - Chattanooga, TN	Our Lady of the Lake University - San Antonio TX
Roper Mountain Science Center - Greenville, SC	Southwest Texas University - San Marcus, TX
Instructional Television Studio - Birmingham, AL	Children's Hospital of Oklahoma - Oklahoma City, OK
North Carolina State University - Raleigh, NC	Tulsa Community College - Tulsa, OK

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD	DEVELOPMENT AND LEARNING APRIL 17, 1997
Department of Human Services - Hugo, OK	
Albuquerque Technical Vocational Institute - Albuquerque, NM	
Ocate High School - Las Cruces, NM	
Southeastern Louisiana University - Hammond, LA	
Colorado Department of Health - Denver, CO (2 sites)	
Auraria Media Center Library - Denver, CO	
Phoenix College - Phoenix, AZ	
Central AZ College - Coolidge, AZ	
San Francisco State University - San Francisco, CA	
Sacramento State University - Sacramento, CA	
Fresno State University - Fresno, CA	
UCLA - Los Angeles, CA	
Mable Smyth Auditorium - Honolulu, HI	
High Desert Conference & Training Center - Las Vegas, NV	
GSA Regional Headquarters - Auburn, WA	

White House Conference on Early Childhood Development and Learning: Regional Satellite Sites



White House Conference on Early Childhood Development and Learning

Regional Satellite Sites

April 16, 1997

REGION 1 CT, ME, MA, NH, RI, VT

Massachusetts

Boston University
School of Law Auditorium
765 Commonwealth Ave.
Boston, MA 02115
Kevin Carlton, BU Press Office (617) 353-3669

Boston University Medical Center
McNary Learning Center, Room 103
80 East Concord St.
Boston, MA 20116
Holly Newman (617) 534-3643

Boston Federal Executive Board
O'Neill Federal Building
10 Causeway St.
Boston, MA 02222
Meta Cushing (617) 565-5823

Lesley College
Welch Auditorium
29 Everett St.
Cambridge, MA 01655
Chris Kelly (617) 349-8508

Center for Adoption Research & Policy
University of Massachusetts Medical Center
Worcester, MA 01655
Peter Gibbs (508) 856-5397

Springfield Technical Community College
1 Armory Square
Putnam Hall-Bldg. 17 Room 515
Springfield, MA 01101-9000
Dr. James Dowd (413) 781-7822

Rhode Island

Brown University
Providence, RI
Brenda Mussei (401) 274-9548 ext. 240

University of Rhode Island
Kingston, RI 02881
Dr. David Byrd (401) 874-2581

University of Rhode Island
Providence Center
Shepard Building
80 Washington St.
Providence, RI 02903
Dr. Diane Horm-Wingerd (401) 874-2150

Connecticut

Stamford Public Schools
888 Washington Blvd.
Stamford, CT 06901
Sarah Arnold (203) 977-4105

Groton Public Schools
1300 Flanders Road
Groton, CT 06340
George M. Riley (203) 572-2066

New Haven Public Schools
East Rock Elementary School
133 Nash St.
New Haven, CT
Dr. Verdell Roberts (203) 946-7871

University of Connecticut
College of Agriculture & Natural Resources
William Young Bldg. Room 207
Storrs, CT 06269
Carol Eller (860) 570-9078

Vermont

University of Vermont
School of Education
Burlington, VT 05405
Dean Jill Tarule (802) 656-3424

New Hampshire

NH Division of Children, Youth & Families
6 Hazen Drive
Concord, NH
Joy Tinker, HHS

Maine

University of Maine at Fort Kent
25 Pleasant St.
Fort Kent, ME 04743
John Martin (207) 834-7568

Learning Resource Center
University of Maine
Augusta, ME
Jennifer Bennett (800) 435-7543

University of Maine at Orono
Orono, ME
Judy Graham Cobarm, USDA (207) 581-3104

REGION 2 NY, PR, NJ

New York

Manhattan Borough Community College
199 Chamber Street
NY, NY 10007
Bill Caldararo (212) 346-8185

Cornell University Cooperative Extension Center
Marten Road
Albany County
Voorheesville, NY
George Hecht (518) 765-3500

Cornell University Cooperative Extension
Faculty Commons
Ithaca, NY
Susan Miles (607) 255-2246

Cornell University Cooperative Extension
Education Center
12690 Million Dollar Highway
Albion, NY
Shirley Bright (716) 589-5561

Cornell University Cooperative Extension
Education Center Community Campus
Dillion Drive
Middletown, NY
Patricia Claiborne (914) 344-1234

PBS TV Affiliate WXXI
289 State Street
Rochester, NY 14601
Sharon Conheady (716) 428-6400

American Booksellers Association
Royce Smith Education Center
828 South Broadway
Tarrytown, NY 10591
Oren J. Teicher (914) 591-2665 x 267

New Jersey

Rutgers University
Livingston Campus
4048 Suttons Lane
Bldg. 4048- Office of Television and Radio
Livingston, NJ
Technical Contact: Carrie Thomas (908) 445-3710
EPA Contact: Mary Helen Cervantes-Gross (212) 637-3673

REGION 3 NJ, DE, MD, PA, VA, WV, DC

Pennsylvania

St. Christopher's Hospital for Children
Bell Atlantic Training Center
Erie Avenue at Front Street
Philadelphia, PA 19134-1095
Site Contact: Carol Norris (215) 427-5525
HHS Contact: James Mengal (215) 596-0504

REGION 4 FL, GA, KY, MS, NC, SC, TN, AL

Georgia

Egleston Children Hospital
1405 Clifton Road, NE
Atlanta, GA 30322
HHS Contact: Pat Ford-Roegner (404) 331-4159 or 331-2442
Press Contact: Tracy Gentry (404) 315-3895

Tennessee

Tennessee State University
10th Ave. North
Nashville, TN 37203
Darryl Griffin (615) 963-5086

East Tennessee State University
Tennessee Room at the University Center
Boundry Road Center
Johnson City, TN
Site Contact: Katherine Long (423) 753-1680
Press Contact: Charles Walker (423) 974-7361

University of Tennessee at Knoxville
Morgan Hall Institute of Agriculture
Knoxville, TN 37901
Cyndi King (423) 974-7399

University of Tennessee at Martin
Glenn Gallien Auditorium
206 Gooch Hall
Martin, TN 38238
Site Contact: Ruth Coleman (901) 587-7984 Press Contact: Bud Grimes (901) 587-7615

Chattanooga State Technical Community College
NIC Center for Advanced Technology
4501 Amnicola Highway
Chattanooga, TN 37406
Site Contact: Jackie Hill (423) 697-4703
Press Contact: Sandy Smith (423) 697-3159

South Carolina

Roper Mountain Science Center
504 Roper Mountain Road
Greenville, SC 29615
Press Contact: Dr. Scarlett Owens (864) 241-3159
Site Contact: Lynn Nolan (864) 241-3204

Alabama

Instructional Television Studio
Phillips High School Room 222
2316 7th Avenue North
Birmingham, AL 35203
Site Contact: Wayne Gibbs (205) 583-4697
Press Contact: Samuetta Nesbitt (205) 583-4612

North Carolina

North Carolina Cooperative Extension
North Carolina State University
302 Ricks Hall
Raleigh, NC 27695-7605
Site Coordinator: Dr. Karen DeBord (919) 515-2770
Press Contact: Ellen Devlin (919) 515-3173

Winston Salem, NC
Maurene Rickards (910) 767-8213

Plymouth, NC
Marlyn Stanfield (919) 438-8188

REGION 5 IN, MI, OH, WI, MN, IL

Illinois

Illinois Institute of Technology
10 West 31st Street-Stuart Building
Chicago, IL 60616
Site Contact: Charles Scott (312) 567-5167
Press Contact: Bret Hoffman (312) 886-8217

Minnesota

University of Minnesota
Earl Brown Center, Room 52
St. Paul Center
St. Paul, MN
Madge Alberts (612) 624-9730

Minnesota Extension Service
Ramsey County Office
2200 White Bear Ave.
St. Paul, MN
Madge Alberts (612) 624-9730

