

NLWJC - Kagan

DPC - Box 072 - Folder-004

0-3 Conference [7]

File: 0-3 Conference

March 12, 1997

MEMORANDUM FOR CHIEFS OF STAFF AND MEMBERS OF THE INTERAGENCY WORKING GROUP ON EARLY CHILDHOOD DEVELOPMENT

FROM: Elena Kagan
Deputy Assistant to the President for Domestic Policy

SUBJECT: Interagency Working Group on Early Childhood Development and the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*

Tomorrow (Thursday) the President will announce the date and themes of the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. You will be sent a fact sheet and Q&A on the announcement.

Because we will be sending invitations to attend and participate in the Conference shortly, any agencies that have not yet submitted information on specific people they think should be included, must do so Thursday morning. The Conference will be held in the East Room and space will be extremely limited.

Equally important, any agencies that have not yet submitted the written preview of their response to the President's memorandum, which I asked for a couple of weeks ago, should do so by close of business tomorrow (Thursday). This preview should focus on actions and proposals that could be announced before, during, or after the Conference. It is essential that the final agency responses are submitted by the March 24 deadline set in the President's memorandum to department heads.

Finally, if your agency has or will have written materials that could be distributed in conjunction with the Conference, please send us a copy and description of those materials as well.

The requested information should be faxed to Pauline Abernathy on the DPC staff at 456-2878. Please feel free to contact me or Pauline with any questions. Thank you.

File: 0-3 Conf

The White House

Statement by the President Announcing White House Conference On Early Childhood Development and Learning

Today, Hillary and I are pleased to announce that on April 17, 1997, we will host the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. The Conference, which will take place at the White House, will spotlight exciting new findings about how our children develop, and explore how we can make the most of this information to give our children what they need to thrive.

We hope that this one-day Conference will make the latest scientific research, nearly all supported by the federal government, more accessible and understandable to America's families. The research clearly indicates the importance of children's first few years to their later success in school and in life. This Conference is a continuation of my Administration's commitment to children and, in particular, it follows Hillary's work over the years on issues relating to early childhood development.

The Conference will examine how we can use this new research in practical ways -- to be better parents, more informed care-givers and more responsive members of our communities. It will also explore how this information can be used by all members of our society -- from corporate executives to pediatricians, from ministers to elected officials -- to help strengthen America's families.

Parents desperately want to do right by their children, and we all have a role to play in making sure they have the tools they need to do the best job they can. We believe this Conference can make a valuable contribution.

File 0-3 Conf

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

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

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

Today, President Clinton issued a statement announcing the date and themes of the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children. The day-long Conference will take place on April 17, 1997 at the White House. The Conference will highlight how critically important children's experiences before school are to their development and their later success in school and in life.

The Conference will focus on the practical applications of the latest scientific research on the brain, particularly for parents and care-givers. Also central to the Conference will be a discussion of the ways all sectors of society, including the medical, business, and faith communities, child care providers and government, can use this information to strengthen America's families.

Over the last four years, the Administration has invested heavily in research to help us better understand the importance of the first few years to child development and learning, and in strengthening efforts that support families and caregivers with young children, including:

- **Increased NIH Research Funding 23%.** Unlike other research areas, the federal government is almost the sole funder of research of children and youth, supporting over 90% of research on children and youth. Under the Clinton Administration, funding for NIH research has increased by 23% since 1993, to \$12.7 billion in 1997. Between 1993 and 1997, funding for NIH children's research has increased 25%, from 1.3 billion to 1.6 billion. This sustained level of investment has helped support many of the research advances the April White House Conference will explore. In FY 1998 the President's budget proposes to increase funding for NIH by an additional \$337 million.
- **Enhanced Head Start Participation and Quality and Created the Early Head Start Program for Children 0-3.** The Administration has enhanced Head Start participation and increased its funding by 43% over the last four years,

and created the Early Head Start program in 1994 to support families with children ages zero to three. Head Start provides low-income children and their families with comprehensive education, health services, and nutrition. The President's FY 1998 Budget further increases participation to reach 122,000 more children in FY 1998 than when he took office.

