

NLWJC - Kagan

DPC - Box 072 - Folder-002

0-3 Conference [5]

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. form	Speakers from the Juvenile Justice Community, Dr J. David Hawkins and Richard Catalano [partial] (1 page)	nd	P6/b(6)
001b. form	Speakers from the Juvenile Justice Community, Dr David Hamburg [partial] (1 page)	nd	P6/b(6)
001c. form	Speakers from the Juvenile Justice Community, Judge David E. Grossman [partial] (1 page)	n.d.	P6/b(6)
001d. form	Speakers from the Juvenile Justice Community, Charles Ballard [partial] (1 page)	n.d.	P6/b(6)
001e. form	Speakers from the Juvenile Justice Community, Dr. Karol Kumpfer [partial] (1 page)	n.d.	P6/b(6)
001f. form	Speakers from the Juvenile Justice Community, Josaphine Panphile [partial] (1 page)	n.d.	P6/b(6)
001g. form	Speakers from the Juvenile Justice Community, Dr. Terence Thornberry [partial] (1 page)	n.d.	P6/b(6)
001h. form	Speakers from the Juvenile Justice Community, Helen Leonart Jones [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

kc133

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]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- 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]

0-3conf

Nicole R. Rabner

03/31/97 07:14:28 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: satellite conferences

I just spoke with Ann Rosewater (agh!), who mentioned that you had promised to draft talking points that would, among other things, provide guidance to the regional offices about the White House effort vis a vis the Engagement campaign (especially given the launch of the campaign just prior to the Conference).

I'm now drafting a one-pager for the regions that lays out the day and the Conference for their planing purposes. Do you want me also to do these few q&a?

0-3 Conf

4/2/97 DRAFT FOR DISCUSSION PURPOSES ONLY

**White House Conference on Early Childhood Development and Learning:
What New Research on the Brain Tells Us About Our Youngest Children
April 17, 1997**

OPENING REMARKS

The East Room

10:30-10:45 am *President Clinton and First Lady Hillary Rodham Clinton frame the day, highlight the investments and commitment of the Clinton Administration in early childhood development, underscore the unique contributions of the United States Government in supporting research on early childhood and brain development, and highlight the national opportunity and responsibility the new finding present.*

SESSION ONE:

**Exploration of Current Scientific Research on Brain
Development and Its Applications for Parents and Caregivers**

The East Room

Moderator: Dr. David Hamburg, MD,
President, Carnegie Corporation of New York

10:45-11:15 am *Overview of recent discoveries in neuroscience and behavioral science
(with brief slides and/or videotape and/or model of developing brain)*

Dr. Carla Shatz, University of California, Berkeley
(neuroscientific overview)

Dr. Donald Cohen, MD, PhD, Director, Yale Child Study Center
(behavioral development overview)

Dr. Patricia Kuhl, PhD, University of Washington
(language/cognitive development)

11:15-11:35 pm *Discussion of What This Research on Brain Development Means for
Health Care, Child Care and Early Education, and Parenting*

Dr. Ezra Davidson, MD, Drew University of Medicine (obstetrician)

Dr. T. Berry Brazelton, MD, Harvard University (pediatrician)

Dr. Deborah Phillips, National Research Council (child care/early education expert)

11:35-12:15 pm *Presenters from the opening session address concerns of parents, with questions generated from a poll conducted by Zero To Three with parents across the country*

The First Lady frames the discussion, poses questions and calls on parents in audience to voice questions and concerns

WORKING LUNCHEON

State Dining Room

12:30-2:00pm *Conference guests here have a chance to visit informally with one another (Tables are hosted by a White House or Administration official)*

Open Discussion [following the format of the White House Prayer Breakfast]

SESSION TWO: Applying the Knowledge

Exploration of Model Efforts Communities Are Undertaking To Support Parents and Enhance Early Childhood Development

The East Room

2:15-3:30pm *Various Sectors of society discuss how they are using new scientific findings to support families and enhance early childhood development and learning*

Dr. Gloria Rodriguez, President and CEO
Avance Family Support and Education Program
San Antonio, Texas
(Parenting)

Harriet Meyer
Ounce of Prevention
Chicago, IL
(Early Head Start/Child Care)

Mr. Melvin Wearing, Chief of Police
New Haven, Connecticut
(Law Enforcement)

Mr. Arnold Langbo, Chairman of the Board and CEO
The Kellogg Company
Battle Creek, Michigan
(Business)

Mr. Rob Reiner
CastleRock Entertainment
Los Angeles, CA
(Entertainment/Media)

Dr. Barry Zuckerman, MD
Reach Out and Read,
Boston, MA
(Medical Community)

Panel Respondents:

Governor George Voinovich, Ohio

Governor Bob Miller, Nevada

Co-chairmen of the National Governors' Association Task Force on Young Children

CONCLUDING REMARKS

The First Lady

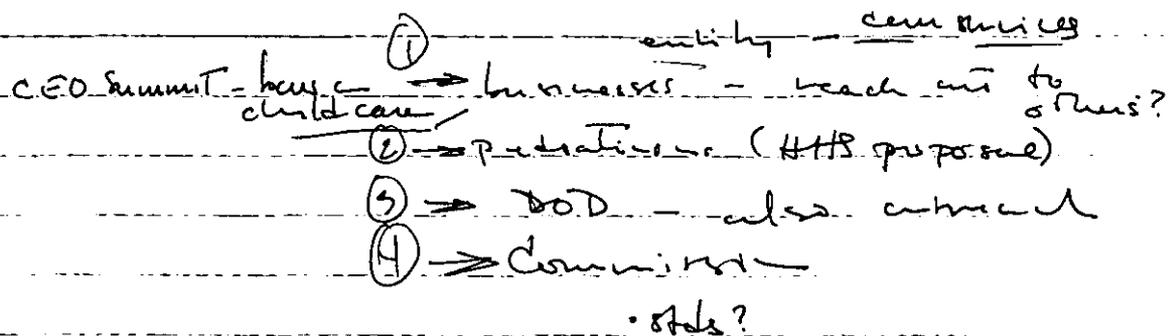
The President

Melanne 4/1 0-3

Pediatric stuff - any existing programs? models?
Awards for businesses that do on-site child care?

DOD - additional \$ given already?
penalty?

*



⇒ Reallocate what's in our budget
for early start - say up to 30,000

parenting hits
available

* List of Things (fed initiatives etc)
directing up to each of
people in Panel 2.

Talk to Kitty -
spreading people out
also to local area
Memo for Bruce + Kitty, kids

regional centers -
local ownership

FL intro

Pres key remarks - opening

Hamburg, moderator, Mrs. Mrs.

Q+A - Clinton/Gore
Lunch child care announcement

FL intro

VP opens

PL moderates

Pres chair in

Pres ends

Round table for press - 15th

HRC

16th - E.O.

Is it good for the children?

0-3 conf

4/2 Conference

HRC - All a set of resources.

2 major studies not completed on C.C.

- not ent of consumer info
- subsidy issue

Lots of good wocs.

Best practices? w/lt accrued?

FL - did thing w.r.t. accrued that improved child care.
 Need to be more knowledgeable.

Anything we can do unifamily

All happy talk.

→ Children's health initiative

0-3
Conf

Nicole R. Rabner

04/02/97 05:49:57 PM

Record Type: Record

To: Pauline M. Abernathy/OPD/EOP, Jennifer L. Klein/OPD/EOP

cc: Elena Kagan/OPD/EOP

Subject: conference

Pat Lewis advises that they need a brief (say 2-page) Administration accomplishments document for Press use before they can pitch. Who is going to do this? Let's discuss tomorrow. Thanks.

Examples

The following are examples of challenges/initiatives which could come out of the upcoming 0-3 conference. In each case, communities could be challenged/encouraged to commit to the stated objective. The federal government could, in turn, commit to direct training, technical expertise, grant funds, and other government resources to those communities to assist them in accomplishing the stated objective. Here are three examples of what communities could commit to do:

of having
nurturing
child support

Push communities
sitting up
protection
training
non-caring
social profs.

violence
victims
cops
HHS
et

lack of
nurturing
adult time

1) Develop a system which works to assure that every child exposed to violence has a rapid and appropriate intervention initiated by teachers, cops, health care providers and others positioned to know about such violent incidents.

2) Organize courts, non-profits, social service workers and other community members to assure that every child has a nurturing, stable, reliable adult presence throughout the 0-3 stage of life.

3) Establish a sustainable comprehensive community based planning process involving public, private, and non-profit players in in the community which focuses, among other subjects, explicit attention on the needs of those aged 0-3 in their community.

Agenda - Meeting with Bruce & Elena

(March 28, 1997)

- 1) Community Building Initiative

- 2) Upcoming 0-3 Conference

Community Building Project Objectives

(Government Building Individual Self-Sufficiency)

- Gather information necessary to fill in “the chart” and create the back-up materials.

- Analyze information gathered in order to identify, in the context of community building efforts:
 - ◆ Gaps in service which the federal government should provide.

 - ◆ Inadequacies in the services which the federal government does provide.

 - ◆ Links between federal government services which should exist but don't.

- Initiate efforts to cure the flaws identified through the above analysis.

- Develop a web site which would provide communities easy access to information about federal government services and resources which would assist communities in building the support structure for those in their community to become healthy, safe, sheltered, educated and employed, self-sufficient individuals.

Government Building Individual Self-Sufficiency

	Children & Young Adults			The Adult World of Work				Adults with Special Needs
	0 - 5	K-12	Post-High School Education	School to Work	Welfare to Work	Job Training & Retraining	Business Development	Lifelong Learning

Services unique to specific life phases

HEALTH	USDA, HHS, HUD, DOJ, TR, DOI								
SAFETY									
SHELTER									
EDUCATION		DOE, USDA, DOI							
EMPLOYMENT					DOI, DOJ, HUD, TR				

Services across all life phases

HEALTH	
SAFETY	
SHELTER	HUD - Public Housing
EDUCATION	
EMPLOYMENT	

Children & Young Adults

0-5

HEALTH

USDA

- **Community Facility Loan and Grant Program:** Finances day care centers in rural areas.
- **4-H Program:** Helps 5.4 million children and engages over 500,000 volunteers - the largest non-formal youth development education program in the nation.
- **Women, Infants, and Children (WIC) program:** works on "food assistance" to families with children (ages 1 to 4).
- **Immunization:** The WIC program works on primary health care services, breast feeding support groups, and immunization assessments (works as a partner with the Center for Disease Control and the National Immunization Program).
- **Team Nutrition program:** provides nutrition education to schools.
- **Nutrition Action Kit:** The WIC and Team Nutrition programs are developing this kit to support WIC nutrition educators in teaching pre-schoolers and their families proper nutrition.
- **Interagency Federal Safety Net program:** \$39.7 billion program for food and nutrition assistance for needy Americans (USDA, HHS & EPA).

HHS

- **Early Head Start:** 142 grants throughout the nation.
- **Head Start - Child Care:** Provides full-day, full-year quality services for young children.
- **Healthy "Child Care" America Campaign:** Last year -- 46 three year grants of \$50,000 each awarded for development of health systems in child care.

- **Medicaid Initiatives:**
 - a. **Phase-in Low Income Children:** add an estimated one million children to Medicaid over four years.
 - b. **Enroll** an estimated 3 million children currently entitled to Medicaid coverage, but not receiving benefits.
- **Insure Children** not otherwise qualified to receive Medicaid: HHS will provide \$750 million to states to expand insurance coverage for children.
- **Healthy Working Families program:** financial assistance to unemployed workers and their families in maintaining health insurance.
- **Child Support Enforcement:** On December 1996, HHS announced the collection of \$1 billion in delinquent child support for 1995 by intercepting income tax refunds of non-paying parents.

HUD

- **Campus of Learners Initiative**
- **Lead Based Paint Poisoning Protection**
- **Early Childhood Immunization**

DOJ

- **Abuse, Neglect, and Substance Abuse:** Prevention programs including the Prenatal and Early Childhood Nurse Home Visitation Program (working jointly with HHS)
- **Domestic Violence Programs:** Preventing cycle of violence, etc.
- **Causes and Correlates of Delinquency Study**
- **Child Support Enforcement Initiatives**
- **Office of Victims of Crimes (OVC) Grants to Tribes for Child Abuse**
- **OVC Technical Assistance for Child Abuse**
- **Statutory Rape:** Establishing a program regarding the link of statutory rape and teenage pregnancy, with particular focus on offenses committed by predatory older

men.

Treasury

- **Child Support Enforcement:** Working with HHS to implement the President's Executive Order issued in August 1996. (Taking money from federal payments for unpaid child support).

Interior

- **Child Abuse Prevention:** The Bureau of Indian Affairs (BIA) works with the Indian Health Service (IHS) to provide child abuse and neglect and alcohol and substance abuse prevention activities.