Ohio

Cincinnati Public Schools
2651 Burnet Ave.
Cincinnati, OH 45219
Jennifer Cottingham (513) 475-4962

Indiana

Indiana State Department of Health
The Auditorium
2 North Meridian
Indianapolis IA, 46204

REGION 6 IA, MO, KS, NE

Missouri

University of Missouri-Kansas City
5200 Rockhill Road
Kansas City, MO 64110
Sandra V. Walker (816) 880-4000
Dr. Eugene Eubanks (816) 235-5270

Epworth Family Learning Center
207 N Washington St.
East Prairie, MO 63845
Dr. Martha Ellen Black (573) 649-3731

Cooperating School Districts of St. Louis County
1460 Craig Road
St. Louis, MO 63146
Neal Gilb (800) 835-8282

St. Louis Community College - Florissant Valley
3400 Pershall Road
St. Louis, MO 63135-1499
Darlene Neil (314) 595-4200

Saint Louis-(TBA)
Enterprise Community Service Projects
330 North 15th St.
Saint Louis, MO 63103
Donna Dailey (314) 622-3400

Southwest Livingston County R-I School District
Route 1, Box 68
Ludlow, MO 64656
Kathy Ellis (816) 738-4433

Federal Aviation Administration
Federal Office Building
601 East 12th St. Room 1501
Kansas City, MO 64106
Stephanie Webb (816) 426-4600

Neosho R-V School District
511 Neosho Blvd.
Neosho, MO 64850-2049
Ann White (417) 451-8633

Missouri Department of Health
13091 Noland Ct.
Independence, MO 64055
Charles Williams (816) 325-6130

Iowa

Heartland Education Agency
6500 Corporate Drive
Johnston, IA 50131
Pat Auxier (515) 270-9030

Child Care Resource and Referral "Childnet"
1200 University Ave., Suite H
Des Moines, IA 50314
Janet George (515) 286-3366

Iowa Department of Public Health
& the Maternal and Child Health Program
Jane Borst (515) 281-4911

Iowa Pilot Parents Program
33 North Street
Ft. Dodge, IA 50501
Kathy Foote (515) 576-8209

Cowles Elementary School
6410 College Ave.
Des Moines, IA 50311
Ann Lawrence (515) 242-7557

Kirkwood Community College
6310 Kirkwood Blvd SW
Cedar Rapids, IA 52406
Ron Rath (319) 398-5411

Kansas

Kansas Department of Education
120 SE 10th St.
Topeka, KS 66612
Phyllis Kelley (913)296-3069

Kansas Department of Social & Rehabilitative Services
in conjunction with the Kansas Department of Health and Environment
Docking State Office Building
915 SW Harrison Room 651 W
Topeka, KS 66612
Rhonda Denning (913) 296-3374

NW Kansas Education Service Unit
703 West 2nd St.
Oakley, KS 67748
July Rodger (913) 672-3125

Kansas State University
School of Family Studies and Human Services
Anderson Hall
Manhattan, KS 66506
Marlene Glasscock (913) 532-1484

Nebraska

Creighton University
1819 Farnam St. #1100
Omaha, NE 68183
Scott Knudson (402) 444-5381

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
Polly Feis (402) 471-5025

Alliance Public Schools
1604 Sweetwater
Alliance, NE 69301
Lonie Sherlock (308) 762-1580

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REGION 7 AR, OK, TX, NM, LA

Arkansas

Arkansas Childrens Hospital
Sturgis Building
800 South Marshall
Little Rock, AR 72202
Jeanette Wagner (501) 320 6441

Arkansas River Education Co-op
6th & Popular
Pine Bluff, AR 71601
Site Contact: Jim Burgett (501) 534-6129
Press Contact: Patricia Montoya (214) 767-3301

Texas

Texas A&M Agriculture Experiment Station
2415 E Highway 83
Weslaco, TX 78596
Location Contact: Jose Amador (210) 968-5585

University of Texas Arlington
Netteman Hall
211 Cooper St.
P.O. Box 19077
Arlington, TX 76019
Margie Barret (817) 272-3954
Patricia Montoya (214) 767-3301

University of Texas Arlington
Thomas Rivera Conference Center
Union East 3rd Floor
Union Ave.
El Paso, TX 79968
Dr. Arturo Pacheco (915) 747-5572

Our Lady of the Lake University
603 Southwest 24th Street
Main Building, Room 239
San Antonio, TX 78207
Dr. Antonio Flores (210) 692-3805

Southwest Texas University
Media Services, Room 159
San Marcus, TX 78666
Ann Jhnsn (512) 396-4564

Oklahoma

Childrens Hospital of Oklahoma
Nicholson Tower
900 NE & 13th
Oklahoma City, OK
Kurt Snodgrass (401) 530-3484

Tulsa Community College
Northeast Campus Auditorium
3727 East Apache
Tulsa, OK 74115
George Hozendorf (817) 978-2321

Department of Human Services
1602 East Kirk
Hugo, OK 74743
Jerry Otis (405) 326-3351

New Mexico

Albuquerque Technical Vocational Institute
Jeanette Stromberg Hall
2000 Coal Ave. SE
Albuquerque, NM 87106
Patricia Buehler (505) 224-4414

Ocate High School
6800 North East Nain St.
Las Cruces, NM 85001
Judy Davis (505) 527-5892

Louisiana

Southeastern Louisiana University
CATE, Teacher Education Center
North General Pershing
Hammond, LA 70401
Press Contact: Sally Cain (214) 767-3627
Site Contact: (504) 549-2280

REGION 8 SD, MT, ND, UT, WY, CO

Colorado

Colorado Department of Health
4300 South Cherry Creek Drive
Denver, CO
Dr. Hugh Sloan HHS (303) 844-6163 ext. 340

Colorado Department of Health Laboratory
Training Facility
8100 Lowry Boulevard
Denver, CO
Lary McNatt (303) 692-2116

Auraria Media Center/Library
Lower Level, Video Classroom AU 008
11th and Lawrence Streets
Denver, CO
Jim Straub (303) 556-4729

REGION 9 AZ, CA, HI, NV

Arizona

Phoenix College
1202 West Thomas Road
Phoenix, AZ 85013
Bret Garrett (602) 285-7483

Central AZ College
8470 N. Overfield Road
Coolidge, AZ
Diana Jennings (602) 280-8754

California

San Francisco State University
425 Market Street, 2nd Floor
San Francisco, CA
Jennifer Peck (415) 437-7526

Sacramento State University
Room 11, Library
Sacramento, CA
Ginny Monroe (916) 668-2045

Fresno State University
Cedar & Shaw Streets, Room 200 (upstairs in cafeteria)
Fresno, CA
Ginny Monroe (916) 668-2045

UCLA, Northwest Corner
Sunset Village Commons, Salon 306 A
Los Angeles, CA
Dierdre Nurry (415) 744-1156

Hawaii

Mabel Smyth Auditorium
510 Beretania St.
Honolulu, HI 96813
Emory Lee (415) 437-8500

Nevada

High Desert Conference & Training Center
3200 East Cheyenne Ave., J1E
North Las Vegas, NV
Vince Juarasti (702) 687-5670

REGION 10 AK, WA, OR, ID

Washington

GSA Regional Headquarters
400 15th Street, SW
Auburn, WA 98001
Rick Desimone (206) 931-7020

0-3 & Conf

DRAFT #2 4/16/97

**FIRST LADY HILLARY RODHAM CLINTON
WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT
THE EAST ROOM
WASHINGTON, D.C.
APRIL 17, 1997**

Welcome to the White House Conference on Early Childhood Development and Learning.

Welcome to those who are here with us in the East Room today, and to the thousands who are joining us via satellite from universities, hospitals, and schools around the country. Nearly 100 sites in 37 states.

At first glance, it may seem odd to devote this august space to talking about babytalk.