- **Commitment to Full Participation in WIC.** The Administration dramatically increased participation in the WIC Supplemental Nutrition Program, providing 7.4 million pregnant women, infants, and children with nutrition packages and information and health referrals -- 1.7 million more than when President Clinton took office. And his FY 1998 Budget would achieve his goal of full participation in the WIC program by the end of FY 1998. Research shows that every \$1 invested in WIC prenatal serves saves up to \$4 in Medicaid costs in the first 60 days after birth. [USDA, 1990 Mathematica Policy Research].
- **Leading National Effort to Raise Immunization Rates.** In 1993, the Administration launched a national effort to raise childhood immunization rates by reducing vaccination costs for parents and vaccine delivery services, and increasing community education and partnerships. Today, childhood immunization rates are at record high levels.

FOR INTERNAL USE ONLY**March 13, 1997****White House Conference on Early Childhood Development and Learning:
What New Research on the Brain Tells Us About Our Youngest Children**

- Today, the President issued a statement announcing that he and Mrs. Clinton will host the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children* on April 17, 1997, at the White House.
- The President and First Lady chose this topic because of how critically important children's experiences in their first few years of life are to their development and their later success both in school and in life.
- The Conference will focus on the practical applications of the latest scientific research on brain development for parents and care-givers, as well as on ways that all members of society can use this information to help strengthen America's families.

[NOTE: The President first announced this Conference in his State of the Union Address:

"Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants. The First Lady has spent years writing about this issue, studying it. And she and I are going to convene a White House Conference on Early Learning and the Brain this spring, to explore how parents and educators can best use these startling new findings." (State of the Union, 2/4/97)]

Q. Who will be participating in this Conference?

A. No formal invitations have been issued yet. The President and Mrs. Clinton will invite leaders in the scientific and academic communities, leaders in the field of early childhood development, as well as representatives from various sectors of society, including the business, faith and medical communities. However, because the Conference will take place at the White House, space will be very limited. We are exploring how best to involve as many people as we can.

Q. If people want to come or be involved, who should they call or write to?

A. They should write to:

Office of Public Liaison
The White House
Washington, D.C. 20502
Attention: Ann Eder

Q. Is the President going to make a big policy announcement at this Conference?

This Conference builds on the Administration's commitment to children and to early development. For example, the Administration has increased participation in Head Start, created Early Head Start for 0-3 year olds, increased participation in the WIC Supplemental Nutrition Program, and raised the rate of childhood immunization to all-time high levels.

One of the things that will be explored at the White House Conference is how all members of society -- including policy makers -- can use this information most effectively. The Conference is certainly intended to focus the Administration's own attention on these early years and to spur action, not necessarily for the day of the Conference, but for the course of the Administration.

Q. How much does something like this cost?

Because the logistics of the Conference have not been finalized, we aren't in a position to estimate yet.

Q. How is this going to be structured?

While the details are still being worked out, we expect that the Conference will be divided into panel discussions, exploring the latest scientific research, addressing the practical applications of that research for parents and care-givers, and examining how all sectors of society can use this research to strengthen families.

Q. Will the President be there the whole time?

That hasn't been decided yet.

Q. Is this Conference part of Rob Reiner's 0-3 campaign?

A. No. Rob Reiner is working on an important effort -- a National Engagement Campaign -- with a collaboration of foundations, corporations and media to spread the word about the significance of the first few years of life. The President and the First Lady are supportive of his efforts and believe they complement the White House Conference, but the two are separate.

Q. Doesn't the research on the earliest years of life suggest that women should stay at home? (NOTE: Joe Klein wrote a recent piece suggesting this)

No. What the research suggests is that we should support all parents, those who work outside the home and those who don't. What's most important is that children are surrounded by loving, nurturing care-givers who understand the importance of the first few years of life.