Children & Young Adults

K-12

EDUCATION

Dep't of Education (DOE)

- **D.C. Desk:** Provides D.C. schools with one-step access to DOE resources, including research, practice-based information and technical assistance. The DOE could expand this to other cities and communities.
- **New National Standards in 4th Grade Reading:** DOE will develop a rigorous national standard and test for use by individual students based on the widely accepted 4th grade National Assessment of Educational Progress reading test.
- **New National Standards in 8th Grade Mathematics:** DOE will develop a rigorous national standard and test for use by individual students based on the widely accepted 8th grade Third International Math and Science Study (TIMSS) test of mathematics.
- **Promoting the TIMSS exam:** DOE has prepared a "toolkit" to help districts compare their practices to national and international standards and practices.
- **Eisenhower Professional Development Grants:** \$310 million to support professional development in mathematics and science.
- **Goals 2000:** DOE works with local schools for systematic educational reform by adopting challenging standards, performance assessments, and professional development.
- **Access to College:** DOE makes college education available and affordable for Americans by:

Pell Grants

Direct Lending Grants

Presidential Honors Scholarships

HOPE Scholarships

Adult Education State Grants

USDA

- **Distance Learning/Telemedicine and Community Facilities Programs:** USDA finances projects that assist in improving literacy in rural areas by connecting rural school systems to the Internet as well as to urban schools and universities.
- **America Reads Program:** USDA would like to take the lead role in implementing this initiative throughout rural America, with a particular focus on rural EZ/EC communities.
- **Tutoring for Literacy Throughout America:** USDA is expanding its literacy tutoring initiative throughout the country.
- **Teacher Research Fellowship Program:** provides science and math teachers in the nation's schools with work experience and professional development in USDA labs each summer.

Interior

- **Family and Child Education (FACE) Program:** a coordinated effort of the three major national family and early education non-profits which is operating at 21 BIA schools through the Office of Indian Education Programs (OIEP)
- **America Reads:** OIEP plans to implement this program at all BIA schools
- **Technology Literacy and Internet Connections:** OIEP works with private and non-profit partners to enhance technology literacy and to have all 187 BIA schools hooked to the internet by 2000.
- **Educational Assistance:** US Geological Survey (USGS), with the Department of Education, has produced materials to support geography literacy; USGS has also provided art and biological sciences teaching materials

Welfare to Work

EMPLOYMENT

Department of Labor

- **Employment Initiative:** DOL employs welfare recipients in public health jobs by collaborating with HHS. In Chicago, a DOL employment project hooked up with an HHS funded public health provider

DOJ

- **Job Referrals to INS Worksite Enforcement Sites:** INS works with the Commonwealth of Virginia by referring legal workers receiving welfare to jobs created by the removal of unauthorized workers.

HUD

- **Economic Development Initiatives**
- **Moving to Work Demo Project**
- **Bridges to Work Demo Project**
- **Step Up Program (working together with DOJ and DOL)**
- **Economic Development and Supportive Services Grants**
- **Tenant Opportunity Program**
- **Community and Supportive Service under HOPE VI**
- **Section 8 Family Self-Sufficiency**
- **Fatherhood Employment Initiative**

Treasury

- **Welfare to Work Tax Credit:** 50% Tax Credit on first \$10,000 of wages for long-term welfare recipients, for up to two years.

301-718-6543

fax

MTG w/ AG 0-3erc

1 comm. building

get info to comm

provide tech support

FILE

0-3 conference

lib/resources on web site -
on lots of early
childhood dev.

Smart Start

D discrete # of comm

had commitment to take resources identified

then this process - apply it to partic

comm - getting info / provide tech support

DC/HHB (clinic)

training to make p. health care workers.

- where are the gaps
- what tech is needed for
more flexibility

"I AM YOUR CHILD"

Early Childhood Public Engagement Campaign

State and Local Coalitions

Note: The following is a list of contacts for state and local coalitions that are participating in the campaign. Some began developing goals and activities in 1996, and others are just beginning to form. This list is revised on a regular basis and is available from Abby Farber at the Families and Work Institute.

Fax: (212) 465-8637, E-Mail: farberfwi@aol.com

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
ALABAMA	<p>Marjorie Curry Childcare Resources 1904 First Avenue North Birmingham, AL 35203-4006 Business (205)856-3055</p>	Talking with others in state to develop a planning coalition.
ALASKA		
ARIZONA	<p>Peggy Eggemeyer, Director Governor's Division for Children 700 W. Washington, Rm. 101-B Phoenix, AZ 85007 Business (602)542-3191 Fax: (602)542-4644</p>	Organizing a campaign planning group to develop Arizona campaign activities.
ARKANSAS		
CALIFORNIA (SAN FRANCISCO BAY AREA)	<p>Marie Young David and Lucile Packard Foundation 300 Second Street, Suite 10207/27/96 Los Altos, CA 94022 Business (415)948-3696 Fax (415)948-6498</p> <p>Susan Hirsch Simmons Executive Director Miriam and Peter Haas Fund 201 Filbert Street San Francisco, CA 94133 Business (415)296-9249</p>	Convened a Bay area early childhood planning group that will work with funders and consulted with Berkeley Media Studies Group experts to craft a long term Bay area media advocacy project. Will probably focus on child care issues.
CALIFORNIA (LOS ANGELES AREA)	<p>Jan Brown Pacific Oaks College 65 S. Grand Pasadena, CA 91105 Business (818) 397-1315</p> <p>Judy Spiegel, Vice President for Programs California Community Foundation Los Angeles, CA Business (213) 413-4042 Fax (213) 629-4782</p>	

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
COLORADO	Barbara O'Brien President Colorado Children's Campaign 1600 Sherman Street, Suite B300 Denver, CO 80203-1604 Business (303)839-1580 Fax (303)839-1354	Expanding the Warm Welcome Program - universal home visiting program to reach 30% or all new parents by 1997; working with business communities to promote family friendly practices; convening five regional meetings of employers of all sizes to talk about work policies that allow parents to be good employees and good parents, followed by a stateside meeting; planning a state brain development conference in April or May 1997; hosting district meetings in targeted legislative districts with Bright Beginnings and others; continuing the dolls campaign with a focus on babies and toddlers. This year, the dolls will be dressed in diapers and will be presented along with information on early childhood brain development. Dolls will be displayed to focus on major corporations in the service sector that have high levels of customer contact. Employers will be asked to encourage their employees to make dolls. The legislature will be asked to designate doll day as Children's Day in Colorado, thus creating a statewide day of reflection on children's issues.
CONNECTICUT	Elaine Zimmerman Executive Director Connecticut Commission on Children 18-20 Trinity Street Hartford, CT 06106 Business (860)240-0290 Fax (860)240-0298	
DELAWARE		
DISTRICT OF COLUMBIA		
FLORIDA	Jack Levine Executive Director Florida Center for Children & Youth 514 East College Avenue Tallahassee, FL 32301 Business (904)222-7140 Fax (904)224-6490	Defining who their public is, including the role of senior citizens. Would like to define family broadly and hope the show will have appeal for seniors; considering how to connect policy goals with the broader context of what's on the minds of the public and legislature (e.g. economic development, crime prevention, education reform, etc.). They also want to make sure that they target those who influence decision makers; developing relationships at the county level through county meetings focused on prevention; working with the Tampa Fox station on a 5-6 month process using "kitchen table talks" to discuss children's needs. (They see our materials and resources as a possible enhancement of this process.) Are translating brain development content for presentation at an upcoming child care conference. This group also had Kaybee Toys create a small model brain.

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
<p>GEORGIA</p>	<p>Judith H. Bodner Georgia Starting Points Coordinator Center for Family Resource, Planning and Development Georgia Division of Public Health Georgia Dept. of Human Resources 2600 Skyland Drive, NE, Upper Level Atlanta, GA 30319 Business (404) 679-0531 Fax (404) 679-0686 E-Mail: jhb044e@TH.DHR.STATE.GA.US</p> <p>Winsome Hawkins Senior Program Officer Metropolitan Atlanta Community Foundation 50 Hurt Plaza, Suite 449 Atlanta, GA 30303 Business (404) 688-5525 Fax (404) 688-3060</p> <p>Beth Clinton Media Consultant, Georgia Policy Council Family Connection 100 Peachtree Street, NW, Suite 500 Atlanta, GA 30303 Business (404) 527-7394 E-Mail: BATKINSC@aol.com</p>	<p>Considering best way to organize statewide activities that support local campaign activities.</p>

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
HAWAII (HAWAII COUNTY) (STATEWIDE COALITION)	<p>Susan Jones Program Officer for Education Hawaii Community Foundation 900 Fort Street Mall, Suite 1300 Honolulu, HI 96813 Business (808) 537-6333 Fax (808) 521-6286</p> <p>Bob Springer Executive Director New Beginnings Alliance 900 Fort Street Mall, Suite 1300 Honolulu, HI 96813 Business (808) 941-9414 Fax (808) 521-6286</p> <p>Leilani S. Hino Hawaii County Child Care Coordinator 85 Puako Beach Drive Kamuela, HI 96743 Business (808) 882-7024 E-Mail: leihino@aloha.net</p>	<p>Considering best way to organize statewide activities that support local campaign activities. May work with Bishop Museum to mount "hands-on" exhibit on brain development.</p>
HAWAII (KAUAI COUNTY)	<p>Sally Hansen Kauai Good Beginnings Alliance P.O. Box 196 Koloa, HI 96756 Business (808) 742-1730 Fax (808) 742-2130 E-Mail: dphansen@hawaiian.net</p>	
HAWAII (HONOLULU COUNTY)	<p>Sandra Pak 715 S. King Street, Suite #500 Honolulu, HI 96813 E-Mail: oaa0014@co.honolulu.hi.us</p>	

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
HAWAII (MAUI COUNTY)	Theresa Lock, Coordinator Maui Good Beginnings Alliance 333 Dairy Road, #201 Kahului, HI 96732 Business (808) 871-0775 E-Mail: tlock@gte.net	
IDAHO ILLINOIS	Bernice Weissbourd President Family Focus 310 S. Peoria Street, Suite 510 Chicago, IL 60607-3534 Business (312) 421-8185 Fax (312) 421-5200 Jerry Stermer President Voices for Illinois Children 208 South Lasalle Street, Suite 1580 Chicago, IL 60604 Business (312) 456-0600 Jane Grady Director Employee and Organizational Development St. Luke's Medical Center 729 Paulina Chicago, IL 60612 Business (312) 942-3642 Fax (312) 942-2220	
INDIANA		

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
IOWA	<p>Edward L. Schor State of Iowa Dept. of Public Health Lucas State Office Building Des Moines, IA 50319-0075 Business (515)281-5787</p> <p>Karen King Iowa Child Care Coalition 1200 University Des Moines, IA 50314 Business (515)286-2004</p>	<p>These groups are working together to form a collaboration of state child care coalition, DOH and DOE that will consider best ways to organize statewide activities that support local campaign activities.</p>
KANSAS	<p>Prissy McAtee Heart of America Family Service 626 Minnesota Avenue Kansas City, KS 66101 Business (913) 342-1110 Fax (913) 342-3632</p>	
KENTUCKY		
LOUISIANA		
MAINE	<p>Bonnie Blagojevic Maine Early Childhood Association</p>	<p>Convening a group of state leaders to plan for campaign activities.</p>
MARYLAND		
MASSACHUSETTS (BOSTON)	<p>Jason Sachs, Chair Boston Campaign Coalition 95 Berkeley Street Boston, MA 02116 Business (617)695-0700 Fax (617)695-9590</p>	<p>Have established a cross-domain (health, education, parent support, family literacy) campaign planning group to create campaign. May create a statewide, rather than local effort. Considering activities in support of Starting Points, Success by Six, and other community and state initiative goals.</p>

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
<p>MICHIGAN</p>	<p>Association for Child Development, MAEYC and State Department of Health</p> <p>Nancy Kostka, Chief Executive Officer Kathryn G. Lipnicki, Director of Program Development Association for Child Development PO Box 1491 139 W. Lake Lansing Road East Lansing, MI 48823 Business (517)332-7200 (800)234-3287 Fax (517)332-5543 E-Mail: KathrynGL@aol.com</p> <p>Stephen Manchester, Public Policy Specialist, MAEYC 4572 S. Hagadorn Road, Suite 1-D East Lansing, MI 48823 Business (517)336-9700 Fax (517)336-9790 E-Mail: Michiganaeyc@voyager.net</p>	<p>Planning a coordinated campaign with a focus on involving parents. Undertaking a study of parent voting patterns and developing a campaign based on what is learned. Created a local flyer publicizing campaign and distributing throughout the state at local events. Considering following children born in April, 1997 over three years. Strategic goals are to: have expert teams in local communities become expert spokes people; use brain development information, build broad coalition; and develop and sustain involvement over three years. Still working on goals and strategies.</p>
<p>MINNESOTA</p>	<p>Annie Sherman Minneapolis Way to Grow 1220 Seventh Avenue North Minneapolis, MN 55411 Business (612)377-0930 Fax (612)377-1445</p> <p>Judith Jordan Minnesota Child Care Resource and Referral Network 2116 Campus Drive Street, SE Rochester, MN 55904 Business (507)287-2497 Fax (507)287-2620</p>	<p>Beginning planning for a campaign developed by a broad coalition. Considering a project that facilitates citizen involvement in assessing family friendliness of communities and progress towards Starting Points initiative goals.</p>

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
MISSISSIPPI	Cathy Grace Early Childhood Coordinator The Family Resource Center 425 Magazine Street Tupelo, MS 38801 Business (601)844-0013 Fax (601)844-0560	Informing state early childhood leaders about campaign as first step toward planning campaign activities.
MISSOURI	Carol Mertensmeyer Program Director ParentLink 212 Whitten Hall University of Missouri, Columbia Columbia, MO 65211 Business (573)884-8102 Fax (573) 884-4225 Joyce Taylor Executive Director Missouri Association of Family and Consumer Sciences 562 Highway 5/240 Fayette, MO 65248 Business (816)248-3559 Fax (816) 248-3383 Email: jtaylor04@mail.coin.missouri.edu	Beginning statewide planning process.
MISSOURI (KANSAS CITY)	Carol Scott, Program Manager Metropolitan Council on Child Care Mid America Regional Council 600 Broadway, Ste. 300 Kansas City, MO 64105 Business (816)474-4240 Fax (816)421-7758	Adding a staff position to carry out Kansas City campaign activities that are coordinated with the Children's Partnership and Early Childhood Quality Improvement Project (EQUIP) to support continued early childhood system development efforts and involve area businesses.