But that discussion has never been more important. Because science, as we will hear from the experts who are with us today, has now given us a blueprint for child development in the earliest years of life. Revolutionary new work has confirmed what many parents have instinctively known all along: that the song a father sings to his child in the morning, a story a mother reads to her child before bed, are some of the most important and lasting transactions Americans can have. They lay the foundation for a child's life. And, in turn, for our nation's future.

So the President has convened this conference with a clear mission: To give the leading experts in the field of early child development -- scientists, pediatricians, researchers, and others -- the opportunity to synthesize their discoveries, make their insights accessible, and to put this invaluable body of knowledge at the service of America's families.

But not America's families alone. This information is crucial for anyone in the position of leaving an impression on a child's growing mind: Day-care workers. Teachers. Doctors and nurses. Television writers and producers. Government policy-makers. The list goes on. The plain fact is: The responsibility for raising happy, respectful, well-adjusted children who will then grow into happy, respectful, well-adjusted and productive citizens reaches far beyond any individual family's front door. It belongs to all of us.

It is astonishing what we now know about the young brain and about how children develop. Just how far we have come is chronicled in a report being issued today by the Families and Work Institute entitled Rethinking the Brain. Fifteen years ago, we thought that a baby's brain structure was virtually complete at birth. Now

we understand that it is a work in progress -- and that everything we do with a child has a good or bad physical influence on the rapidly forming brain.

A child's earliest experiences -- their relationships with parents and caregivers, the sights sounds and smells and feelings they encounter, the challenges they meet -- determine how their brains are wired. The brain shapes itself through repeated experience. The more something is repeated, the stronger the neuro-circuitry becomes. The connections, in turn, can be permanent. In this way, the seemingly trivial events that a baby cannot recall -- hearing a song, getting a hug after falling down, knowing when to expect a smile -- are anything but.

For the first 3 years of their lives, children are laying down the fundamental circuitry that will last them for as long as they breathe. They will learn to soothe themselves when they are upset, to empathize, to get along. These experiences can determine nothing less than whether children will grow up to be peaceful or violent citizens; focused or undisciplined workers; attentive or detached parents themselves.

We have reached the point where our understanding of a child's mind is catching up with our understanding of a child's body. During the first part of the 20th century, science built a strong foundation for the physical health of our children: Vaccines for polio and measles; a knowledge of nutrition; a score of other remarkable, life-saving achievements. The last years of this century are yielding similar breakthroughs, but for the brain. We are completing the job of primary prevention. We are coming closer to the day when we will be able to ensure the well-being of children in **every** domain -- physical, social, intellectual, and emotional.

I have very high hopes for this conference. There are, however, two things I hope it will **not** do.

The first is to burden or overwhelm parents. Parenting is the hardest job in the world. The information we offer today is meant to help parents, not to imprison them in a set of rules. If you forget to read to your child one night, it's okay. There won't be any scars. Think of this conference as a map. And like any good map, it shows you lots of different ways to get where you need to go.

I should add that many American parents have been asking for just such a map. A new survey from the National Center for Infants, Toddlers, and Families shows a real hunger, on the part of parents, for knowledge on how they can play a positive role in their child's early development. I hope this conference will answer their call.

The second is to create the impression that once that third birthday rolls around, the important work is over. **The early years are not the only years.** The

brain is the last organ to become fully mature anatomically. The neurological circuitry for many emotions isn't completed until a child reaches 15. This, I think, is reason for tremendous hope. It means that there is always the chance to save a child. And it has special relevance for adoption: adoptive parents can make an enormous difference -- even for older children.

That said, here's what I hope this conference **will** accomplish.

I hope it will get across the revolutionary idea that the activities that are most fun to do with your child are also the best for his or her development: Singing, playing games, reading. Some of my best memories are of reading to Chelsea -- even if I fell asleep in the middle of Goodnight Moon. Reading to her when she was young was a joy to Bill and me. We think it was a joy for her. But we had no idea that it was literally turning on the power in her brain, firing up the connections that would enable her to speak and then to read.

I hope the science presented in this conference will ease the minds of parents whose children are in day care. Good care is good care -- whether that care is given at home or at a day-care center. This conference will provide a template for what that care looks like, ensuring that even more young children get the attention they need to grow up right.

I hope, too, that this conference will drive home a simple message -- one supported, in great detail, by a report being issued today by the President's Council of Economic Advisers: If we commit ourselves now to modest investments in the sound development of our children -- including our very youngest children -- we will lay the groundwork for an American future with increased prosperity, better health, fewer social ills, and ever-greater opportunities for our citizens to lead fulfilling lives in a strong country.

Every child needs the stimulation of learning, reading, playing, singing and love to really reach his or her highest emotional and intellectual potential. Children can lose out long before they even get to preschool. And we cannot afford to lose even a drop of the potential of our nation's children. It's a stark equation: invest now, or pay later.

There's a line from the Talmud that says every blade of grass has an angel over it, whispering grow, grow. Well, we must be angels unto our children. We knew this instinctively. Now we know it scientifically.

I am pleased to introduce someone who has been saying this for a long time -- maybe not quoting the Talmud, but certainly expressing the sentiment. And who, as President of the United States, has acted on these beliefs -- putting the security of children at the very center of national policy. My husband. President Bill Clinton.

0-3 Conference

BRAIN DEVELOPMENT AND YOUNG CHILDREN FACT SHEET

THE HUMAN BRAIN IS A WORK IN PROGRESS.

- A newborn's brain is approximately 25 percent of its adult weight.
- At birth, the brain has roughly 100 billion brain cells, but most of these brain cells (or neurons) are not yet linked into the networks that are needed throughout life to think, remember and process information.
- At birth, the parts of the brain that handle thinking and remembering, as well as emotional and social behavior, are very underdeveloped.

“...in humans, the great preponderance of brain development takes place outside the womb, in direct relationship with the external environment. In short, to a greater extent than other species, humans have brains that are dependent on environmental input.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

BRAIN DEVELOPMENT IS VERY DRAMATIC IN THE FIRST THREE YEARS OF LIFE.

- By the age of three, a child's brain has formed 1,000 trillion connections (or synapses) among brain cells—about twice as many as an adult's.

Research finding:

In the 1970s, Peter Huttenlocher from the University of Chicago began counting the synapses in the frontal cortex. He observed that children's brains have many more synapses than adults' brains, and the density of synapses remains high throughout the first decade of life.

“Synapses form the brain's physical 'maps' that allow learning to take place. We now know that in the months after birth, this process proceeds with astonishing rapidity, as the number of synapses increases twenty-fold, from 50 trillion to 1,000 trillion.”

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

Research finding:

Using PET scan technology, Harry Chugani and his colleagues at Michigan Children's Hospital, have documented that in the early years, the human brain has a significantly higher metabolic rate (as measured by its utilization of glucose) than it will have later in life, presumably due to the profusion of connections being formed in the brains of young children.

- By the age of three, a child's brain is at least twice as active as an adult's. It remains that way throughout the first decade of life.

“ This transformation [in the brain] corresponds to the dramatic changes that parents and other people who care for babies witness in the first years, as newborns progress with incredible speed from virtually helpless beings to children who are starting to reason, to walk and talk, to form intentions and carry them out, and to enjoy interactions with a variety of people, pets, and objects.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

- As these changes in brain structure and activity occur, infants and toddlers rapidly increase their cognitive, emotional, social and motor capacities.

THE EARLY YEARS ARE FILLED WITH OPPORTUNITY.

- Because brain development is so rapid and extensive in the early years, young children are biologically primed for learning.
- The brain is especially flexible during this time span. Children's ability to respond to experiences from parents and professionals is especially marked during these years.

“ While learning continues throughout the life cycle, there are 'prime times' for optimal development—periods during which the brain is particularly efficient at specific types of learning.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

HOW THE BRAIN IS “WIRED” DEPENDS NOT ONLY ON THE GENES CHILDREN ARE BORN WITH, BUT ALSO ON THE EXPERIENCES THEY HAVE.

- Children's early experiences—their relationships with parents and other important caregivers; the sights, sounds, smells, and feelings they encounter; and the challenges they meet—don't just influence their moods. These experiences actually affect the way children's brains are “wired.”
- As the brain responds to the experiences a child has in the early years, it creates and organizes connections among brain cells.