Q. Will there be a record of the Conference, a Conference report?

We're in the process of exploring that, but do not yet know definitively.

0-3 Conf

PRESIDENTIAL MEMORANDUM ON FEDERAL POLICIES
TARGETED TO CHILDREN IN THEIR EARLIEST YEARS
Talking Points

- The President yesterday reaffirmed his Administration's commitment to enhancing early childhood development.
- Through a Presidential Memorandum, the President directed the heads of executive departments and agencies to report to him in thirty days with a comprehensive list and assessment of existing and planned projects supported by the federal government that target children in their earliest years of life. The President also called for proposals of new initiatives that are consistent with his Balanced Budget Plan.
- In addition, the President called for the creation of an interagency working group to share, examine and develop these assessments and plans.
- In his State of the Union Address, the President underscored the importance of the earliest years of life. He said, "Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants."
- The Clinton Administration has consistently made children's development a top priority. For example, the President has increased participation in Head Start, created Early Head Start for 0-3 year olds, increased participation in the WIC Supplemental Nutrition Program, raised the rate of childhood immunization to an all time high of 75%, improved child care in public housing and promoted Parents as First Teachers in his America Reads Challenge. Under President Clinton's leadership, the federal government has supported, with an estimated \$2 billion spent in fiscal year 1995, research and development directly related to children and youth.

0-3 Conf

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND BRAIN DEVELOPMENT
Talking Points

- As the President announced in his State of the Union Address, he and the First Lady will host a White House Conference on Early Learning and Brain Development this Spring. The purpose of the Conference is to provide for the American people -- and particularly for parents -- an overview of current scientific understanding of the significance of children's first few years of life to their cognitive, emotional and social development.
- The date of the Conference has not been firmly set and no formal invitations have been issued.
- The President and Mrs. Clinton have been heartened by the level of interest generated by the President's announcement of the Conference -- they have heard from experts, grassroots practitioners and concerned citizens from around the country.
- The President and the First Lady hope that the White House Conference will play a role in equipping parents and child care-givers, as well as those in the medical, business and faith communities, with the best information about how to enhance children's development during their earliest years of life.

0-3
Conf

**WHITE HOUSE CONFERENCE ON
EARLY LEARNING AND BRAIN DEVELOPMENT**

Theme: The critical importance of the earliest years of children's lives, before a child begins school, to their cognitive, emotional, and social development.

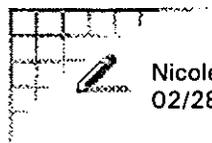
Purpose: To tell the story of the earliest years of a child's life -- through an animated description of the latest scientific brain development research, an examination of the practical applications of that research for parents, and ending with a discussion of what is being done and what more can be done on practical and policy levels by various sectors of society.

Method: Keynote Address by the President and interactive panel discussions moderated by the First Lady will:

- showcase and examine current scientific research on early brain development;
- examine the practical applications of the research for parents;
- explore what is being done and what more can be done by child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities to equip parents with current research; and
- highlight Administration accomplishments and initiatives.

Panelists: Leaders of the child development scientific and academic communities, neuroscientists, pediatricians, grassroots child development practitioners, and leaders of exemplary community-based programs that serve families and new parents.

0-3 Cont



Nicole R. Rabner
02/28/97 11:29:14 AM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Pauline M. Abernathy/OPD/EOP, Jeanine D. Smartt/OPD/EOP

Subject: today's meeting



AGENDA.F

The attached agenda for today's 12:30pm interagency meeting is not for distribution, but rather to guide our discussion of three general issue areas, as we discussed.

We think you can open the meeting by saying that you know the departments are working on their responses to the Exec. Memorandum (which we will distribute) and that they also are working on the interim memos of ideas and proposals you had asked for in our first meeting (Jeanine, I believe, had asked for by Wednesday but to my knowledge has not received any).