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
MONTANA	Billie Warford Director Montana State University Early Childhood Project 117 Herrick Hall Bozeman, MT 59717-0354 Business (406)994-4746 Fax (406)994-2013	Informing state early childhood leaders about campaign as first step toward planning campaign activities
NEBRASKA	Jeanine Huntoon Manager Nebraska Good Beginnings YWCA of Lincoln 1432 N. Street Lincoln, NB 68508 Business (800) 873-8644 Fax (402) 476-0519 E-mail: jhuntoon@nde4.nde.state.ne.us	Informing state early childhood leaders about campaign as first step toward planning campaign activities. Ideas in the dreaming stage include: using the campaign to promote neighborhood development, developing simple local tip sheets that build on concept of random acts of kindness; and involving businesses, school and early childhood providers of services.
NEVADA		
NEW HAMPSHIRE	Gale C. Hall Project Coordinator New Hampshire Early Care and Education Quality Improvement Initiative 22 Richardson Road Hollis, NH 03049 Business (603) 882-9080 Fax (603)465-9798 Dr. Richard H. Goodman Executive Director New Hampshire School Administrators Association 11 Morrill Hall Durham., NH 03824 Business (603)862-1384 Fax (603)862-1084	Early Care and Education Quality Assurance Initiative is looking at developing a career lattice for practitioners, establishing mentoring program, and developing articulated training system. A Public Awareness Committee will use the Campaign as a trigger point for involving parents, businesses and elected officials in promoting the need for quality care. Will encourage communities to sponsor viewing forums of television special with facilitated discussions afterward. Working on developing a "Blueprint" that will provide communities with suggestions on how to proceed with the campaign. Blueprint is currently in formation, but includes many options, some of which are detailed here. Considering coordinating activities by developing regional teams that will support local events. Plan to identify and approach key groups of people in various regions around state, building on such programs as Success by 6 and Community Option project.
NEW JERSEY		
NEW MEXICO		

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
NEW YORK (CITY)	Lisa Chase-Childers New York City AEYC 606 11th Street Brooklyn, NY 11215 Business (718)832-2950 Fax (212)924-1352	Informing area early childhood leaders about campaign as first step toward planning campaign activities. Focus may be on professional development for people working in early childhood education.
NEW YORK (STATE)	Gail L. Flanery Executive Director New York State AEYC 130 Ontario Street Albany, NY 12206 Business (518)463-0839 Fax (518)374-2018 Judith A. Sikora Rockland County AEYC 17 Orchard Street Warwick, NY 10990 Home (914)986-8812 Home Fax (914)987-1982	Informing state early childhood and other constituencies about campaign as first step towards planning campaign activities; seeking funding for: developing a traveling photography exhibit to document a "day in the life" of young children and families in NY communities, creating a book of photographs taken by children, coordinated by a well-known photographer, creating a NY campaign video and TV PSAs, held seminar on working with the media
NORTH CAROLINA	David F. Walker Executive Director North Carolina Partnership for Children 1323 Capital Boulevard, Suite 102 Raleigh, NC 27603 Business (919)821-7999 Fax (919)821-8050	Informing area early childhood leaders about campaign as first step toward planning campaign activities
NORTH CAROLINA (CHARLOTTE)	Marjorie Warlick Tate NAEYC Governing Board 700 Kenilworth Avenue Charlotte, NC 28211 Business (704)376-6697	Informing area business and early childhood leaders about the campaign in order to begin planning activities.
NORTH DAKOTA		

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
OHIO	Susan Ignelzi Ohio Family and Children First 77 South High Street, 30 th Floor Columbus, OH 43266 Business (614)644-0878 Fax (614)728-9441	Informing area early childhood leaders about campaign as first step toward planning campaign activities
OKLAHOMA	Ruth Ann Ball Coordinator Early Childhood Professional Development Office of Child Care 2208 SW 82 Oklahoma City, OK 73159-4932 Business (405) 681-3257 Fax (405) 325-4061	
OREGON	Claudia Hedenskog Oregon EQUIP Project Oregon Child Care Resource & Referral Network 3533 Farmer Industrial Salem, OR 97302 Business (503) 375-2644 Fax (503) 399-9858	Working with EQUIP, Forging the Link Collaboration, Governors Office, state Commission on Children and Families and State Child Care Commission to create county level campaign planning collaborations, led by local Children and Family Commissions and child care resource and referral agencies. Have trained county representatives in media skills and trained parent leaders to involve parents in upcoming legislative session. Training curricula is available to other sites.
PENNSYLVANIA (PHILADELPHIA)	Alison Lutton Delaware Valley Association for the Education of Young Children 117 S. 17th Street, Suite 707 2941 Pennsylvania Avenue Philadelphia, PA 19103 Business (215)963-0094	Beginning campaign planning process.

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
PENNSYLVANIA (PITTSBURGH)	<p>Starting Points Collaboration Robert Nelkin Director, Starting Points University of Pittsburgh, Center for Social and Urban Research 2017 Cathedral of Learning Pittsburgh, PA 15260 Business (412)624-7986 Fax (412)624-1187</p>	<p>Convened a preliminary meeting with child development community, media and foundation representatives to begin thinking about how the campaign might work in Pittsburgh; would like to use the national campaign as a tool to coordinate other local public awareness campaigns, including Healthy Start, For Kids Sake, Mr. Rogers Neighborhood and Success by Six campaigns, all being run by different television stations; would like to promote messages on grocery bags, billboards, radio and print media; Pittsburgh's major policy goal for their involvement would be to build support among public and private funders to support comprehensive early childhood initiatives (Healthy Start, early care and education, family support centers and for an upcoming effort to raise \$60 million for early childhood education. Pittsburgh has secured the commitment of top-level business leaders to chair their campaign.</p> <p>Pittsburgh is also very committed to having skilled counselors on line to answer calls generated by the show and PSAs and will consider the best structure for this. United Way has a central help line and they may consider setting up a phone bank at the ABC affiliate to take calls immediately following the show. They are also considering how to involve the wives of the leaders of the various campaigns mentioned above in the early childhood campaign.</p>

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
RHODE ISLAND	<p>Starting Points Collaboration Virginia M.C. da Mota, Director Office of Integrated Social Services Rhode Island Dept. of Education 255 Westminster St., Shepard Bldg. Providence, RI 02903-3414 Business (401)277-3037x2367 Fax (401)277-3080</p> <p>Mia Patriarca RI Starting Points Initiative Coordinator RI Department of Health Division of Family Health 3 Capitol Hill, Room 302 Providence, RI 02908 Business (401) 277-1185 x117 Fax (401) 277-1442</p> <p>Sue Connor Project Manager Children's Friend and Service 500 Prospect Street Pawtucket, RI 02860 Business (401)729-0765 Fax (401)727-2810</p>	Created a collaborative planning group that may select RI Kid's Count to serve as campaign liaison organizations. Received \$100,000 from Rhode Island Foundation to develop a companion public campaign aimed at parents, promoting quality child care.
SOUTH CAROLINA	<p>Sally L. McClellan South Carolina AEYC 4128 Yale Avenue Columbia, SC 29205 Business (803)777-7887 Fax (803)777-5733</p> <p>Dottie C. Campbell Deputy Bureau Chief Dept. of Health & Human Services 1801 Main Street, 10th Floor PO Box 8206 Columbia, SC 29202-8206 Business (803)253-6177 Fax (803)253-4173</p>	Considering best way to organize statewide activities that support local campaign activities.
SOUTH DAKOTA		

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
TENNESSEE		
TEXAS (AUSTIN)	Phyllis Jack-Moore Work/Family Strategist P.O. Box 160697 Austin, TX 78716 Business (512) 329-9078 Fax (512) 347-1980	
TEXAS (DALLAS)	Ralph Rogers c/o Mary Greene KERA 3000 Harry Hinds Dallas, TX 75201 Business (214)740-9356 Fax (214)740-9358	Considering best way to organize statewide activities that support local campaign activities.
TEXAS (FORT WORTH)	Linda Winkelman Training Director First Texas Council of Campfire 2700 Maechem Blvd. Fort Worth, TX 76137 Business (817)831-2111 Fax (817) 831-5070	Have begun to organize a coalition to design local campaign activities.
UTAH		
VERMONT	Starting Points Collaboration Cheryl Mitchell Deputy Secretary State of Vermont Agency of Human Services 103 South Main Street Waterbury, VT 05671-0204 Business (802)241-2220 Fax (802)241-2979	Will continue a dolls campaign again this year in April, including training for parents on how to talk to their legislators and employers. Will use the campaign to support development of the Vermont Child Care Fund. Vermont is also: <ul style="list-style-type: none"> • putting together a comprehensive children's budget for advocates to take to the legislature; • conducting business leader round tables in the fall to listen to the concerns of businesses around the state by having business leaders talk to other business leaders about children and family issues; • raising public awareness about the fund, its purpose and child care issues and is planning a kick-off event right before the ABC show; and • hoping to use the national campaign as a springboard for long-term efforts to support funding for children's issues locally.

SITE	CONTACT(S)	PLANS/UPDATES/STATUS
VIRGINIA	Katherine Bodkins, Coordinator Resource Mothers Program Virginia Department of Health 1500 E. Main Street, Room 135 Richmond, VA 23218 Business (804) 371-4106 Fax (804) 371-6032 E-Mail: cbodkin@vdh.state.va.us	
WASHINGTON (STATE)	David Brenna Washington Family Policy Council Elizabeth Thompson Washington Child Care Resource and Referral Network	Beginning the process of figuring out how to build on the national campaign. have been sharing the campaign information throughout the state to inform people about it; Washington's Family Policy Academy is promoting community involvement in making "family friendly" connections. Want to focus on development of family friendly communities and policies; in conversation with libraries and the Health Care Coop of the Puget Sound (an HMO) about their involvement; the Family Policy Academy is working with a public relations firm, whose services can be used to help craft the Washington campaign.
WEST VIRGINIA	EQUIP/Starting Points Collaboration Kim Veraas Governor's Cabinet on Children and Families 1900 Kanawha Boulevard East, Bldg. 1, Rm. 9 Charleston, WV 25305 Business (304) 558-1954 Fax (304) 558-0596	Summarizing key ideas and resources from brain conference notebook to share with various groups in the states; gearing up to promote "Family Matters" - a statewide information and referral line that connects parents with resources in local communities (888-WV-FAMILY). They want to build on this service as part of their own agenda and can expand the staffing of the line around the time of the show. The national campaign will help them to promote Family Matters in the state; The Governor's Children's Cabinet has just signed a contract with an ad agency to assist with three initiatives: <ul style="list-style-type: none"> • promoting Family Matters; • developing early childhood brochures - on school readiness and quality child care, which will be released in April 1997 to coincide with the show; and • creating a brochure and presentation format for employers on family friendly practices and a welcome wagon kit with information about local resources that employers can give to employees.
WISCONSIN	Patricia Mapp School of Human Ecology University of Wisconsin 1300 Linden Drive Madison, WI 53706	Planning to present campaign opportunities to a large group of early childhood policy makers, child care providers and business leaders.
WYOMING	Secretary of Human Services	Informing state early childhood leaders about campaign as first step toward planning campaign activities

HHS - 1) phy set of mops - op to get mops out -
health issues -
sleep on back
shake (?)

2) sensitive to disabilities -
some - not normal dev.

3) Don't make parents overanxious

Commitment to high accreditation - not one people kind.

DOD extensive
child care -
partnering w/
priv comm. -
70% v. 50%

Outreach

satellites
get videos - then
get it out thru
programs.

GPA
Study from
this office
in partic from standpoint of quality
initiative
what could we put in place.
Overall strat for infant care.

Child care quality - stds - announcements - MCA - "Stepping Stones"

EPA - info to parents -
about products

foster care / child welfare issues

ONDOP - well mother

higher std in
child care.

new way = talking abt what parents
should be looking for =

Health

- Changes in behavior -
in hospital screenings
in what parents do
in other provider behavior.

Q - how about the instructional -
audiences in greatest need.
How do we reach them?
Make it real to them?

Satellite-head start network.

New Parents Program Q
Also - a set of states
doing this -
Eval attached
to this.

Dish network -

What products to distribute -
short version

Web page

GOVERNORS

Put a Zud-pool

host satellite download?

VAs -

Resource von -
Lemos of products etc. (CPM)

0-3 cont



Patricia F. Lewis

03/05/97 01:29:58 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Notes from meeting

Please let me know if I missed something.

Notes from 3/5 conference meeting and follow up:

- **Title:** "White House Conference on Early Childhood Development and Learning: What new research on the brain tells us about our youngest children"
Nicole to get final approval.

- **Overall goal for event:** We talked about the conference as a way to get information and resources out to anyone who works with parents or young children. It will emphasize the ways in which the federal government can play a key role in helping strengthen families, as well as highlighting what the rest of us can do.

- **Announcement:** Marsha will take the lead on seeing if the President and First Lady on Monday can do an Oval Office announcement of a new executive order and the date for the event. In planning for this, we need to be able to say something about what will come out of it. (We'll have tapes and materials for parents, website, etc.)

- **Panels:** Nicole and Pauline will have options by Monday of various ways in which parents' questions can be posed to panelists.

- **Press preparations:** We agreed to identify 10 stories by April 1 that illustrate the research being done (most often with federal support) and how it's being put to use in programs across the country. Pauline and Nicole will provide the initial list.