“Only 15 years ago, neuroscientists assumed that by the time babies are born the structure of their brains is genetically determined.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

“Today, researchers around the world are amassing evidence that the role of the environment is even more important than earlier studies had suggested.”

Starting Points: Meeting the Needs of Our Youngest Children.(1994). Carnegie Corporation of New York.

THE BRAIN OPERATES ON A "USE IT OR LOSE IT" PRINCIPLE.

- As children grow into adults, excess connections are thinned out, creating more efficient, powerful networks.
- The connections that are repeatedly activated through early experience are reinforced and tend to become permanent. The connections that are not used at all, or often enough, tend to be eliminated.
- In this way, even everyday events that a baby will not recall—such a playing peekaboo or feeling a soothing embrace in response to a cry—can effect the way the child's brain is wired.

“Like a sculptor chiseling a form from a block of marble, nature creates the adult brain by eliminating excess neurons and synapses from the very dense immature brain.... Researchers have not yet isolated the precise factors that control the pruning of excess neurons and synapses, but they know it is not random. Certainly, genetic programming plays a role, but there is growing evidence that the process is guided, to a significant degree, by sensory experience. In other words, the brain uses information about the outside world to design its architecture, particularly in the early years of life.”

Starting Points: Meeting the Needs of Our Youngest Children.(1994). Carnegie Corporation of New York.

CHILDREN LEARN IN THE CONTEXT OF IMPORTANT RELATIONSHIPS.

- How parents and other caregivers respond to young children directly affects the way that brain cells link up into networks.
- Studies show that children fare better when they receive consistent, warm, responsive care in the first year of life and become securely attached to their caregivers.

“A strong, secure attachment to a nurturing caregiver appears to have protective biological function, ‘immunizing’ an infant to some degree against the adverse effects of later stress or trauma.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

Research finding:

Megan R. Gunnar of the University of Minnesota has investigated children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Children with chronically high levels of cortisol have been shown to experience more developmental delays—cognitive, motor, and social—than other children. Gunnar has found that babies who receive warm and responsive care in their first year of life are less likely than other children to respond to minor stresses by producing cortisol than other children. And when they do respond by producing cortisol, they are better able to turn off this response.

- Securely attached children also tend to be more successful in school, and better able to get along well with other children.

Research finding:

Byron Egeland, L. Alan Sroufe, and their colleagues at the University of Michigan have conducted a longitudinal study of high risk families since 1975. They have found that children with secure attachments to their primary caregivers at age one have fewer behavior problems and better quality relationships with other children in preschool. In addition, these children have higher school achievement in the first, third and sixth grades as well as at age 15.

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING: WHAT NEW RESEARCH ON THE BRAIN TELLS US ABOUT OUR YOUNGEST CHILDREN

6-3 Conf

"Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants.... We already know we should start teaching children before they start school."

--President Bill Clinton, State of the Union Address, February 4, 1997

On April 17, the President and First Lady will host *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. The day-long conference will highlight new scientific findings on brain development in very young children and point to the importance of children's earliest experiences in helping them get off to a strong and healthy start.

Applying New Findings on Brain Development in the Earliest Years. New scientific research shows that experiences after birth -- particularly in the first three years of life -- have a dramatic impact on brain development. That means that nurturing, talking to, singing to and reading to our youngest children will improve their ability to learn and develop throughout their lives. The White House Conference will focus on the practical applications of the latest scientific research on the brain, particularly for parents and caregivers. The conference will also be a call to action to all members of society -- including the health, business, and media communities, child care providers and government -- to use this information to strengthen America's families.

Clinton Administration Commitment to Young Children. This conference builds on the Clinton Administration's investment in children and families. The Administration has invested heavily in research to help us better understand the importance of the first few years of life to child development and learning. Between 1993 and 1997, funding for NIH children's research increased 25%, from \$1.3 billion to \$1.6 billion.

President Clinton has also strengthened efforts to support families with young children. To take just a few examples, the Administration raised funding for Head Start -- providing low-income children and their families with comprehensive education, health services, and nutrition -- by 43% over the last four years and created the Early Head Start program to support families with children ages zero to three. The President's FY 1998 Budget further increases participation to reach 122,000 more children in FY 1998 than when he took office. The Administration also dramatically increased participation in the WIC Supplemental Nutrition Program, providing 7.4 million pregnant women, infants, and children with nutrition packages and information and health referrals - 1.7 million more than when President Clinton took office. And his FY 1998 Budget would achieve his goal of full participation in the WIC program by the end of FY 1998.

Conference Program and Participants. During the morning session of the conference, leading researchers and child development experts will discuss the new research and what it means for parents and caregivers. The panelists for this session are: Dr. David Hamburg, Carnegie Corporation of New York (moderator); Dr. Carla Shatz, University of California, Berkeley; Dr. Donald Cohen, Yale Child Study Center; Dr. Patricia Kuhl, University of Washington; Dr. Ezra Davidson, Drew University of Medicine, Dr. T. Berry Brazelton, Harvard University; and Dr. Deborah Phillips, National Research Council. The afternoon session will highlight model community efforts to support parents and enhance early childhood development. The panelists include: Avance Family Support and Education Program, San Antonio, TX; the CEO and Chairman of the Board, The Kellogg Company, Battle Creek Michigan; and Ounce of Prevention, Chicago, IL.

Broad Participation Across the Country. The morning session of the conference will be broadcast by satellite to over 50 locations across the country. The satellite conferences will be co-hosted by regional federal agencies, local officials, and children's and other organizations.

- others need to be called

up
THE WHITE HOUSE

Good day

what we want to come out

- every parent needs to

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care; child care;

govt has real role to

Two questions? Lay here
1. - mean for all?
2. - welfare

what you're doing -

news is out -

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CC - DOD -

HC - budget / acad health chrs

ED - experi - early h.s.
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Logistics - math. through

first panel - Nicole

second panel - Pauline

segue

THE WHITE HOUSE

What this is about -

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Secur - (VP/alt)-model

VP not coming
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Want to review your policy
announcement?

seful

0-3 conf

TO: Elena, Pauline, Nicole, and Jen
FR: Christa

Final Documents attached:

- Event Memo
- Morning Panel Materials:
 - Script
 - Sequence of Speakers
 - Bios
- Afternoon Panel Materials:
 - Script
 - Sequence of Speakers
 - Bios
- Overview of Policy Announcements
- Fact Sheet on Children's Health Initiative
- Letter of Support from Association of American Medical Colleges
- Fact Sheet on Safe Start Initiative
- Fact Sheet on DOD Memorandum
- DRAFT Copy of Memorandum
- 1 Pager on Event
- Accomplishments Document
- List of Audience Participants
- List of Satellite Sites
- Internal Q&A

April 16, 1997

CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING

DATE: April 17, 1997
LOCATION: The East Room
TIME: 1st Panel: 10:45 am - 1:00 pm
2nd Panel: 2:45 pm - 4:30 pm
FROM: Bruce Reed/Elena Kagan

I. PURPOSE

To call attention to new scientific research on brain development in very young children and the practical applications of these findings. This is also an opportunity to showcase what your Administration already has done to enhance early childhood development and to announce some new initiatives.

II. BACKGROUND

You and the First Lady will be hosting two panel discussions, with the Vice President and Mrs. Gore joining you for the afternoon session. During the morning session of the conference, leading researchers and child development experts will discuss the new research and what it means for parents and caregivers. The afternoon session will highlight model community efforts to support parents and enhance early childhood development. The First Lady will moderate the afternoon session.

The morning session will be broadcast to approximately 100 satellite sites attended by, among others, subcabinet officials, and regional administrators. The hosts of these satellite conferences will put on programs of their own in the afternoon.

This conference builds on the Administration's investment in children and families. The Administration has invested heavily in research to help us better understand the importance of the first few years of a child's life, including increasing the funding for NIH children's research by 25%, from \$1.3 billion to \$1.6 billion. In addition, the Administration raised funding for Head Start by 43% over the last four years and created the Early Head Start program to support families with children ages zero to three. Your FY 1988 Budget further increases participation in the Head Start program to reach 122,000 more children in FY 1998 than when you first took office. The Administration also dramatically increased participation in the WIC Supplemental Nutrition Program.