You can say that the purpose of this meeting is to have an informal discussion on three issue areas about which the President and HRC feel strongly and which we hope will be a part of the discussions at the Conference. As the attached agenda lays out, those three areas are:

- child care (issues of health, safety, quality)
- supporting parents
- health issues (beyond or expandin on current leg proposals).

We can also, if you'd like, give an oral overview of the layout of the Conference and solicit ideas and advice

need stuff - help planning.
inhouse
March 24 - due date
 for end product

0-3 *cut*

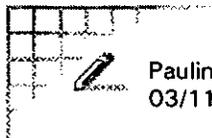
INTERAGENCY WORKING GROUP ON EARLY CHILD DEVELOPMENT
MEETING AGENDA

FEBRUARY 28, 1997
12:30 - 1:30 pm

ISSUES FOR DISCUSSION:

1. **Child Care** -- health/safety/quality/standards
2. **Effective Parenting** -- supporting parents, particularly new parents
3. **Health Issues** -- budget/leg. proposals aside, discussion of other ideas

File
0-3



Pauline M. Abernathy
03/11/97 04:49:01 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Nicole R. Rabner/WHO/EOP
Subject: Governors and the conference

Marcia Hale and Emily say NGA would like us to invite all 6 governors who are on the NGA 0-3 Committee and let two of them speak. Marcia and Emily would let Ray at NGA pick the 1 Dem and 1 GOP governor among the 6 to 'participate' (speak in some capacity). They would like to be able to give NGA an answer before we announce the conference date if possible.

Options:

1. we put off making a decision on their speaking roles until we have figured out the congressional roles, but say we want an NGA presense and at a staff level ask them whether they think governors would want to come and stay all day if they did not have speaking roles. (6 spaces are a lot to use, esp. if they might only stay for a bit and we do not know the congressional roles).
2. we say yes to 2 of their picking will have speaking roles of some kind TBD, and ask whether the others would come if they were not speaking.
3. we say yes to 2 speak and 6 being invited.

I recommend

File
0-3

Nicole R. Rabner

03/11/97 03:52:15 PM

Record Type: Record

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

cc:

Subject: Conference announcement

I just spoke with Melanne and she is fine with a release going out Thursday morning, announcing the Conference, and the POTUS talking about it in his education speech on Thursday. I should have a draft for you to look at late this afternoon.

Nicole

Message Sent To:

Kathleen A. Barry/WHO/EOP
Ann F. Lewis/WHO/EOP
Eli G. Attie/WHO/EOP
Elena Kagan/OPD/EOP
Ann F. Lewis/WHO/EOP
Pauline M. Abernathy/OPD/EOP

Record Type: Record

To: Pauline M. Abernathy/OPD/EOP, Nicole R. Rabner/WHO/EOP
cc: Elena Kagan/OPD/EOP, Michael Cohen/OPD/EOP
Subject: Disabled 0-3 year olds

As you plan early childhood/the brain, you should make sure that disabled kids are included. You probably already have (Bill White may have called me about this), but here are some thoughts.

The Dept of Education has some good early intervention programs for disabled infants, toddler, and preschoolers. They are known at Part H and Section 619. There is a woman at Education named Connie Garner (205-8124) who knows all about them. Kids identified at such an early age are usually severely disabled, often with developmental disabilities. It can make a huge difference to their future success to have early intervention, even as early as infancy. Also, if you leave disabled kids out of the conference, parent groups get very mad.

(You should also know that there is something called the Federal Interagency Coordinating Committee that I have theoretically been a member of for the past year or two. FICC focuses on these programs and kids, and includes Education and HHS staffers as well as parent advocates. I think it's mandated by law. I seldom attended because they have half day meetings every quarter and I never had time. Connie is concerned that they haven't had regular WH attendance. When I told her I wasn't sure what I was doing, she suggested maybe the First Lady's office could play a role given the brain thing. I don't think they are meeting again for a couple of months, but you should know all this if you talk to Connie.)