- **Press lists:** Pauline and Nicole will get lists from groups they're talking with.

- **Invitations:** We'll identify possible magazine editors/publishers as guests. Nicole has examples of articles parenting pubs have run and will circulate copies.

- **Sponsors:** Nicole will schedule a meeting with Pat Butler. Pat and Marsha will talk about magazines. We also need to check with counsel's office about using sponsors.

- **Materials:** The aim will be to produce, post-conference, a video tape, an audio, a printed report to include Mrs. Clinton's remarks, synopses of information presented, resource guide

file
0-3
emf

and an action sheet for parents.

- **Regional events:** Pat will continue to talk with Kris and Laura Schwartz about moving forward with agencies on setting up regional watch events.

- **Next meeting:** We will meet again Friday. Time TBD

Message Sent To:

Pauline M. Abernathy/OPD/EOP
Nicole R. Rabner/WHO/EOP
Ann F. Lewis/WHO/EOP
Eli G. Attie/WHO/EOP
Elena Kagan/OPD/EOP
Marsha E. Berry/WHO/EOP

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN POSSIBLE RESOURCE DOCUMENTS

Resource Document #1

Parent Information Guide 1-2 pages

- The Ten Things Parents Can Do Right Now -

Resource Document #2

Synthesis of Conference Findings 10 -15 pages

Cover	Presidential Seal
Page 1	Letter from POTUS & FLOTUS <i>or quotes from conference</i>
Page 2	National Principles for Supporting Parents and Caring for Our Youngest Children (Perhaps get National Organizations to Endorse?)
Page 3	Acknowledgments
Pages 4-6	Prologue - What do Parents Need to Know
Pages 7-9	What the Research Says - Interviews with leaders in the field/Synthesis of Findings
Pages 10 -12	Taking Action - Conference Highlights, Key Recommendations/Announcements/ Summary of Federal Activities
Pages 12-15	Partners in this Work - Summary of what is going on around the country/national activities/how you can get involved.
Page 16	Additional Resources - ie. Starting Points...

Funding Options:

- Ask Agencies for Funding at next IWG meeting
- Foundation/Private Sector Funding

Timing:

- Resource Document #1 for packet on day of conference
- Resource Document #2 for 3 - 4 weeks after conference - distributed with edited video version

POSSIBLE PACKET CONTENTS

- Agenda
- Welcome Letter from POTUS & FLOTUS
- Participant Bios
- List of Attendees
- Families and Work Report
- Accomplishment Document
- 1-2 Pager What Every Parent Should Know/Do Document
- Action Sheet - Summary of Announcements (Reading prescription, etc...)
- List of Public/Private Partnerships

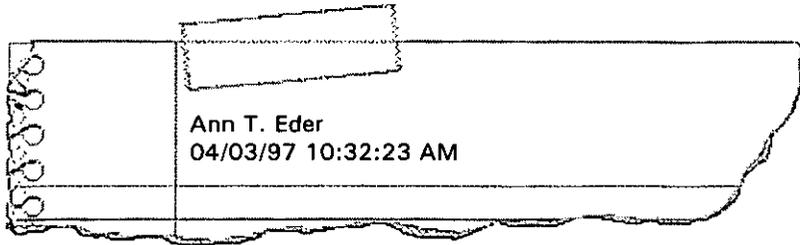
- Carnegie Starting Bints
- Years of Promise

Need to Order: 150 White House Folders

POST - CONFERENCE DISTRIBUTION MATERIALS

- 1 hour edited video & audio
- Resource Document #2
- Federal Resources (ie. HHS' Diary for Expectant Mothers)

0-3 Conf



Record Type: Record

To: See the distribution list at the bottom of this message

cc: Doris O. Matsui/WHO/EOP

Subject: Early learning conference

After reviewing the list of those who were considered, but not invited to the conference, and speaking with some community folks, we have decided that a "spill over" room or "watch event" in 450 would **not be appropriate**.

Those who did not get invited to attend the conference are still leaders in this community. Many of them are not "leading experts," but are the ones working hands-on in this field with everyday people in their community. We do not want to give the impression to any of these folks--be they scientists, activists, program directors or businesses that they are "second class".

Additionally, many more than expected are not from the Washington area and it would not be effective to ask them to spend the time and cost to watch what will already be on C-Span. It would probably even be awkward to ask the folks from the area to come in for 3-4 hours to watch.

Any comments?

Message Sent To:

Ann F. Walker/WHO/EOP
Nicole R. Rabner/WHO/EOP
Pauline M. Abernathy/OPD/EOP
Ann F. Lewis/WHO/EOP
Elena Kagan/OPD/EOP

0-3 conf



Kris M Balderston

04/02/97 07:29:56 PM



Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Update on the 0-3 Satellites

This is a DRAFT update on the satellite situation as of Wednes eve. We will have more details (site addresses, participants) tomorrow.

Region 1 Boston - Nothing due in large part to the snow impeding our efforts to nail something down.

Region 2 NYC - The Manhattan Community College and Rochester, NY

Region 3 Philly - At least one site

Region 4 Atlanta - At least one site

Region 5 Chicago - North Arlington, IL

Region 6 KC - Possibly two sites in MO

Region 7 Dallas - Probable sites in Dallas, New Orleans, Little Rock, and Oklahoma

Region 8 Denver - Goose egg but working on it

Region 9 CA - LA, SF, Phoenix, Sacramento, maybe HA, Las Vegas (probably sponsored by Gov Miller's wife)

Region 10 Seattle - Olympia, WA

Again, this is NOT final but it's looking good. We have a conference call tomorrow with the regionals at 2.30 pm on 757-2104 code 4590. It would be great to have Laura on to discuss the neverending satellite Q's, Nichole or Pauline to push the FLOTUS' interest, and Emily in case there are gubernatorial and mayoral sponsorship q's. Others are welcome.

Thnx for all of your help

Message Sent To: _____



Patricia F. Lewis

04/01/97 09:00:38 AM

Record Type: Record

To: Pauline M. Abernathy/OPD/EOP, Nicole R. Rabner/WHO/EOP, Elena Kagan/OPD/EOP
cc: Ann F. Lewis/WHO/EOP, Marsha E. Berry/WHO/EOP
Subject: April 16

I think CPSC is right that they will have good local hits, particularly in areas with community programs. I also think that, where the reiner campaign is strong, both will be covered. I'm not sure that using the First Lady's time with the product roundup makes the most sense in terms of pumping up our conference.

What may help us is to focus on what we can do between now and 4/16. For the First Lady, there are scheduled events where this could be amplified.

other opportunities include: announcements of regional conferences , POTUS policy announcement, CEA report release.

We could also go through the audience/panel list, and pick a story to play up before hand.

cc: Bruce R.

Bruce - I also have a binder with the conference agenda, background on panelists, and audience guest list. If you want, I will ask Laura to make you a copy.

March 29, 1997

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Nicole Rabner
Pauline Abernathy

CC: Melanne Verveer
Ellen Lovell
Elena Kagan

Elena

RE: White House Conference on Early Childhood Development and Learning:
What New Research on the Brain Tells Us About Our Youngest Children

Attached please find two binders for your review, to give you a sense of the status of the preparations for the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

One binder focuses on the Conference itself and other on the policy development process.

Conference Preparations

There has been an overwhelming amount of interest in this Conference, with letters and materials forwarded from all over the country. Our aim ~~is~~ is to involve as many people as possible in the satellite conferences that are being planned, as invitations to the White House event will be constrained by space limitations. In developing the audience and participant lists, we have continued to consult widely, with David Hamburg, Lucy Hackney and Melissa Ludke being particularly helpful with assessments.

Audience for Conference

Last week, we extended the first group of formal invitations to the Conference, to approximately 100 leaders of a variety of sectors of society that bear on early childhood development, from the academic and research communities to the corporate sector, from the foundation community to advocates and association leaders. We aimed for diversity of race and gender. Upon the advice of White House Inter-Governmental Affairs and the National Governors' Association, we have invited the six members of the NGA Task Force on Young Children, and extended an invitation for the two chairs of the task force (Voinovich and Miller) to participate with tbd speaking roles.

Included in the attached binder on the Conference are two lists, one list of those we have already

invited, and another of those whom we considered and hope to involve either in the satellite conference in Room 450 OEOP or elsewhere around the country.

Please note that we are able to extend a limited number of additional invitations. Since we can accommodate approximately 130 people in the State Dining Room for lunch, that is the number we aim to involve in the Conference. 105 invitations have been extended, and we are reserving approximately 10-15 additional spaces for members of Congress, as well as some for parents of young children to participate in the discussion section.

Please review the lists and advise if there are additional people you would like to include.

Conference Agenda

The Agenda remains as we had discussed before your trip: opening remarks by you and the President, a first session focusing on an examination of current research on the brain and its applications for parents and caregivers, a working luncheon, and an afternoon session exploring model efforts of all sectors of society to support parents and enhance early childhood development.

Session One: Examination of Current Research

We have been working closely with the six experts who we have confirmed will make up this session. Their challenge is to provide a succinct overview of current research on the brain and its applications for direct services for children and parents, and to respond to questions and concerns of parents about children's earliest development. David Hamburg, who as you know has agreed to moderate this session, and Nicole have been speaking by conference call with the participants to develop the presentations. The session will begin with Dr. Hamburg providing a brief overview. Dr. Donald Cohen, Director of the Yale Child Study Center, will initiate the review of research with a discussion of what we know about the developing child and his/her behavioral and social growth from birth through infancy. Dr. Carla Shatz, a foremost neuroscientist from University of California at Berkeley, will turn the discussion to what is happening with brain development, i.e. take us behind the behavior to what is happening with the wiring and the development of the brain. Dr. Patricia Kuhl, a cognitive development expert who focuses on language development in infants, will provide an example of that wiring at work with an overview of how the infants learn language.

Dr. Hamburg will then turn the discussion to a broad examination of how this research is used by those who directly serve our youngest children and their parents -- an obstetrician (Dr. Ezra Davidson, a renowned African-American doctor from Los Angeles) will speak about the significance of pre-natal care; a pediatrician (Dr. Brazelton) will comment on the way pediatrics has benefited from the research and the responsibility of pediatricians to impart guidance on the emotional, social and cognitive developmental of children to parents; and, lastly, a child care expert (Dr. Deborah Phillips from the Institute of Medicine) will speak about how child care providers need to be guided by the research findings.

Finally, we hope you will moderate the discussion session that will follow, by posing questions to the experts that represent the "top concerns" of parents. As you know, Zero to Three is presently conducting a poll with parents to gauge what questions they would want to ask the leading experts: these questions will frame our discussion. We hope also to have some parents in the audience who can pose some of these questions themselves.

Session 2: Applying the Knowledge.

Recommended Participants. We envision the afternoon session as a round table discussion exploring model community efforts to support parents and enhance early childhood development. Attached is a list of the people we recommend be on the stage with you for this discussion and the rationale for our recommendation. We have invited each of these people but we have deliberately not yet confirmed their participation in the round table discussion so we could get your input. Our goal was to make sure they could discuss issues of child care, home visiting, effective parenting, health care, and safety, as well as community involvement.

We have tried to keep this group small so that the discussion can be more informal and meaningful and to provide time to engage the audience. For instance, we envision that during the discussion of child care, the President or you might ask the Navy Rear Admiral who oversees the Navy's child care and parenting programs to stand, either to acknowledge DoD's model programs or to ask for his comment on the discussion.

We thought the governors would fit best into the discussion as respondents, called on to respond to what has been said and discuss how state policies can support these community efforts. Additional information on the people we are recommending for the discussion is included in binder.

Much to our surprise, we have had difficulty finding the perfect person from the faith community to participate in the round table discussion. Flo is now exploring the possibility of a nun who founded a crisis nursery in Cleveland, another nun in St. Louis who works with infants and toddlers through Catholic Charities, and another woman in St. Louis who is part of immunization and well-baby programs for the Archbishop's Commission on Health. We will explore these possibilities further but our current inclination is to include the faith community in the audience, but not on the round table. However, we might then want to ask Regina Battle who runs a model Early Head Start program in Jackson, MS to take Dwayne Crompton's place so that there would be at least three women among the 7 discussants, not including the President, you or the two male governors.

Policy Announcements.

As you know, we had initially discussed that there would be a third session for policy and other announcements. However, after consulting with White House staff such as Ann Lewis and John Podesta, we now recommend that announcements be made in the context of the second round table discussion. Because of the President's physical therapy, we will be starting the conference later in the day and do not want the conference to go so late that reporters will not have time to

file their stories. In addition, it may make the second session more interesting if the President and you respond to the discussion with policy announcements. We would give reporters background material in advance, perhaps in the morning or embargoed the day before the Conference, so that they would know what to look for and have the information they need to write their stories.

We are currently reviewing the attached binder of agency responses to the President's memorandum asking what agencies are doing or could do to enhance early childhood development. We are aggressively exploring options on child care. We also expect to be able to announce the following items at or around the conference:

- **Consumer Product Safety Commission "recall roundup."** The Consumer Product Safety Commission is doing its first-ever nationwide "recall roundup" of previously recalled products on April 16. The Commission will highlight the products responsible for the most deaths of infants and young children, such as old cribs, bean bags, and hammocks. There will be local events in most states and the story is expected to dominate the local news. Ann Brown has invited your participation in the launch.
- **America Reads Parenting Kits.** We plan to release some terrific kits for parents of children 0-5 that Education, HHS, and the Corporation for National Service have put together. The kits include activities for parents and caregivers, a calendar and a growth chart with suggested activities.
- **Executive order requiring agencies to consider children's health.** The EPA has proposed a presidential executive order on children's health and the environment which is in the works.
- **Prescription for Reading.** If all goes as planned, we hope to announce the national effort during the week of the conference, and to highlight it at the conference during the second session, which includes Dr. Zuckerman.



cc - Pauline, Nicole

U.S. Department of Justice

Do you have this?
Though it's dated
3/17, I just got it.