This conference is an opportunity for you to announce the following new policy announcements:

- **Executive Memorandum to DOD:** Based on reports from child care experts that the military child care system is now the best in the country, you will be issuing an executive memorandum directing the Secretary of Defense to use the Department's expertise to help improve child care across the nation. The memorandum urges the Department to consider: (1) creating partnerships with civilian child care centers in the community to help them improve quality; (2) providing training courses for civilian child care providers; (3) sharing the materials and models for worker training, accreditation and evaluation, facility design, financing, and other ingredients of the military's success; and (4) working with States and local governments to enable military child care facilities to serve as training sites for welfare recipients moving from welfare to work.
- **Children's Health Initiative:** You will announce that the Association of American Medical Colleges issued a letter of support for your children's health proposal. Your FY 1998 budget proposal includes a children's health initiative that will extend coverage to up to 5 million uninsured children by the year 2000 by strengthening Medicaid for poor children, building innovative State programs to provide coverage for working families, and continuing health coverage for children of workers who are between jobs.
- **Expanding Early Head Start.** The Department of Health and Human Services is requesting proposals for new Early Head Start programs to expand Early Head Start enrollment by one-third next year. Created by the Clinton Administration in 1994, the Early Head Start program brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women.
- **America Reads Early Childhood Kits: "Ready, Set, Read."** America Reads is releasing early childhood development activity kits that offer suggestions to families and caregivers about developmentally appropriate activities for children ages zero to five. They will be distributed in May to early childhood programs across the country and to callers to the Department of Education's 1-800-USA-LEARN hotline. (The kits are being handed out to all of the participants and press at the conference.)
- **Safe Start.** The Department of Justice is establishing "Safe Start" to change the way law enforcement officers respond to children who are the victims of or witnesses to violence. The program will provide training on early childhood development to community police officers, prosecutors, probation and parole officers, school personnel and mental health providers. It will better prepare law enforcement officials to respond to young children exposed to violence. The initiative is built on the successful partnerships between community police officers and mental health providers funded by DOJ in New Haven, Connecticut and three other communities. (*The New Haven Police Chief will be participating in the afternoon panel to discuss the success of this partnership in New Haven.)

III. PARTICIPANTS

Briefing Participants:

The First Lady
John Podesta
Bruce Reed
Elena Kagan
Melanne Verveer
Sarah Farnsworth
Carolyn Curiel

Morning Panel Participants:

The President
The First Lady
Dr. David A. Hamburg, President of the
Carnegie Corporation of New York
Dr. Donald J. Cohen, Director of the Yale
Child Study Center (Behavior Development)
Dr. Carla J. Shatz, Professor of Neurobiology,
Univ. of California, Berkeley (Neuroscience
Overview)
Dr. Patricia K. Kuhl, Speech and Hearing
Sciences at the University of Washington
(Language/Cognitive Development)
Dr. Ezra C. Davidson, Jr., Drew University
of Medicine (Obstetrician)
Dr. T. Berry Brazelton, Harvard Medical
School (Pediatrician)
Dr. Deborah Phillips, Institute of Medicine
(Child Care expert)

Afternoon Panel Participants

The President
The First Lady
Mrs. Gore
The Vice President
Arnold Langbo, Kellogg Corporation
Dr. Gloria Rodriguez, Avance Program
Sheila Amaning, Early Childhood PTA
Melvin Wearing, New Haven Police Chief
Harriet Meyer, Ounce of Prevention
Rob Reiner, "I Am Your Child" Campaign
Governor Bob Miller, Nevada

IV. PRESS PLAN

Open.

V. SEQUENCE OF EVENTS FOR FIRST PANEL

- You will briefly greet panelists in the Blue Room.
- Panelists are announced into the East Room and take seats at table.
- You and the First Lady are announced into the room and proceed to the podium.
- The First Lady makes welcoming remarks from the podium and introduces you.
- You make remarks from the podium.
- You and the First Lady then take seats at the table.
- You will call on the first speaker, David Hamburg to open the discussion.
- David Hamburg makes remarks and introduces the next three consecutive speakers.
- Dr. Donald J. Cohen makes remarks.
- Dr. Carla J. Shatz makes remarks.
- Dr. Patricia K. Kuhl makes remarks.
- You will thank the first three speakers and call on the next three speakers to discuss the implications of the information being discussed, beginning with Ezra Davidson.
- Ezra Davidson will make remarks.
- The President will ask Ezra Davidson a follow-up question.

- Dr. Berry Brazelton will make remarks.
- The First Lady will ask Dr. Berry Brazelton a follow-up question.
- Dr. Deborah Phillips will make remarks.
- You will ask a follow-up question
- At this point, you and the First Lady can pose one or two additional questions to any of the panelists.
- You will thank participants and close event.

SEQUENCE FOR SECOND PANEL (All speakers are SEATED while speaking)

- You will briefly greet participants in the Blue Room.
- The panelists are announced into the East Room and take their seats.
- You, the First Lady, the Vice President, and Mrs. Gore are introduced into room and take seats.
- Mrs. Gore makes welcoming remarks.
- The Vice President makes remarks and introduces the First Lady to moderate the discussion.
- The First Lady introduces all the panel participants and calls on them individually to speak, beginning with Mr. Arnold Langbo.
- Mr. Arnold Langbo makes remarks.
- You could ask Mr. Langbo a follow-up question.
- Dr. Gloria Rodriguez makes remarks.
- The Vice President asks Dr. Gloria Rodriguez a follow-up question.
- Sheila Amaning makes remarks.
- Mrs. Gore asks Sheila Amaning a question.
- Police Chief Melvin Wearing makes remarks.
- You could ask a follow up question to Police Chief Wearing.
- Harriet Meyer makes remarks.
- You could ask a follow-up question to Harriet Meyer
- Rob Reiner makes remarks.
- You could ask a follow-up question to Rob Reiner.
- Governor Miller makes remarks.
- You will thank Governor Miller and other participants and make closing remarks.

VI. REMARKS

Morning Panel: Opening and closing remarks prepared by Speechwriting.

Afternoon Panel: Closing Remarks prepared by Speechwriting

VII. ATTACHMENTS

- Bios on panelists
- Script of each panel
- Administration Accomplishments
- 0-3 Poll Executive Summary
- Letter of support from the Association of American Medical Colleges

FIRST PANEL OUTLINE OF EVENTS

The President opens discussion following his remarks by introducing David Hamburg, who will serve as moderator for the first panel.

David Hamburg, President of the Carnegie Corporation of New York

The Carnegie Corporation produced the Seminal 1994 Study "Starting Points." Last year David Hamburg received the Presidential Medal of Freedom.

David Hamburg will make very brief remarks and introduce the panelists. The following three speakers will make consecutive presentations:

Dr. Donald Cohen, Director of the Yale Child Study Center

Dr. Cohen will discuss emerging knowledge in the field of behavioral development.

Dr. Carla Shatz, Professor Neurobiology at the University of California, Berkeley

Dr. Shatz will explain brain development and wiring.

Dr. Patricia Kuhl (COOL), Chair, Department of Speech and Hearing Sciences, University of Washington.

Dr. Kuhl will discuss how infants learn language.

It is important to move quickly to the second portion of the panel where there is a greater opportunity for discussion. Below is a suggested question if you would like to make comments at this time.

OPTIONAL QUESTION (to Kuhl): Can you tell us more about how the interactions between children and adults affect children's language development?

The President will turn to the next three speakers on the panel and ask them to discuss the implications of this scientific research in each of their fields.

"We're now going to hear from three experts in obstetrics, pediatrics, and child care. They are going to tell us how they make use of this knowledge to help parents and children."

Dr. Ezra Davidson, Professor of Obstetrics and Gynecology, Charles Drew University of Medicine and Science, Los Angeles

Dr. Davidson is an expert on prenatal and perinatal services and their importance for early childhood development.