File -
0-3
policy

THE WHITE HOUSE
WASHINGTON

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

White House Inter-Office Meeting
March 14, 1997 -- 3:00 - 5:00 pm
AGENDA

1. Overview of Conference
2. Breakdown of Conference Issues & Questions
- UPDATE on Policy Development/Coordination for Before, During and After Conference
- Invitations -- UPDATE, Strategy for Participation of Elected Officials *(- next wh)*

NOTE: All Inquiries should be sent in writing to the Office of Public Liaison,
Attn: Ann Eder, with the exception of inquires from MOC, those should
be forwarded to Stacey Rubin

- ~~Communications Strategy for Before, During and After Conference -- UPDATE~~ *→*
- Materials Coordination/Development -- UPDATE
- Financing Questions
- *←* Satellite Conferences *→* *(next wh)*

*File -
0-3 conf*

3/13

8-3 Mtg

Smart Start
Early H. Start
Success by 6 - Research
Program

(People here -
fitted from
these)

Maps - last time

Parade

USA Today

Materials - giving into hands
of parents

Schedule - do morning

replicate afternoon repi-ally

6-1500

Room 45 too -

250 people

**EARLY CHILDHOOD WORKING GROUP
CONTACT INFORMATION**

Name	Agency	Address	Phone	Fax	E-mail
Elena Kagan	DPC	Chairperson	456-2216	456-7028	
Faith Wohl	GSA	18th & F St. NW 20405	501-3965	208-7578	faith.wohl@gsa.gov
Joann Sebastian Morris	Interior	1849 C St. NW 20240	208-6123	208-3312	joann_morris@ios.doi.gov
Libby Doggett	Education	330 C Street, SW	205-9068	260-0416	Elizabeth_doggett@ed.gov
Carolyn Colvin	SSA	6401 Security Blvd. Balto. MD 21235	410-965-4512	410-965-9063	
Kay Goss	Assoc. Director FEMA	500 C ST. SW 20472	646-3487	646-4557	kgoss@fema.Gov
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Shay Bilchik	DOJ	633 Indiana Ave. R. 742	307-5911	307-2093	
Carolyn Becraft	DOD	Rm The Pentagon		703-695-4046	
Dennis Duffy	VA	Suite 300 810 Vermont Ave. 20420	273-5033	273-5993	
Irwin Pernick (A)	VA		273-5049	273-5993	
Bob Shireman	OMB	8236 NEOB	395-3429		shireman_r@ eop.gov
Tom Tamura	DOE	1000 Independence Ave, SW Rm. 4A-253 20585	586-8010	586-8006	thomas.tamura @doe.gov
Terry Dozier	Education	600 Independence Ave, SW	401-7690	401-0596	
Naomi Karp	Education	555 New Jersey Ave NW Rm. 522 20208-5520	219-1586	273-4768	Naomi_Karp@ed .gov
Glen Rosselli	Treasury	1500 Pennsylvania Rm. 3445 20220	622-0090	622-2633	
Gary Guzy	EPA	401 M. St. SW 20460	260-7960	260-3684	Guzy.Gary@EPA Mail.EPA.GOV
Lynn Goldman	EPA	401 M St. SW 20460	260-2902	260-1847	goldman.lynn@ epa mail.epa. gov
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Chris Ruhm	CEA	Rm. 311 OEOB	395-6982	395-6809	ruh_m_c@al.eop.gov
Sarah Reber	CEA	OEOB, Rm. 317	395-5618	395-6809	reber_s@al.eop.gov
Jaqueline Lowey	Transportation				
Jody Wharton	SBA	409 3rd ST SW 20416	205-6933	205-6928	alice.wharton@sba.Gov
Cheryl Tates-Macias	Agriculture	Office of Congressional Relations Rm. 213A 20250	720-7095	720-8077	cmacias@fies.wsc.ag.gov
Ann Rosewater	HHS	200 Independence Ave, SW 20201	690-7409	690-6562	
An Segal (A)	HHS	200 Independence Rm. 406E	690-8410	690-6562	
Joan Lombardi (A)	HHS	320-F HHH	401-6947		
Kathryn Roth	DOD	The Pentagon Rm. 3E1074	697-0051	695-4277	rothkg@acq.osd.mil
Vikki Wachino	OMB	7002 NEOB	395-4929	395-3910	wachino_va@al.eop.gov
Ricia McMahon	ONDCP	750 17th St. NW 20503	395-6706	395-6744	mcmahon_p@al.gov.eop