Office of Justice Programs

Office of Juvenile Justice and
Delinquency Prevention

Office of the Administrator

E.

Washington, D.C. 20531

March 17, 1997

MEMORANDUM

To: Elena Kagan, Deputy Assistant to the President for Domestic Policy

From: Shay Bilchik 

Re: Preliminary List of Participants/Attendees for Conference on Early Childhood Development and Learning

The following is a preliminary list of individuals to be considered as participants and/or attendees at the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. I will be obtaining additional nominations and suggestions from Department of Justice Offices and Bureaus within the week and will forward those to you upon receipt. Contact information (and bios when available) for these individuals is attached:

Dr. J. David Hawkins, President; and Dr. Richard Catalano, Developmental Research and Programs, Inc.

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

Judge David E. Grossman, Hamilton County Juvenile Court

Charles Ballard, President/CEO, Institute for Responsible Fatherhood and Family Revitalization

Dr. Karol Kumpfer, Associate Professor of Health Education, University of Utah

Ms. Josaphine E. Panphile, Executive Director, YWCA/National Capital Area

Dr. Terence Thornberry, Project Director, Rochester Youth Development Study

Rolf Loeber, Professor, University of Pittsburgh

David Huizinga, Research Associate, University of Colorado

David Olds, Director, Prevention center for Family and Child Health

Cathy Spatz-Widom, Ph.D., Professor, Criminal Justice and Psychology, State University of New York

Michael Petite, Deputy Director, Child Welfare League of America

Detective Sheila Jenkins, Pascagoula Police Department

Ernie Allen, President and CEO, National Center for Missing and Exploited Children

Steve Marans, Ph.D., Project Director, Child Development-Community Policing Program, Yale University

Dr. Felton Earls, Professor, Harvard School of Public Health

Ms. Helen Leonart Jones, President, National Court Appointed Special Advocates Association

Scott W. Henggeler, Ph.D, Professor of Psychiatric and Behavioral Sciences, Medical University of South Carolina

Joyce N. Thomas, President, The Center for Child Protection and Family

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. form	Speakers from the Juvenile Justice Community, Dr J. David Hawkins and Richard Catalano [partial] (1 page)	nd	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

kc133

RESTRICTION CODES

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

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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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.

- 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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[001a]

Speakers from the Juvenile Justice Community

Name of Speaker: **Dr. J. David Hawkins** and *Richard Catalano*

Title/Organization: **President, Developmental Research and Programs, Inc.**

Best Use Information

Consultant Status: P6/(b)(6)	Rating: Highly Recommended
Area of Expertise: Community	Prof. Background: Prevention Specialist

OJJDP Contact/Nominator: Shay Bilchik

Contact Information

Address: 130 Nickerson, Suite 107

City: Seattle **State:** WA **Zip Code:** 98109

Phone: 206-286-1805 **Fax:** 206-286-1462

Speaking History and Strengths:

Other Background Info:

Dr. Hawkins, along with his colleague Dr. Richard Catalano, is the lead practitioner and academic in the area of risk focused prevention. He pioneered the development of programs to fill service gaps in the areas of juvenile delinquency, violence, teen pregnancy, school dropout, and drug and alcohol abuse.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. form	Speakers from the Juvenile Justice Community, Dr David Hamburg [partial] (1 page)	nd	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

kc133

RESTRICTION CODES

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

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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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)]

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[001b]

Speakers from the Juvenile Justice Community

Name of Speaker: Dr. David Hamburg

Title/Organization: President, Carnegie Corporation of New York

Best Use Information

Consultant Status: P6/(b)(6)

Rating: Highly Recommended

Area of Expertise: Role of Media, Role of Families, Role of Juvenile Justice Systems, Role of Schools

Prof. Background: Academic/Foundation/President

OJJDP Contact/Nominator: Shay Bilchik

Contact Information

Address: 437 Madison Avenue

City: New York

State: NY

Zip Code: 10022

Phone: 212-371-3200

Fax: 212-754-4073

Speaking History and Strengths

Other Background Info

Premier expert on children, youth and families. Well known to the President and the First Lady.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001c. form	Speakers from the Juvenile Justice Community, Judge David E. Grossman [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

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RESTRICTION CODES

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Support and Form the Juvenile Justice Community

Name: Judge, David E. Grossman

Address: Administrative Judge, Hamilton Cty. Juvenile Court

Best Use Information

Classification: P6/(b)(6)	Rating: Highly Recommended
Keywords: Role of Juvenile Justice System/Law	Job Title: Juvenile/Family/Court Judge
Author: Shay Bilchik	

Contact Information

Address: 800 Broadway

City: Cincinnati **State:** OH **Zip Code:** 45202

Phone: 513-852-8709 **Fax:** 513-852-8755

Summary:

[Redacted]

Biography:

President, National Council of Juvenile and Family Court Judges. He has been Administrative Judge of the Hamilton County Juvenile Court in Cincinnati, Ohio since 1976. Judge Grossman helped to draft Ohio H.B. 440, "The Ohio Plan," considered a model for juvenile systems around the country and a winner of the Ohio Association of Juvenile & Family Court Judges (OAJFC) 1982 Award for Outstanding Legislative Program. He helped create Ohio Senate bill 89, named by NCJFCJ the outstanding juvenile legislation in the country in 1989. In 1992 the subject of a study funded by a federal grant. The American Bar Association, in its publication "One Court That Works," used Hamilton County as a model for courts across the country. Judge Grossman is a board member of several national

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001d. form	Speakers from the Juvenile Justice Community, Charles Ballard [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

kc133

RESTRICTION CODES

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

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[001d]

Speakers from the Juvenile Justice Community

Name of Speaker: Mr. Charles A. Ballard

Title/Organization: President/CEO, Institute for Responsible Fatherhood & Family

Best Use Information

Consultant Status: P6/(b)(6)

Rating: Highly Recommended

Area of Expertise: Role of Juvenile Justice System/Law Enforcement

Prof. Background: Prevention Specialist

OJJDP Contact/Nominator: Shay Bilchik

Contact Information

Address: 1090 Vermont Avenue, NW, Suite 1100
1146 19th St, NW, Suite 800

City: Washington

State: DC

Zip Code: 20005-4864 20036

Phone #: 202-789-6376

Fax #: 202-789-0391

802-293-4420

202-293-4288

Speaking History and Strengths:

[Empty text area for speaking history and strengths]

Other Background Info:

Founder of The Institute, which targets African American fathers to establish paternity, strengthen fathering skills while improving work ethics and employment. The Institute serviced over 2,500 fathers and their families in Cleveland, OH. The Institute has now expanded to Atlanta, GA, Milwaukee, WI, Nashville, TN, San Diego, CA, and Yonkers, NY. More than 60 cities and seven countries, including Japan and some in Africa, have requested that the service be expanded to their locations.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001e. form	Speakers from the Juvenile Justice Community, Dr. Karol Kumpfer [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

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RR. Document will be reviewed upon request.

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[001e]

Systemwide Program: Effective Parenting Strategies for High-Risk Youth

Name of Principal Investigator: Dr. Karol Kumpfer

Title: Associate Professor of Health Education, University of Utah

Best Use Information

Classification: P6/(b)(6)	Priority: Highly Recommended
Role of Juvenile Justice System/Law:	Field of Interest: Academia
Project Director: Shay Bilchik	

Contact Information

Address: 1471 Federal Way

City: Salt Lake City **State:** UT **Zip Code:** 84102

Phone: 801-581-7718 **Fax:** 801-581-5872

Systemwide Program Description:

[Redacted]

Project Description:

Her research work in the area of effective parenting strategies for families of high-risk youth. Under a grant from OJJDP, Dr. Kumpfer as Principal Investigator, worked with a team to review 547 promising strategies/programs. The study concluded with 25 programs highlighted as most promising. Currently, Dr. Kumpfer is working under a second grant from OJJDP to develop training and technical assistance for family strengthening services.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001f. form	Speakers from the Juvenile Justice Community, Josaphine Panphile [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

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RESTRICTION CODES

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[001f]

Speakers from the Juvenile Justice Community

Name of Speaker: Ms. Josephine E. Panghile

Title/Organization: Executive Director, YWCA/National Capital Area

Best Use Information

Consultant Status: P6/(b)(6)	Rating: Highly Recommended
Area of Expertise:	Prof. Background: Prevention
OJJDP Contact/Nominator: Shay Bilchik	

Contact Information

Address: 624 Ninth Street, NW

City: Washington State: DC Zip Code: 20001

Phone: 202-626-0700 Fax:

Speaking History and Strengths

Other Background Info:

She operates the Tower Program, a one stop community service program for adolescent girls. She has worked for years with organizations such as the Boys & Girls Clubs, Inc. in primary prevention services for girls to prevent them from using drugs.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001g. form	Speakers from the Juvenile Justice Community, Dr. Terence Thornberry [partial] (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

O-3 Conference [5]

2009-1006-F

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RESTRICTION CODES

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[0019]

[Redacted header text]

Principal Investigator: **Dr. Terence Thornberry**

Project Director: **Rochester Youth Development Study**

Best Use Information

Recommended by: P6/(b)(6)	Rating: Highly Recommended
Recommended by: Role of Juvenile Justice System/ Law	Recommended by: Academia
Recommended by: Shay Bilchik	

Contact Information

Address: **Hindelang Criminal Justice Research Center SUNY-Albany 135 Western Avenue**

City: **Albany** State: **NY** Zip Code: **12222**

Phone: **518-442-5218**

[Redacted section]

Biography: Dr. Thornberry is the principal investigator of a pre-eminent longitudinal study on youth violence: OJJDP's Causes and Correlates Study. This study is one of the foundation studies for juvenile justice research. Dr. Thornberry has published extensively in the youth violence arena. He is a pioneer in the study of youth violence.

Name: Rolf Loeber
Title: Professor
Bus Name: University of Pittsburgh
Bus Add: Western Psychiatric Institute and Clinic
3811 O'Hara Street
Pittsburgh, PA 15213-2593
Country: USA
Phone: 412-383-1015
Fax: 412-383-1112

Skills:

Cohort Studies; Delinquency Prevention; Program Planning and Implementation; Research Design and Methodology; Serious/Violent Juvenile Crime; Status Offenses; Survey Research; Developmental criminology; Mental health and juvenile criminal behavior.

Synopses:

Dr. Loeber is a Professor of Psychiatry, Psychology, and Epidemiology at the University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, Pittsburgh, Pennsylvania. He is also Co-Director of the Life History Studies Program. He is receiving grants for research on the development of delinquency, substance use and mental health problems in juveniles. Dr. Loeber has lectured extensively on social and behavioral factors in the development of serious aggression; risk factors and prevention of conduct disorder; critical developmental issues in juvenile delinquency; unmet demands for service for children with disruptive and delinquent behavior; development criminology; emergence of antisocial behavior from childhood to adolescence; and developmental epidemiology of disruptive behaviors. He is a journal referee for numerous professional journals, an extramural grant reviewer, and a member of several boards and task forces. He has published extensively on hyperactivity, antisocial behavior, prevention of delinquent behavior, juvenile conduct disorders, and etiology of delinquency. Dr. Loeber received his Ph.D. in Clinical Psychology from Queen's University, in Kingston, Ontario, Canada; and a "Doctoraal" degree (equivalent to M.A.) in Clinical Psychology and a "Kandidaats" degree (equivalent to a B.A. Honors) in Psychology from the University of Amsterdam, Holland. ♀

Name: David Huizinga
Title: Research Associate
Bus Name: University of Colorado
Bus Add: CB-442
Boulder, CO 80309
Country: USA
Phone: 303-492-1266
Fax: 303-492-1266

Skills:

Applied Statistics; Cohort Studies; Delinquency Prevention; Juvenile Employment; Juvenile Gangs; Juvenile Justice Information Systems; Juvenile Justice Research and Development; Juvenile Justice System; Missing Children; Program Evaluation; Program Planning and Implementation; Research Design and Methodology; Runaway Children; Social Policy Analysis; Status Offenses; Survey Research; Theories of Delinquency.

Synopses:

Dr. Huizinga is currently a consultant and researcher in the areas of criminal and juvenile justice. He is also a member of a scientific core group for a program entitled Human Development and Criminal Behavior for the National Institute of Justice and the MacArthur Foundation. He is a principal investigator and project director on the National Youth Survey, the National Institute for Mental Health, The Denver Youth Survey, OJJDP, the National Institute for Drug Abuse, and the MacArthur Foundation. Dr. Huizinga was also investigator and statistician on 12 other federally funded research projects. He also participated on the antisocial and violent behavior review committee for the National Institute on Mental Health from 1986 to 1990. He was also a participant in the North Atlantic Treaty Organization Advanced Workshops on Crime and Delinquency. Dr. Huizinga is author and co-author of several articles and books related to juvenile delinquency and adult crime. Dr. Huizinga received a B.A. in psychology and an M.S. in mathematics from the University of Wyoming at Laramie, and a Ph.D. in psychology from the University of Colorado at Boulder. ♀

Name: David L. Olds
Title: Director
Bus Name: Prevention Ctr for Family & Child Health
Bus Add: Univ of Colorado Health Services Center
303 East 17th Avenue, Suite 200
Denver, CO 80203
Country: USA
Phone: 303-861-1715 x 226
Fax: 303-861-2441

Skills:

Child Abuse/Neglect; Delinquency Prevention; Juvenile Justice Research and Development; Program Evaluation; Program Planning and Implementation; Research Design and Methodology; Social Policy Analysis.