SUGGESTED QUESTION: How can we encourage people who work with expecting parents to talk to them about the importance of early learning?

Dr. T. Berry Brazelton, Harvard Medical School

Dr. Brazelton is America's best-known pediatrician. He has written 26 books on subjects relating to child development. He will discuss the pediatrician's role in early childhood development.

FLOTUS QUESTION: *As I mentioned earlier, the organization Zero to Three today released the results of a nationwide survey of parents of young children, which tries to find out what parents know and what they don't know about their children's development. It is clear from the poll's findings that parents are hungry for information on how to enhance their children's development. Dr. Brazelton, what are the best things that every parent can do to nurture their young children.*

Dr. Deborah Phillips, Director of the Board on Children, Youth and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine.

Dr. Phillips is an expert in child care services; she will talk about the implications of this new scientific research for how we care for our youngest children.

SUGGESTED QUESTION: *How can we equip parents to figure out what child care settings will be good for their children?*

FLOTUS QUESTION *Some people argue that what this research really tells us is that women with very young children shouldn't work outside of the home. Can you comment on that?*

The President then thanks participants and makes closing remarks.

MORNING PANEL SEQUENCE OF SPEAKERS

Mrs. Clinton makes welcoming remarks.

The President makes remarks.

Dr. David A. Hamburg, President of the Carnegie Corporation of New York, introduces panelists.

Dr. Donald J. Cohen, Director of the Yale University Child Study Center, will discuss emerging knowledge in the field of behavioral development.

Dr. Carla Shatz, Professor of Neurobiology at the University of California, Berkeley, will explain brain development and wiring.

Dr. Patricia Kuhl, Chair of Speech and Hearing Sciences at the University of Washington, will discuss how infants learn language.

The President thanks first three panelists and calls on next three.

Dr. Ezra Davidson, Jr., Professor of Obstetrics and Gynecology at the Charles R. Drew University of Medicine and Science, will discuss the importance of prenatal and perinatal services to early child development.

The President asks a question.

Dr. T. Berry Brazelton, Clinical Professor of Pediatrics Emeritus at Harvard Medical School, will discuss the pediatrician's role in early childhood development.

The First Lady asks a question.

Dr. Deborah Phillips, Director of the Board on Children, Youth and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine, will discuss the implications of new scientific research for child care.

The President asks a question.

The First Lady asks a question.

The President will make closing remarks.

MORNING PANEL PARTICIPANTS

Dr. David A. Hamburg, President of the Carnegie Corporation of New York

Among the many projects completed in his tenure was the production of *Starting Points*, the 1994 seminal report on early childhood development. Dr. Hamburg has served on numerous policy boards, including his current position on the board of the President's Committee of Advisors on Science and Technology. In 1996, President Clinton bestowed onto Dr. Hamburg the Presidential Medal of Freedom.

Dr. Donald J. Cohen, Director of the Yale University Child Study Center

The Yale Child Study Center is internationally recognized for its multi disciplinary programs of clinical and basic research, professional education, and clinical services and advocacy for children and families. Dr. Cohen is also the Irving Harris Professor of Child Psychiatry, Pediatrics and Psychology at the Yale School of Medicine. His research has focused on urban child development and approaches to intervention, as well as studies of the impact of violence and trauma on children and families in the United States and abroad.

Dr. Carla J. Shatz, Professor of Neurobiology at the University of California, Berkeley

Her ongoing studies of brain development have gained her numerous honors, including the Society for Neuroscience Young Investigator Award in 1985 and the Charles A. Dana Award for Pioneering Achievement in Health and Education in 1995. Dr. Shatz is the immediate past president of the 24,000 member Society for Neuroscience.

Dr. Patricia K. Kuhl, Chair of Speech and Hearing Sciences at the University of Washington

Dr. Kuhl's research focuses on language and speech development, and the results of her studies have illustrated how infants' early experience plays a role in the acquisition of language. She is a Fellow of the American Association for the Advancement of Science, the American Psychological Society, and the Acoustical Society of America.

Dr. Ezra C. Davidson, Jr., Professor of the Department of Obstetrics and Gynecology at the Charles R. Drew University of Medicine and Science, Los Angeles, California

Dr. Davidson also holds professorships at the University of California, Los Angeles and the Dartmouth School of Medicine. He has led an active career in research, education, and clinical and public service, serving, for example, as president of the American College of Obstetricians and Gynecologists and as chair of the Secretary of Health and Human Services' Advisory Committee on Infant Mortality. He currently chairs the Advisory Committee for Reproductive Health Drugs for the Food and Drug Administration.

Dr. T. Berry Brazelton, Clinical Professor of Pediatrics Emeritus at Harvard Medical School

Dr. Brazelton is a widely acclaimed pediatrician, author, and professor, who has served as president of the Society for Research in Child Development and of the National Center for Clinical Infant Programs. Dr. Brazelton is also an active member of the Child Development Unit at Children's Hospital in Boston, Massachusetts.

Dr. Deborah Phillips, Director of the Board on Children, Youth and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine

Dr. Phillips is an expert in child care policy. She was the first Director of the Child Care Information Service of the National Association for the Education of Young Children, and serves on numerous advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York and the Advisory Committee on Services for Families with Infants and Toddlers of the U.S. Administration for Children, Youth and Families.

SECOND PANEL

(Suggested questions are for POTUS unless otherwise indicated)

- **Mrs. Gore will make welcoming remarks and introduce the Vice President.**
- **The Vice President will make remarks and introduce the First Lady to moderate.**
- **The First Lady will introduce panelists and call on Mr. Langbo to make remarks.**

Mr. Arnold Langbo, CEO, The Kellogg Company, Battle Creek, Michigan

Last fall, Kellogg launched a community-wide effort to provide practical early brain development information to every Battle Creek parent and caregiver.

SUGGESTED QUESTION: What kind of employment policies can businesses adopt to support their employees as parents?

Dr. Gloria Rodriguez, Founder, President and CEO, AVANCE, (A-VON-SAY) Inc., Texas

The AVANCE Program is a widely acclaimed community and school-based family support program that serves children and parents in low-income hispanic families throughout Texas.

****VP ASKS QUESTION: Can you tell us about the role of fathers in AVANCE?***

Sheila Amaning (A-MON-ING), Co-President, Charlotte-Mecklenburg Early Childhood PTA, North Carolina As a parent, as co-president of the Early Childhood PTA, and as an employee of a non-profit that provides information to parents on early learning, she is committed to enhancing childhood development.

MRS. GORE ASKS QUESTION: What have you learned from other parents and teachers in the Early Childhood PTA program that has helped you as a parent?

Melvin Wearing, New Haven Chief of Police, New Haven, Connecticut

Through a DOJ-funded program, Police Chief Wearing works in partnership with the Yale Child Study Center to train community police officers to use child development principles in their work.

SUGGESTED QUESTION: Do you think this effort will help to reduce crime in the long term?

Harriet Meyer, Executive Director, Ounce of Prevention, Chicago, Illinois

The Ounce of Prevention Fund is a statewide program in Illinois that develops innovative early childhood programs and runs model Early Head Start and child care programs.

SUGGESTED QUESTION: What do you think are the advantages of home visiting?

Rob Reiner, Castle Rock Entertainment, Founder of the "I Am Your Child" Campaign

The "I Am Your Child" campaign being announced this week brings together entertainment leaders, corporations, early childhood experts, etc. to work together to promote family and community involvement in the early stages of young children's lives.

SUGGESTED QUESTION: What do you think is the media's responsibility to improve children's lives through the entertainment they provide?

Gov. Bob Miller, Governor of Nevada, Chair of the National Governors' Association and Co-Chair of the National Governors' Association Children's Task Force.

The President will thank participants and make closing remarks.

AFTERNOON PANEL SEQUENCE OF SPEAKERS

Mrs. Gore will make welcoming remarks.

The Vice President will make remarks

The First Lady will introduce panelists.