Synopses:

Dr. David Olds is Professor of Pediatrics, Psychiatry, and Preventive Medicine at the University of Colorado Health Sciences Center, Denver. He directs the Prevention Research Center for Family and Child Health, a branch of the Kempe Children's Center. He began his work in Elmira, New York, examining the effects of prenatal and postpartum nurse home visitation on the outcomes of pregnancy, infant care giving, and maternal life-course development. Dr. Olds has focused the past 20 years of his career on investigating methods of preventing health and developmental problems in children and parents of low-income families by conducting randomized trials of community-based preventive interventions for pregnant women and parents of young children. He is a member of the American Public Health Association Maternal and Child Health Section, and the Society for Research in Child Development. He was also a member of the New York Academy of Sciences in 1992, and the Society for Pediatric Research in 1989-1993. During 1991-1992, Dr. Olds was a course director and lecturer of preventive medicine at the University of Rochester, New York, where he taught research design and applied epidemiology. He has been awarded several grants, including the U.S. Department of Justice, Bureau of Justice Assistance, "Dissemination of Nurse Home Visitation in Operation Weed and Seed." Dr. Olds has received numerous awards for his research, including the Leland Rowland Prevention Award from the National Mental Health Association in 1993; the Charles A. Dana Award for Pioneering Achievements in Health in 1991; the 1988 National Program Award for Child Abuse Prevention, Greater Houston Chapter of the National Committee for Prevention of Child Abuse; the Exemplary Prevention Program American Psychological Association in 1986; and the William T. Grant Faculty Scholars Award, 1986-1991. Dr. Olds has authored numerous published journal articles and book chapters. His most recent article, "Effects of prenatal and infancy nurse home visitation on surveillance of child maltreatment," appeared in *Pediatrics*, 1995. Dr. Olds received a B.A. in Social and Behavioral Studies from The Johns Hopkins University, Baltimore, Maryland, and a Ph.D. in Human Development and Family Studies from Cornell University, Ithaca, New York. ♀

Cathy Spatz-Widom, Ph.D.
Professor
Criminal Justice and Psychology
State University of New York
The University at Albany
135 Western Avenue
Albany, NY 12222
518/442-5226
fax: 518/442-5212

CATHY SPATZ WIDOM

Cathy Spatz Widom is currently Professor of Criminal Justice and Psychology at the State University of New York at Albany. A graduate of Cornell and Brandeis Universities, she is a Fellow of the American Psychological Association. She has taught previously at Harvard and Indiana Universities and served on editorial boards of criminology and psychology journals. Ms. Widom has authored or coauthored numerous articles and book chapters, and she received the 1989 American Association for the Advancement of Science Behavioral Science Research Prize for her paper on the cycle of violence. Since 1986 Ms. Widom has been investigating the long-term consequences of early childhood physical and sexual abuse and neglect.

Michael Petite
Deputy Director
Child Welfare league of America
440 First Street, NW
Washington, DC 20001
202/942-0297
fax: 202/638-4004

Michael Petit has worked on issues relating to children, youth, and families for more than 25 years in both the public and private sectors. Currently he is Deputy Director for Child Welfare Services with the Child Welfare League of America (CWLA). Mr. Petit concentrates on helping agencies formulate specific and comprehensive initiatives to drive child welfare problem solving within their counties and States. Prior to becoming Deputy Director, Mr. Petit was Director of the National Center for Excellence in Child Welfare and oversaw CWLA's consulting and training for public child welfare agencies. He has provided consultation to many State and local public child welfare agencies across the United States. Before joining CWLA he served as Commissioner of Maine's Department of Human Services.

Detective Sheila Jenkins, Pascagoula Police Department
P.O. Box 1385
Pascougala, MS 39568
(601) 762-2211

NOMINEE: **Detective Sergeant Sheila Jenkins**

AGENCY: **Pascagoula Police Department**
 Pascagoula, Mississippi

THE CASE: Seven year old Dalisha Webb was abducted from a Wal-Mart store in Pascagoula, Mississippi by an unknown individual on September 23, 1995. The child had been shopping with her mother at approximately 10:30 p.m. and was abducted from the store while her mother was at the check-out counter.

Det. Sgt. Jenkins responded to the Wal-Mart immediately upon being notified of the abduction. She directed the search for the child and utilized all available resources. Det. Sgt. Jenkins was later informed that the child's family had received a call from the abductor requesting ransom for the child's return. Det. Sgt. Jenkins responded to the family home and waited for the abductor to call again.

The abductor called again at 3:30 a.m. on September 24. Det. Sgt. Jenkins spoke to the abductor informing him that she was the child's grandmother. The abductor requested \$10,000 for the return of the child. Det. Sgt. Jenkins informed the abductor that the \$10,000 amount could not be obtained by the family, and after brief negotiations he agreed to accept \$2,000. The abductor, believing he was talking to the child's grandmother, provided Det. Sgt. Jenkins with directions for the delivery of the ransom money at a Welcome Center on the Mississippi-Alabama state line. The abductor gave her only one hour to make the ransom drop and stated that if the money was not delivered on time they would never see the child again.

A plan was hastily formulated to meet the demands, ensure his arrest, and recover the child unharmed. Det. Sgt. Jenkins was to proceed to the location posing as the child's grandmother, drop off the bogus ransom money in a paper bag on an access road, while Pascagoula police officers were stationed in strategic positions to arrest the abductor when he came to retrieve the ransom money.

The plan was successfully executed. The abductor was arrested, and the child was later located and recovered by Det. Sgt. Jenkins at a restaurant in Alabama. The suspect was charged with kidnapping and child molestation, and held on \$1 million bond. The state of Ohio placed a hold on the suspect for parole violations.

Det. Sgt. Jenkins' professionalism and heroism in this case were extraordinary. It is truly remarkable that Det. Sgt. Jenkins and the Pascagoula Police Department performed so flawlessly and effectively, given the short time available and the enormous risks to the child.



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ERNIE ALLEN
BIOGRAPHICAL INFORMATION

Ernie Allen is President & Chief Executive Officer of the National Center for Missing & Exploited Children (NCMEC). He was a co-founder and first Chairman of the private, nonprofit Center. Under his leadership, NCMEC has become a respected national resource, helping recover 32,000 missing children.

He came to NCMEC following public service in his native Kentucky, where he was Chief Administrative Officer of Jefferson County, Director of Public Health & Safety for the City of Louisville, and Director of the Louisville-Jefferson County Crime Commission.

He is an attorney; a teacher, having held faculty positions at the University of Louisville, University of Kentucky, and Indiana University; and an author/lecturer, with articles published in four languages.

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Steven Marans, Ph.D., Project Director
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Dr. Marans is the Director of the Yale Child Study Center and Coordinator of the Child Development-Community Policing Program which works in close collaboration with the New Haven Police Department. Dr. Marans' program has received funding support from OJJDP. In addition, Dr. Marans has written numerous articles on youth-focused community policing.

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Speakers from the Juvenile Justice Community

Name of Speaker: Ms. Helen Leonart Jones

Title/Organization: President, National Court-Appointed Special Advocates Assn

Best Use Information

Consultant Status: P6/(b)(6)	Rating: Highly Recommended
Area of Expertise: Role of Families	Prof. Background: Prevention/Specialist

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Speaking History and Strengths:

Other Background Info:

Helen Leonart Jones has been involved in children's issues and human services throughout her career as an attorney. Ms. Jones has worked in juvenile court; has been responsible for goal setting and strategic planning for the Children's Services Board; has significant interagency experience and has been a frequent speaker on guardians ad litem and juvenile law. She is a member of the ABA Center on Children and the Law Advisory Board.

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SCOTT W. HENGGELER, PH.D.

Scott W. Henggeler, Ph.D., is Professor of Psychiatry and Behavioral Sciences and Director of the Family Services Research Center at the Medical University of South Carolina. He has published more than 140 journal articles, book chapters, and books, and is on the editorial board of several journals. Much of Dr. Henggeler's research concerns serious antisocial behavior in adolescence and the development of effective treatments for such behavior. In collaboration with several colleagues, he has developed the theoretical rationale and intervention procedures for multisystemic therapy, a family and home-based treatment that has proven effective with violent and chronic juvenile offenders in several studies. Dr. Henggeler received a doctorate in Clinical Psychology from the University of Virginia in 1977.

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Child Abuse/Neglect; Drug Prevention Programs; Juvenile Community-Based Treatment; Juvenile Gangs; Juvenile Sex Offenses; Juvenile Substance Abuse Initiatives; Mental Health Services; Minorities and the Juvenile Justice System; Missing Children.

Synopses:

Ms. Thomas is a program administrator; an international specialist in clinical practice, training, and policy issues on all aspects of child maltreatment; and cofounder and president of the Center for Child Protection and Family Support, Inc., Washington, D.C. Ms. Thomas most recently served in the position of director of the Prevention Committee of the White House Conference for a Drug Free America. In this capacity, she participated in the development of the policy recommendations and final report, which were submitted to Congress and the President. She is the former director of the Division of Child Protection of Children's Hospital National Medical Center, Washington, D.C. She is an internationally recognized expert in cultural competency and ethnic minority concerns in the field of victimization. She served as project director for numerous grants and contracts that address the issues of cross-cultural concerns. Ms. Thomas is the director of the newly established Chi! ld Abuse and Neglect: People of Color Leadership Institute. She has extensive knowledge and hands-on skills in community organization and planning. She is president of the American Professional Society on the Abuse of Children and also serves on the boards of Defense for Children International, City Lights of Washington, D.C., and the National Center for Missing and Exploited Children. Ms. Thomas has been the invited guest of the President of the United States, the U.S. Attorney General, and the Surgeon General to provide critical input for policy formulation on a variety of topics. She has authored numerous professional articles, testified before Congress, and lectured before many groups around the world. She has appeared on "Good Morning America," "Morning Break," "News Forum," "America's Black Forum," and many other local and national television programs. She participates frequently in a variety of newspaper and magazine articles. She is the recipient of numerous awards including Humanitarian of the Year Award and Community Achievement Award from the Washington Psychiatric Society. She also is the first recipient of the T. Barry Brazelton lecture award. Ms. Thomas is a registered nurse who received a B.S. from the College of Holy Names, Oakland, California; an M.A. in public health administration from the University of California School of Public Health at Berkeley; and certification as a pediatric nurse practitioner from Temple University School of Medicine, Philadelphia, Pennsylvania.

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THE WHITE HOUSE

Office of the Press Secretary
(Raleigh, North Carolina)

For Immediate Release

March 13, 1997

REMARKS BY THE PRESIDENT
TO THE JOINT SESSION OF THE
NORTH CAROLINA LEGISLATURE

House of Representatives Chamber
Raleigh, North Carolina

11:09 A.M. EST

THE PRESIDENT: Thank you very much. Lt. Governor Wicker, Speaker Brubaker, Senator Basnight, the other state elected officials who are here; my good friend, Governor Hunt; Mayor Fetzer. I'd like to thank those who came down here with me today. I brought some of the members of your congressional delegation home -- they don't need to hear this speech, they've heard it before, but I was glad to have them here in moral support-- Congressman David Price; Congressman Bob Etheridge, your former superintendent of education; Congressman Mike McIntire; and Congresswoman Eva Clayton. I thank them for coming. (Applause.)

I also want to say I'm glad to be joined today by your neighbor, the Secretary of Education, Richard Riley, former governor of South Carolina -- (applause) -- and by our new Secretary of Defense, Bill Cohen of Maine. We're glad to have him with us today, too. Thank you, Secretary Cohen, for coming. (Applause.)

I was glad that you mentioned my Chief of Staff, Erskine Bowles. He wouldn't come here with me today because he was afraid all of you would think that he was shirking his duties and not at work. But let me tell you, he is doing a magnificent job. I'm very proud of him. I couldn't believe it when he agreed to come back to Washington and take this job -- especially because I knew it would cost him a small fortune. And he reminded me that his father used to tell him, once you have the tools you've got to spend some time to add to the wood pile. So he's up in Washington adding back to the wood pile. And you should all be very proud of him. He is a remarkable man. He's doing a good job. (Applause.)

I'd also like to thank the other North Carolinians on my staff -- two of the three of them are here today. Doug Sosnik, my former political director and senior counselor, is not

here; but my Director of Communications, Don Baer, is here; and Charles Duncan, the Associate Director of Presidential Personnel. They both came home with me and they were glad to have the excuse to come home. And I appreciate their being here and their service.

I was told that this was the first time a sitting President has addressed the North Carolina State Legislature. If it's not true don't disabuse me now, because I'm about to say something here. (Laughter.) And I am very honored to be here. Even more important, I've spent a little time here over the years and I am honored and mildly surprised that you are here, because it's tournament time and you've got four teams, as usual, in the tournament. (Applause.)

You may know that I am something of a basketball fanatic. And you may know that one of my most memorable basketball experiences -- I once saw North Carolina and Kentucky play in the Dean Dome, and the car that I came in was towed. (Laughter.) But I had so much fun at the ball game I would have walked all the way back to Arkansas after it was over. (Laughter.) I make it a point never to take sides in basketball games unless my home team in Arkansas or my alma mater, Georgetown, are playing. But I am looking forward to the day when the great Dean Smith breaks Adolf Rudd's record. (Applause.)

There is much for the rest of the nation and especially the rest of the South of to admire in North Carolina -- the determined and visionary leadership that has characterized this state for many decades in education and economic development, in bringing harmony among peoples of different backgrounds.

When I was a young man, I followed the work here of then-Governor Terry Sanford who later became my friend and colleague. Eighteen years ago, when I first started my career as Governor of Arkansas, my best mentor and friend was Jim Hunt. And he is still my mentor and friend. Dick Riley were laughing with Jim Hunt -- we were together 18 years ago as the governors of Arkansas, South Carolina and North Carolina, and we were laughing that Jim was probably the only one of us who could still get elected governor in our home states after 18 years. (Laughter.) And I applaud him on that.

It was in Chapel Hill that the cornerstone was laid at our nation's first publicly funded university, in Kitty Hawk where man first took to the skies. And today, North Carolina is an aeronautics and an air travel hub center for millions of

people. Your state universities receive the highest level of funding for research and development in the nation. You have connected more of your communities than any other state in the country to the Information Superhighway -- something I'm trying to do for every classroom and library in America by the year

2000. The Research Triangle has one of the highest per capita concentrations of Ph.D.s in the world, and you are clearly one of America's most dynamic centers of economic activity.

The most important thing about all this is not for me to brag on you, you know that already, but to emphasize the main point: These things do not happen by accident. They are the product of vision and disciplined, long-term effort.

Now, our country faces the challenges of a new century -- a whole new economy, a whole new way in which people will work and live and relate to each other here at home and around the world. It is driven by information and by technology. Its best hopes may be undermined by its darkest fears, by the old demons of racial and religious and ethnic hatreds, by terrorism and narco trafficking and organized crime.

This new time that we're moving into that, coincidentally, will be part of a new century and a new millennium, will give more people in this state and this nation the chance to live out their dreams than at any period in human history if we take advantage of it to seize our opportunities and deal with our challenges.

There is unprecedented peace and prosperity now. And it has been very rare in our country's history -- you can go back and find maybe a couple of other examples when we've had real security, a feeling of prosperity, and yet, a whole lot of challenges before us. Usually when people feel secure and relatively prosperous, one of two things happens -- neither of them very laudable, but it's part of human nature -- we either get sort of happy and self-satisfied and don't do anything, or because we are not gripped by big differences, we fall out with each other over small things and petty things make us less than we ought to be.

The point I want to make today is that we cannot afford either to be complacent or to be divided among ourselves about small things. For we have been given an opportunity almost unique in American history to fashion a future that will embrace everybody. And we cannot and dare not blow that opportunity.

If you look at where we are now, you can see the vistas of the future. Our economy produced 12 million jobs in four years -- never happened before in a four-year period. We've had constant decline in crimes. We've had the biggest drop in the welfare rolls in American history in the last four years. In

North Carolina, you've seen the unemployment rate drop to 4.2 percent -- 75,000 people off the welfare rolls; 350,000 new jobs. That's going on all over America. But you know that we have more to do.

I have been going around the country to the Michigan and the Maryland state legislatures -- today the Vice President is in California speaking to the state legislature as I am here with you -- because I know that to achieve the vision that we

share for America we all have to do our part. I've said many times that the era of big government is over. Your federal government is now 285,000 people smaller than it was the day I took office. It's the smallest its been since President Kennedy was in office, in real terms. As a percentage of the civilian work force, the federal government is now as small as it was when Franklin Roosevelt was sworn into office the first time before the New Deal.

But the challenges we face are still very big, indeed. If they cannot be solved by government alone, and especially by the federal government, obviously, a new partnership is required. And new efforts, new activity, new responsibility is required of people at the state level, at the local level and in their private lives. The biggest challenge we face today, I believe, is the challenge of creating a world-class education system that embraces every child that lives in this state and in this nation. And this must not be a political football.

In the Cold War, because we knew that communism threatened our existence, it became commonplace that politics would stop at the water's edge. And the Democrats and the Republicans would fight like cats and dogs over whatever it was they were fighting about, but when it came to standing up to the threat of communism we were together. If the President of one party went abroad on a mission of world peace, he was never criticized back home by members of the other party because politics stopped at the water's edge.

I think we understand today intuitively that education holds the key to our future in the 21st century. And I believe politics must stop at the schoolhouse door. (Applause.)

When I was governor, a long time ago now, North Carolina already had the highest percentage of its adults in institutions of higher education of any state in the South. The economy was growing and it was diversifying, and yet you still had more success in maintaining manufacturing jobs than any state in our region, and indeed, in the country. You know all this. Last year you had the biggest increase in 8th grade math scores, I noticed, in the country. I was in Michigan and I said that they had had the second biggest increase in math scores, and

the minute I got in the car Governor Hunt made sure I knew who was number one. (Laughter.) So I knew that.

The Governor chose to be sworn in at the Needham Laughton High School, his old school, to make clear that school standards and teaching excellence will be his top priorities. But with all the progress that we have made, you know we've got a lot more to do.

Between 1992 and the year 2000, 89 percent of the new jobs created in this economy will require more than a high school level of literacy and math skills -- 89 percent. Today,

even though over 80 percent of our children are graduating from high school, more than half -- or about half the people entering the work force are not prepared with these skills. We all know that is true.

For 20 years, inequality among working Americans grew. In the last few years it started to shrink -- in the last couple of years -- as we've gotten -- more and more of our new jobs are becoming higher-wage jobs and as growth and productivity are permitting wages to rise again.

Many people, just a couple of years ago, were saying, well, is the middle class vanishing in America, will it always be squeezed, are we going to create a country with a huge number of people that are very well off and an even much larger number of people that are poor, with a smaller middle class. We've seen in the last few years that that does not have to happen. We can begin to grow the middle class again with productivity and growth and the right kinds of new jobs, but we have to be able to provide the people with the skills to hold those jobs if we're going to maintain a high-wage, high-growth, high-opportunity society in America in the 21st century. And our schools are still turning out millions of young people who simply cannot do that.

That is why our number one priority has to be to make America's education the best in the world. We have to have a nation in which every 8-year-old can read independently, every 12-year-old can log on to the Internet, every 18-year-old can go on to college and every adult American can keep on learning throughout an entire lifetime.

In my State of the Union address, I laid out a 10-point call to action for American education that describes the steps we have to meet. First, we have to make sure the all of our children come to school ready to learn. Our balanced budget will expand Head Start to a million children. But we all must do more, and a lot of that has to be done at the state level. And I hope every state in the country is looking closely at the Smart Start program in North Carolina. (Applause.)

The idea of having all elements of a community in a community nonprofit environment working on not only education, but health care and parenting skills and child care, trying to give our poorest children a coherent early childhood is terribly important. Scientists have discovered that learning begins in the earliest days of life. And now we have to explore how parents and educators can best use these findings.

On April 17th, the First Lady and I will host the White House Conference on Early Childhood Development and Learning in Washington, and I want Smart Start to be an important part of what is considered there.

Let me just give you one simple example of the scientific findings. Over half of the capacity of the brain to

absorb and to learn and to grow, the capacity is developed in the first four years of life. In the first four years of life, if a child has parents who understand this and who constantly -- whether they have a Ph.D. or they were high school drop-outs -- but who constantly work at nourishing the child's learning capacities, that child will get 700,000 positive contacts.

But in the typical experience of a child with a single parent, let's say, with very little education and no self-confidence about parenting and no training and no understanding, and a sense that no difference can be made, and the child that's left in front of the television in the first four years, that child will get 150,000 positive contacts -- a more than four-to-one difference.

Now, you tell me what the future is going to be life for them. Smart Start can change that. And our cooperative efforts can change that. But we have to understand that we have totally underestimated the impact of this whole thing. And the new scientific findings impose upon all of us a heavier responsibility than we have ever had for developing the capacities of our children in their earliest years. So I look forward to that. (Applause.)

I believe we have to do more to give constructive alternatives, creative alternatives for our young children in our public schools. I favor public school choice. I've been a pioneer supporter of the charter school movement. I think that it's important to open schools that stay opened as long as they do a good job, but only as long as they do a good job. And I know that this afternoon, your State Board of Education has the opportunity to open more charter schools than any state has ever opened at one time, to foster innovation and competition and renewal. I hope the Board will take that step today, and one more time, North Carolina will be in the vanguard of a movement you can be proud of. (Applause.)



We have got to have a commitment to rebuild our schools and give our children the facilities they need to learn in. We have the largest number of children in public schools in history. The Secretary of Education never gets tired of reminding me, since I am the oldest of the baby boomers, that our generation has finally been eclipsed in numbers by the people that are in the public schools today. We also have the physical facilities in many of our schools deteriorating at a rapid rate. So, for the first time in history, I have proposed a program that will enable us at the national level to support local efforts to increase their investment in the physical facilities of the schools by making sure that the interest rates are lower and the costs are lower in the places where the need is most critical.

I'm going to Florida after I leave you, and tomorrow morning, I will be at a school where there are 17, I understand, according to my briefing -- 17 trailers for classroom space around the existing school facility in a modest-sized community in Florida. That is not an atypical experience in many of our states.

We have to meet our national goal of connecting every classroom and library to the Internet by the year 2000. We have to open the doors of college to all. North Carolina pioneered, with your network of four-year and two-year higher educational institutions, pioneered the idea that education ought to be a lifetime experience and that the doors ought to be open to everyone.

In the last four years, we have lowered the cost and improved the reach of the student loan program, added 200,000 slots to work-study, opened up almost 70,000 slots for college through the national service program, AmeriCorps. We have worked very, very hard, but I think we have to do more.

It is clear to me -- if you look at the job profile, where 89 percent of the new jobs will require more than a high school education, we have to make two years of education after high school -- the 13th and 14th grades -- just as universal in America by the year 2000 as a high school diploma is today -- every bit as universal. (Applause.)

To achieve that our balanced budget plan proposes a \$1,500 HOPE Scholarship -- a tax credit that reflects the cost of the typical community college tuition in America, modeled on Governor Zell Miller's HOPE Scholarship program in Georgia. We propose to give people a tax deduction of up to \$10,000 a year for the cost of any education after high school; an expanded IRA that you can withdraw from tax-free if the money is used to pay for higher education; and the largest increase in Pell Grants in 20 years, along with another 100,000 work-study slots. That will help North Carolina, and it will help America.

Finally, let me say on this subject, we know we have

to make sure learning continues throughout a lifetime. We know that we have older and older students going back to community colleges, changing their careers and getting new careers and opening up new vistas. We have a federal response which I think is totally antiquated. There are at least, conservatively speaking, at least 70 different federal programs that were developed with the best of intentions to try to help to pay for various training programs for people who lose their jobs or people who are grossly underemployed.

I have proposed for four years – with a Democratic Congress and with the Republican Congress – getting rid of these programs and putting the money in a pot and sending a skills grant to an unemployed person or an underemployed person who has qualified for any of them, and let them go to the nearest community college or four-year college if it's the appropriate one – whatever is nearest and best to get their education. We do not need a lot of government intermediaries here. People know – people know what they need. They're capable of making a judgment.

In a state like North Carolina and most places in the country, nearly everybody's within driving distance of a community college that works. And that's – I call that my G.I. Bill for America's Workers. And if you could prevail upon your legislators to support it, I would appreciate it. I've been trying for four years to pass that thing. I would appreciate it. (Applause.)

I think the most important thing we have to do is to make sure that our children have met certain national standards in basic courses. In 1989, when President Bush and the governors met at the University of Virginia, I had the honor of being the Democratic governor chosen to try to write the nation's education goals. And at the time we always assumed that out of those goals there would come national standards and a system, a nationally recognized system of testing our children to see if they met those standards.

Well, that hasn't happened yet. And as a result, we still don't know. We don't really know whether every child in every classroom knows what he or she needs to know when he or she needs to know it in math and in basic language skills. I have challenged every state in this country to adopt high national academic standards, not just in math and language, but in other areas as well, to participate nationally by 1999 in an examination of 4th graders in reading and 8th graders in math so that we can see how every child is doing in meeting those basic standards.

Now, this is, I know, somewhat controversial. There are people who have actually argued that you couldn't possibly have a national examination reflecting national standards in a country as diverse as America – as if it's some sort of plot, as

if math is different in Raleigh than Little Rock; or any board of education could rewrite the rules of algebra for Alaska as opposed to Florida. I think that is inherently implausible.

When you compete here in North Carolina for a new high-tech plant, when the Research Triangle finds some new breakthrough, you do it based on an international competition --you have to win based on standards that are imposed. We have to be willing to hold our children to the same standards and to hold ourselves to the same standards.

Governor Hunt told me today that he will endorse our call for national standards and a testing plan. North Carolina, therefore, would be the third state to do so. The Republican governor of Michigan joined in, along with his legislative leaders, just a few days ago.

But let me say what I think we need to do. A lot of you know a lot about this. We have some standardized tests in America, but we don't have any tests to nationally accepted standards. The closest we have is the so-called NAEP test, the National Assessment of Education Progress. But, as all of you know, it only is given to a sample of students in various

districts. There is no examination in America which says, here are the standards that everyone should know in language or math, and here is a test which reflects those standards; and it doesn't matter whether you're first or last in your class, it matters whether you get over this bar. If you're first in your class and nobody is over this bar, nobody know what they need to know. If you're last, but you're over the bar, you're still going to do okay in this old world.

I think that is very important. We all need to know that. We all need to know that. You know -- and let me also say that I know it won't be easy, because some of our kids won't do all that well at first. If you saw the State of the Union address you know that I introduced two students from 20 school districts in Northern Illinois who took the Third International Math and Science Survey and the 20 school districts up there tied for first in science and second in math in the survey, with Singapore for first. But if they had finished dead last I would have been equally proud of them because they were willing to actually hold themselves to international standards of achievements and measure themselves.