Arnold Langbo, CEO, The Kellogg Company, will discuss the community-wide effort Kellogg launched last fall to provide early brain development information to parents.

The President asks a question.

Gloria Rodriguez, President and CEO, AVANCE, Inc. Family Support and Education Programs, Texas will discuss the contributions parenting programs can make.

The Vice President asks a question.

Sheila Amaning, Co-President, Charlotte-Mecklenburg Schools Early Childhood PTA, will discuss the benefits of Early Childhood PTA.

Mrs. Gore asks a question.

Melvin Wearing, New Haven Chief of Police, will discuss a pioneering initiative that trains community police officers to use child development principles in their work.

The President asks a question.

Harriet Meyer, Executive Director of Ounce of Prevention in Chicago, will discuss innovative early childhood programs and model Early Head Start programs.

The President asks a question.

Rob Reiner will discuss the "I Am Your Child" campaign launched this week and the media's role in making early childhood development information available.

The President asks a question.

Governor Bob Miller will discuss what states are doing to enhance early childhood development.

The President will thank Governor Miller and make closing remarks.

AFTERNOON PANEL PARTICIPANTS

Arnold Langbo, CEO, The Kellogg Company, Battle Creek, Michigan

Last fall, Kellogg launched "Learning Now!" a community-wide partnership between local business and education leaders to provide practical early brain development information to every Battle Creek parent and caregiver. The campaign includes print, radio and TV ads, mailings to parents with information tailored to the age of their children, and brown-bag lunches in hundreds of businesses. The goal is to ensure that every student arrives at school ready to learn.

Gloria Rodriguez, President and CEO, AVANCE, Inc. Family Support and Education Programs, Texas

The AVANCE Program, founded by Dr. Rodriguez in 1973, is a widely acclaimed community and school-based family support program that serves over 7,000 low-income children and parents a year in predominantly Hispanic communities throughout Texas. AVANCE operates in public housing centers, elementary schools, and through its family service centers. It presents classes on child development and parenting activities, conducts home visits by trained staff, reaches out to fathers, and disseminates information on community services and education classes and job training.

Sheila Amaning, Co-President, Charlotte Mecklenburg Schools Early Childhood PTA, North Carolina

This Early Childhood PTA gives parents of pre-school age children the opportunity to share ideas with each other and become involved in their children's learning from the start. Ms. Amaning has participated in this Early Childhood PTA since her son was two years old.

Melvin Wearing, Chief of Police, New Haven, Connecticut

With support from the Department of Justice, the New Haven Police Department has partnered with mental health clinicians at the Yale Child Study Center to develop innovative ways in which community police officers can better serve children and families exposed to violence.

Harriet Meyer, Executive Director, Ounce of Prevention, Chicago, Illinois

The Ounce of Prevention Fund combines public resources with private funds to develop and test innovative early intervention strategies for replication. The Ounce's Center for Successful Child Development provides child care, Head Start and Early Head Start, home visits, medical care, and other services to families in public housing. The Ounce's Beethoven Project was one of the models for the federal Early Head Start program established in 1994.

Rob Reiner, Founder, "I Am Your Child" Campaign

The "I Am Your Child" campaign launched this week brings together entertainment leaders, corporations, foundations, elected officials, and early childhood experts to work together to promote family and community involvement in the early stages of young children's lives.

Gov. Bob Miller, Governor of Nevada, Chair of the National Governors' Association and Co-Chair of the National Governors' Association's Children's Task Force

The National Governors' Association has formed the Children's Task Force to explore what actions states can take to enhance early childhood development.

**WHITE HOUSE CONFERENCE ON
EARLY CHILDHOOD DEVELOPMENT AND LEARNING
POLICY ANNOUNCEMENTS**

Today, the President and First Lady are hosting *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. The day-long conference highlights new scientific findings on brain development in very young children and points to the importance of children's earliest experiences in helping them get off to a strong and healthy start and reach their full potential.

Clinton Administration Commitment to Young Children. The Clinton Administration has invested heavily in research to help us better understand the importance of the first few years of life to child development and learning. President Clinton has also strengthened efforts to support families with young children by investing in Head Start and Early Head Start, the WIC Supplemental Nutrition Program, immunization and other early childhood programs.

At the conference, the President will make a series of policy announcements that build on the Clinton Administration's commitment to young children:

Improving the Quality of Child Care By Learning from the Military. Child care experts believe that the military child care system is now the best in the country. The President is issuing an executive memorandum directing the Secretary of Defense to use the Department's expertise to help improve child care across the nation. The memorandum urges the Department to consider: (1) creating partnerships with civilian child care centers in the community to help them improve quality; (2) providing training courses for civilian child care providers; (3) sharing the materials and models for worker training, accreditation and evaluation, facility design, financing, and other ingredients of the military's success; and (4) working with States and local governments to enable military child care facilities to serve as training sites for welfare recipients moving from welfare to work.

Providing Health Coverage for Children. The President's fiscal year 1998 budget includes a children's health initiative that will extend coverage to up to 5 million uninsured children by the year 2000 by strengthening Medicaid for poor children, building innovative State programs to provide coverage for working families, and continuing health coverage for children of workers who are between jobs. Today, the Association of American Medical Colleges issued a letter of support for the Clinton Administration's children's health proposal.

Importance of Early Education. The President recognizes that children must be nurtured and stimulated in the earliest years. That is why he is announcing two initiatives geared toward early learning.

- **Expanding Early Head Start.** The Department of Health and Human Services is requesting proposals for new Early Head Start programs to expand Early Head Start enrollment by one-third next year. Created by the Clinton Administration in 1994, the Early Head Start program brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women.
- **Giving Parents and Caregivers Early Childhood Tools.** The President's America Reads Challenge is releasing "Ready*Set*Read" early childhood development activity kits. The kits

offer suggestions to families and caregivers about developmentally appropriate activities for children ages zero to five. They will be distributed in May to early childhood programs across the country and to callers to the Department of Education's 1-800-USA-LEARN hotline.

Safe Start. The Department of Justice is establishing "Safe Start" to change the way law enforcement officers respond to children who are the victims of or witnesses to violence. The program will provide training on early childhood development to community police officers, prosecutors, probation and parole officers, school personnel and mental health providers. It will better prepare law enforcement officials to respond to young children exposed to violence and can help prevent today's children from turning into tomorrow's criminals. The initiative is built on the successful partnerships between community police officers and mental health providers funded by DOJ in New Haven, Connecticut and three other communities.

PRESIDENT CLINTON'S CHILDREN'S HEALTH INITIATIVE

Significant gaps remain in children's health coverage. In 1995, 10 million children in America lacked health insurance. The President's children's health initiative will extend coverage to up to 5 million uninsured children by 2000 by strengthening Medicaid for poor children, building innovative State programs for working families, and continuing health coverage for children of workers who are between jobs. **Today, the Association of American Medical Colleges issued a letter of support for the Clinton Administration's children's health initiative.**

Strengthening Medicaid for Poor Children

- **12-Month Continuous Eligibility.** Currently, many children receive Medicaid protection for only part of the year. The President's fiscal year 1998 budget gives States the option to provide one year of continuous Medicaid coverage to children. The budget invests \$3.7 billion over five years, covering an estimated million children who would otherwise be uninsured.
- **Outreach.** The President also proposes to work with the Nation's Governors, communities, advocacy groups, providers, and businesses to develop new ways to reach out to the 3 million children eligible but not enrolled in Medicaid.

Building Innovative State Programs for Children in Working Families

- The President's budget provides \$3.8 billion between 1998 to 2002 (\$750 million a year) in grants to States. States will use these grants to provide insurance for children, leveraging State and private investments in children's coverage through a matching system (as in Medicaid). States have flexibility in designing eligibility rules, benefits (subject to minimums set by the Secretary), and delivery systems.
- The Federal grants, in combination with State and private money, will cover an estimated one million children whose families earn too much to qualify for Medicaid but too little to afford private coverage. The grant program will also increase Medicaid enrollment by about 400,000 kids since some families interested in the new program will learn that their children are in fact eligible for Medicaid.