And this is where we need all of your help. I'm convinced that one of the reasons that we've never done this in America is that we were afraid if the news was bad we wouldn't know what to do about it. And I think that in so doing we have sold our children short. All the evidence is, all the scientific evidence is, all the anecdotal evidence is that almost all of our children, without regard to their race, their income and where

they live, can learn what they need to know to compete and win in the global economy. And when we do not hold them to high standards because we are afraid that in the beginning they won't meet them, we are selling their futures down the drain and we are insulting them, because they can meet these standards.

What we have to be willing to do is to say, okay, we'll have these exams, we'll hold people to high standards; some people won't make it first; we don't want to punish people, we want to lift everybody up; but we can't know how to lift people up unless we know where we start.

When I go around the world people find it unbelievable that we have no national standard in America to tell our parents and our school leaders whether our children know what they're supposed to know in the basic skills that are necessary to learn all the other more sophisticated things we want people to know.

And I tell you, I believe in the kids of this country. I have been in schools in circumstances where it would be unthinkable that people could learn – because of crime in the neighborhoods and because of poverty in the neighborhoods. And I have seen children performing at very high levels, meeting standards that would be acceptable in anyplace in the entire world. And I am tired of people telling me that there is some reason we shouldn't have that opportunity given to every American child. We are not protecting our children by denying them the chance to develop their God-given capacities to measure up to what they need to know and do, to do well in the future. And we ought to stop it and do better. (Applause.)

Now, on a lighter note, you may wonder why the Secretary of Defense is here with me today. (Laughter.) Before I came down here, Senator Helms asked me to tell you that he is not the guard that Jesse once said I would need to come to North Carolina. (Laughter and applause.) Ever since I got a Chief of Staff that does not speak with an accent, we've been getting along a lot better, Senator Helms and I. (Laughter.)

There is another reason that the Secretary of Defense is here today. We want to set an example – we want to set an example, we think we ought to start the standards movements with the schools that we run at military bases. At 66 schools across our country and 167 more around the world, our Department of Defense educates 115,000 of our children every year. The Department of Defense runs a school system as big as that of the state of Delaware. And I met some of the children, some of the teachers and some of the parents out at the airport when I came in today.

Sixteen of those schools are at Camp LeJeune and Fort Bragg, right here in North Carolina, and nearly 8,000 students attend them. It's important that we give these children

the best possible education, too -- especially these children, because their families sacrifice, they live far from home, they often risk their lives for their country. It's important, too, because these students come from every racial and ethnic background. They move from place to place as their parents are transferred from base to base.

Because of this mobility, no groups of students better underscores the need for common national standards and a uniform way of measuring progress than this group. If standards can work in these schools, they can work anywhere.

So I am pleased to announce today that, with the strong support of the Secretary of Defense, the Department of Defense schools have stepped forward to ask that their students be among the first to take the new tests when they become available. The Secretary of Defense and the Secretary of Education Riley have both committed their work.

Starting in 1999, students and classrooms, from Wiesbaden Air Force Base in Germany to Kadena Air Force Base in Okinawa, to Camp LeJeune will learn the same rigorous material and take the same national tests as students throughout this state, and I hope throughout our entire nation. We can make our public schools just like our military, the best on Earth, if, like our military, we are willing to adhere to high, rigorous standards for all people, regardless of their background. That's what we ought to do.

And I thank you, Mr. Secretary, for being here today. (Applause.)

Let me also say that we know we have to do more work to prepare all of our students. And the Department of Defense is being directed today through its school system to use every resource to prepare the students for 1999 when the new math and science tests -- or math and reading tests are ready.

Let me mention one other thing that I think is very important, and it goes well with a lot of what you are doing here with your pre-school years and your early years. It is appalling to me that 40 percent of America's 8-year-olds cannot read a book on their own. But it's true. And the rest of this stuff is just sort of whistling the breeze if people can't read. So we have launched the America Reads Initiative, through the Department of Education, to mobilize an army of a million reading tutors, properly trained, to help make sure that by the year 2000 every 8-year-olds can read independently.

Thirteen North Carolina college presidents have pledged to commit a portion of their work-study students to serve as tutors, and I thank them for that. We're going to have 300,000 new work-study students over a four-year period. If we can put at least a third of them into reading instruction for our

young children, we'll be a long way toward those million volunteers.

We ought to be clear about something else, too -- and here's something that I really take my hat off to Governor Hunt for. We cannot expect our children to meet high standards unless we demand that our teachers meet high standards. We have to do whatever is necessary to make sure that they do.

Last year, the report of Governor Hunt's National Commission on Teaching and America's Future laid out a blueprint for the road ahead. And all of you have together across party lines to develop a comprehensive legislative agenda that implements the report's recommendations. We have to start by recognizing and rewarding our best teachers. We all know what a difference a good teacher can make in the life of a child. I know what a difference my teachers made in mine.

The National Board for Professional Teaching Standards, led by Governor Hunt, has encouraged teachers all over the country to improve their skills and seek certification as master teachers. North Carolina already has more certified national teachers than any other state in the country. And the Governor was kind enough to bring five or six of them out to the airport to meet me, and they were not ashamed of the fact that they had been board-certified master teachers.

Over 20 percent of all the teachers that have been certified are here in North Carolina. That's the good news. The bad news is that only about 500 teachers have been certified. In our balanced budget plan, there's enough money to help 100,000 teachers achieve this important credential. Now, the states need to do things like North Carolina has and offer to pay -- the Governor's plan would pay master teachers another 12 percent more. You have to encourage people. But we need 100,000 at least, because what we really want is at least a board certified master teacher in every single school building in America. If you get one in every single school building in America, we know from the research that they will change the education environment and help lift the standards that other teachers achieve and help to lift the quality of teaching in all the classrooms.

So that is one of the things that we're trying to do in our budget. But again, I'd say that we are following your lead and especially the years and years and years that Governor Hunt has put into this. In April, Secretary Riley will hold a national forum on attracting and preparing teachers with 50 of our nation's best teachers and thousands of others. And we are going to have to do more to encourage our brightest young people to become teachers.

Finally, we also have to make sure, as the Governor said, that while good teachers get a raise, the truly bad teachers who can't measure up should get a pink slip. We have to

do that in an expeditious and fair way. Today, that is too time consuming and costly. In some states, it can cost hundreds of thousands of dollars. That same money could be and should be used to reward good teachers and to train those who are trying to improve their skills. We can change this, as they have in Cincinnati where school boards and teachers unions have worked together in partnership to find more efficient and fair ways to remove teachers who should leave the classroom. Encouraging teachers is not easy or cheap, but again, I say, we know what a phenomenal difference it makes.

Finally, to elevate teaching, I think we have to reform the way we spend money in our schools and give parents the tools to demand more accountability. Today, the Vice President is discussing that at the state legislature in Sacramento, California. His reinventing government initiative has helped us to shrink the national government to the smallest it's been in three decades and to take that money and invest it in education, invest it in technology, invest it in transportation, invest it in growing the economy and building a better future. We have to have the same sort of national effort to analyze the way expenditures are made in public education throughout America, so that we can support those who are committed to reducing unnecessary bureaucratic expenditures and increasing expenditures on children and teachers and learning.

Yesterday I did a town hall meeting, with 35 children, on drugs. And I asked all these kids – and some of these kids had been on drugs and were off drugs, a couple of these kids were in treatment, some of them had been in families of gang members who had been involved in drugs, and then some of them had never used drugs. It was a whole panoply of kids. But I went through child after child after child, and I asked them to tell me about their circumstances. And they all said, we need mentors, we need programs we're interested in. And one after another they kept telling me about how their school had had to abandon its music program or its art program, its physical education programs, its intramural athletic programs -- all the things that happen after school or on weekend that keep kids involved in positive things.

We have to understand that however much money we have for our schools we have to make sure we are spending it first and foremost on instruction and, secondly, on ways designed to give the children the best chance to live productive, wholesome, good, constructive lives -- and that ought to be a national effort as well.

We have found phenomenal amounts of money that we could redirect in the federal government to reducing the deficit or investing in our future simply by slowly, but deliberately, eliminating hundreds of unnecessary programs, thousands of unnecessary regulations and reducing -- without running people off -- just slowly reducing the size of government until we have

got it to the point where I mentioned to you earlier.

And we have to work on that in our schools because we cannot afford to waste a single dollar when it comes to these children's future. And it is folly to believe that we're not paying for it when we take these kids away from a chance to have a full, wholesome experience and to be in those schools after school hours or before school hours and doing things in addition to their academic learning. So I hope you will support that. (Applause.)

Let me just say one final word in closing about another big job we have to do together. We have to finish the work of welfare reform. In the first four years of my presidency, we gave waivers from federal rules to 43 states to do all kinds of things to help move people from welfare to work. We now know that partly because of the growing economy, partly because of state welfare reform efforts, and partly because of a 50 percent increase in child support collections nationwide, the welfare rolls went down by 2.6 million in four years — a record number.

Then the Congress passed and I signed the welfare reform bill, which says there will still be a national guarantee for poor children for food and medicine, but there's a limit to how long an able-bodied person can be on welfare without going to work. And we're going to give it to the states and let the states decide how to design their plans to move people from welfare to work.

Well, what I want to tell you folks is that this is like that old country singer, Chet Atkins, used to say, you've got to be awful careful what you ask for in this old life, because you might get it. And now you've got it. And here is what you have: In order to meet the demands of the law that was

supported by almost every governor and every state official in the country, we must move about another million people from welfare to work. Now, keep in mind, when we reduced the welfare rolls by 2.6 million some of those were children — only about a million of those were people moving from welfare into the work force. So we moved a million people in four years when the economy created almost 12 million jobs. We have to move another million in the next four years because of what the law says, whether the economy creates jobs or not. And it is your responsibility to design a plan to get that done.

Now, I want to help. And I have proposed federal legislation to give a tax credit of 50 percent for up to \$10,000 in salaries for people who hire people specifically off welfare. I have proposed to give extra cash to high-impact, high-unemployment areas so people can do public service work, community service work, if necessary.

But there are more things you can do. Your Work First program here in North Carolina is encouraging private employers by subsidizing paychecks and holding job fairs. These are the kinds of things we have to do everywhere. But you really need to look at how your program works. And you need to look at whether you have a system for challenging private employers to look at the incentives that are available. And you need to figure out how many people every country is going to have to move from welfare to work in order for you not to have a train wreck at the end of the next four years.

Every state has to do this. And it's going to have to be done county by county, community by community. Because I'm telling you, everybody that ever said people who are able-bodied on welfare ought to have to work now has a moral obligation to make sure that the people who have been told they have to work actually have jobs so they can work. We have to do that. (Applause.)

Let me just say -- I have been to a lot of states and looked at a lot of programs. In Missouri, they go to employers and say, we'll give you the welfare check for up to four years if you need it; but you have to pay people \$1.75 over the minimum wage and we'll give you the welfare check as an employment-in-training supplement. And you can have it for a slot, but not for a particular individual, for up to 10 years if you'll just keep being part of our program. So they've got a lot of employers -- small, medium and large -- who are part of that.

You have to do something like that to do something for the employers who are not taxed. Community nonprofits and religious organizations can hire a lot of people from welfare into their ranks, and have a lot to do with integrating their families into the mainstream of life in North Carolina. But they have to have some incentive to do so.

The second thing I would urge you to do is to make sure that as you realize savings from people moving from welfare to work, I think you can meet your goals better if you turn around and invest at least the initial of those savings back into the transition. We did a good job of adding \$4 billion to child care for people moving from welfare to work. But we still may not have enough child care to do the job. And we know that is a huge barrier. You cannot ask people to hurt their kids when they go to work. And a lot of folks entering these entry-level jobs don't make much money. Now, we can carry them over with Medicaid health insurance for their kids for a while -- they've got to have the child care.

This bill gives you a lot of flexibility and now you have to design this program. I would just implore you to really get down to brass tacks, get the facts: How many people does North Carolina have to move from welfare into jobs in four years?

How many is that per county? How many is that per community?
What are the tools we have? Who have we asked to do the job?

I believe that the private sector is anxious to be asked to participate in this. I believe they want to end the permanent underclass in America and help people move into the thriving, growing middle class. But we have to do it in an organized, disciplined way state by state. We're going to do our part, but we need you to do yours.

Finally, let me say that it is obvious from looking at education that we have to have a new partnership in America. Washington can lead the way, but the work has to be done by all Americans. North Carolina has led the way for a long time.

I was smiling today when I got up and I thought about coming down here, and I thought about the first time I was ever in a meeting with Governor Hunt and Governor Riley – 18 years ago – we were all much younger then. And we had this idea that all the southern states would reach the national average in per capita income and have all these great opportunities for our people if only we could have an education system that was as good as anyplace in the country and it would reach everybody, without regard to race or income.

And, ironically, the mission that many of us who are southerners have carried for 20 or 30 years in our hearts is now the mission of America in a global society dominated by information and technology. And it is within our reach, literally, to give every single child in America the greatest future in human history if we create the conditions in which we can flourish – that's partly our job, through national defense and meeting the security challenges and providing a good economy – but also having the tools.

We cannot guarantee the future for any child, but we can give every child the tools to make the most of his or her own life. That is now America's mission. It is a mission this state has pursued for a long time. If you will lead the way, America's best days are still ahead.

Thank you and God bless you all. (Applause.)

END

12:00 Noon EST