Continuing Coverage for Children Whose Parents are Between Jobs

- The President's budget will give States grants to temporarily cover workers between jobs, including their children, at a cost of \$9.8 billion over the budget window. The program, which is structured as a four-year demonstration, will offer temporary assistance (up to 6 months) to families who would otherwise lose their coverage. This assistance may be used to purchase coverage from the worker's former employer (through COBRA) or other private plans, at States' discretion.
- This initiative will help an estimated 3.3 million working Americans and their families, including 700,000 children, in any given year.
- The President's budget also makes it easier for small businesses to establish voluntary purchasing cooperatives, increasing access to insurance for workers and their children.



ASSOCIATION OF
AMERICAN
MEDICAL COLLEGES

2450 N STREET, NW, WASHINGTON, DC 20037-1127
PHONE 202-828-0400 FAX 202-828-1125

Jordan J. Cohen, M.D., President

April 17, 1997

The President
The White House
Washington, DC 20500

Dear Mr. President:

On behalf of the Association of American Medical Colleges (AAMC), I write to express our strong support for your efforts to extend health care coverage to the ten million American children who are currently without coverage.

Recent studies have shown that the reduction in the availability of health insurance has disproportionately affected children in part due to the decline in employment-based dependent coverage coupled with the general reduction of employment-based coverage. As you know, lack of health insurance coverage has been shown to be a deterrent for individuals both in requesting and receiving care. As a result, many uninsured persons seek treatment for themselves and their family when their condition is more advanced and, as a result, more difficult and expensive to treat. For a child, forgoing needed medical care can have implications that last a lifetime.

The AAMC represents all of the nation's 125 accredited medical schools, approximately 400 major teaching hospitals, including 75 Veterans Affairs medical centers, the faculty of these institutions through 89 constituent academic society members and the more than 160,000 men and women in medical education as students and residents. The AAMC member institutions, which have the multiple missions of education and training, research and direct patient care, are acutely aware of the rise in the number of uninsured Americans, many of whom seek treatment at our institutions.

As you strive to reach an agreement on a balanced budget, the AAMC strongly supports your efforts as well as those on Capitol Hill to include a significant investment to expand health insurance coverage for children. We are prepared to work with you, your staff and members of Congress to achieve this critical objective for our nation's children.

Sincerely,

Jordan J. Cohen, M.D.
President

CLINTON ADMINISTRATION'S SAFE START INITIATIVE

Announcement

- Today at the White House Early Childhood Development and Learning Conference, the President announced a new Safe Start Initiative to help break the cycle of violence for our nation's youngest victims. The Safe Start Initiative will provide training to law enforcement, prosecutors, school personnel, probation officers, and other professionals to better respond to the needs of children exposed to violence in their homes and communities.

The Problem

- Throughout America, too many children are exposed to violence at home, in their neighborhoods, and in their schools. Children's exposure to violence has been associated with increased depression, anger, substance abuse, and lower academic achievement. Children who experience violence either as victims or witnesses also are at increased risk of becoming violent themselves.
- In a study conducted at Boston City Hospital, 1 out of every 10 children seen in its primary care clinic had witnessed a shooting or stabbing before the age of 6 -- half in their homes and half in the streets. The average age of these children was only 2.7 years old.

The Safe Start Initiative

- The Safe Start Initiative builds on the Child Development-Community Policing Program (CD-CP) started in 1991 between the New Haven Department of Police Services and Yale University Child Study Center, and now funded by the Department of Justice. It was more recently extended to Buffalo, NY; Charlotte, NC; Nashville, TN; and Portland, OR, with Justice Department funding.
- The Safe Start Initiative will increase the number and expand the scope of these regional demonstration sites in which community police officers partner with mental health clinicians to provide rapid and effective treatment to children exposed to violence.
- The Safe Start Initiative will also provide nationwide intensive training and technical assistance for professionals who come into contact with children who have been exposed to family and gang violence, violence in their community and schools, and abuse or neglect.
- Up to 20,000 professionals who work with children in communities across the nation will receive Safe Start training including: law enforcement, prosecutors, school personnel, and probation and parole officers.

PRESIDENT CLINTON ASKS THE DEFENSE DEPARTMENT TO SHARE EXPERTISE FROM THE MILITARY CHILD CARE SYSTEM

We now know that children's earliest experiences, including those in child care, have significant effects on learning and development. I believe we all have a role to play in making sure that all of our children have a strong and healthy start in life.

- President Bill Clinton, 4/17/97

Today, the President urged the Secretary of the Department of Defense to use the military's expertise to improve child care across the nation.

Building on Success: Learning from the Military.

Child care experts believe that the military child care system is now the best in the country. Military child care programs serve the families of men and women in the United States armed forces and the civilian employees of the Department of Defense. In developing its child care system, the Department of Defense has learned how to make a difference in the day to day lives of children. The military child care system is noted for: (1) high quality standards, including a high percentage of accredited centers; (2) a strong enforcement and oversight system with four annual unannounced inspections and a 1-800 hot line for parents to report concerns; (3) mandatory training for child care providers; (4) relatively generous wages and benefits tied to continued training and education; (5) a system of linking up and providing needed support to individual home care providers; and (6) sufficient funding to make quality child care affordable.

Leading the Nation in Child Care Accreditation.

Most notably, the Defense Department today leads the nation in achieving child care accreditation: 72% of all of its child care programs have been accredited, compared to 5% nationally. Most of the Department's success in meeting accreditation standards has come recently: the National Association for the Education of Young Children has accredited 337 of military child care facilities today, as compared to 55 in 1992.

A Challenge to the Defense Department.

The President issued an executive memorandum to the Secretary of Defense, directing him to use the Department's expertise to improve child care in communities across the nation. The memorandum urges the Department to consider: (1) creating partnerships with civilian child care centers in the community to help them improve quality; (2) providing training courses for civilian child care providers; (3) sharing the materials and models used by the military for worker training, accreditation and evaluation, facility design, financing and other ingredients of their success; and (4) working with States and local governments to enable military child care facilities to serve as training locations for welfare recipients moving from welfare to work.

DRAFT

DATE

MEMORANDUM FOR THE SECRETARY OF DEFENSE

SUBJECT: Using Lessons Learned from the Military Child Care System to Improve the Quality of Child Care in the United States

We now know that children's earliest experiences, including those in child care, have significant effects on learning and development. I believe we all have a role to play in making sure that all of our children have a strong and healthy start in life.

The Military Child Development Programs have attained a nation-wide reputation for an abiding commitment to quality in the delivery of child care. Your dedication to adequate funding, strict oversight, improved training and wage packages, and strong family child care networks and your commitment to meeting national accreditation standards is laudatory. I believe that the military has important lessons to share with the rest of the nation on how to improve the quality of child care for all of our nation's children.

I therefore direct you, in consultation with the Secretary of Health and Human Services and the Administrator of the General Services Administration, to share the expertise and lessons learned from the Military Child Development Programs with federal, state, and local agencies, as well as with private and non-profit entities, that are responsible for providing child care for our nation's children. I ask that you report to me, within six months with a preliminary report and within one year with a final report, on actions taken and with further recommendations. I urge you to consider the following:

- I. In consultation with States, encourage military installation child development facilities in the United States to partner with civilian child care programs in their local communities to improve the quality of service offered. The military staff could provide assistance with local accreditation efforts, offer training as available, assist with state and local child development credentialing processes, and provide models of effective child care practices.
- II. Establish military Child Care Programs of Excellence, to the greatest extent feasible, to offer training courses to civilian child care providers. These training courses could demonstrate model practices for child care centers, family child care homes, and school-

age facilities.

- III. **Make widely available to the civilian child care community information on the model approaches and designs that the military uses for training and compensation, accreditation and evaluation, playground and facility design, support systems linking individual family child care providers, as well as overall financing strategies.**
- IV. **Establish partnerships with State or County employment and job training programs to enable Military Child Development Centers and Family Child Care Homes to serve as training locations for welfare recipients moving from welfare to work. Military programs could provide on-the-job training, work experience, and an understanding of best practices for the delivery of child care.**