Julie Demo (A)	CNS	1201 NY Ave. 20525	606-5000 ext. 132	565-2781	jdemo@cns.gov
Carolyn Huntoon	OSTP Children's Initiative	Rm. 432 OEOB	456-6133	456-6027	chuntoon@al.e op. Gov
Helen Taylor	DHHS Head Start	330 C St. SW Rm. 2050	205-8572		

Staff Contacts

Pauline Abernathy	DPC	2FL/WW	6-5374	6-2878	
Nicole Rabner	OFL	100 OEOB	6-6266	6-6244	

* Council's office - off'l function - anyone can speak?
* WA Conference

Communications Mtg 3/5/97 and Learning
TITLE - The WH Conf on Early Childhood Development: What New Research on The Brain Tells Us About Our Raising Children From The First Days of Youngest Children

90 minute panel
(poll on what parents want to know) (0-3 kid)

NR/PA - Options on how to ask questions in Panel One
(use parents from 0-3 focus groups)

By April 1 - have local stories identified (10) (originally diverse)
↓
Also need to have list of regi-al folks to take down satellite

Maps: Parents; Parenting (open lunch?) - Eds to be guests?

Washington Post Co mtg? (early next wk)

Call Diane
* Tell Bruce

MONDAY
OR
WEDNESDAY



Next wk - both
FL - to announce conf.
Pres - Kids EO.
OR - Parenting list - PA.

Video/audio tapes
Website
Visuals for display

Agenda

Communications Meeting for Early Development Conference

March 5, 1997

10:30 a.m.

I. Defining the bottom line

What's the sentence that describes this conference?

(See examples -- Nutrition for the brain; giving your baby the right start...)

What's the slightly longer explanation?

What's the name for the conference?

Why are we doing this?

II. Three phases of communications

Pre-conference

Networks, print, both national and regional -- identify small programs that are working, that illustrate research, look for government/private ties,

Work on placement for the night before, morning of

Day of the conference

Open press; make sure interviews lined up for key participants

Morning shows?

(Regional watch parties/satellite issues)

Post-conference

Specialty press mailing; cabinet outreach, amplification on the road, in interviews that may highlight initiatives -- new or existing

III. Materials

Pre-conference:

Report on existing federal programs

Bios of panelists

Summaries of information to be presented on panels

Day of:

Website

New initiatives, if any

Action sheet to distribute

Visuals for display

Post-conference:

Report of the White House Conference -- find sponsor, editor
(Include or produce separate resource guide)

Video tape -- find sponsor, editor

Distribution channels identified -- specialty press, organizations

IV. Lists

What lists do we have?

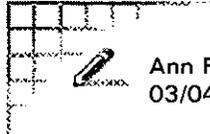
Press

Groups

Individuals?

What lists do we need?

V. Set Next Meeting for Communications Working Group



Ann F. Lewis
03/04/97 04:01:13 PM

Record Type: Record

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

cc:

Subject: Re: Communications ideas

In preparing for tomorrow's meeting:

1. Think about the bottom line: What is the message we want to convey as a result of the conference ? What is the phrase or sentence that reaches to the largest number of people with the most important point ?

Is the longer explanation that new research makes clear the importance of the early (0 to 3) years to the development of the brain and thus the lifelong ability to learn ? What else ?

"Our ability to learn -at school and at work - depends on (how our brain develops)(How our brain is nourished) when we are very young. That's why it's so important that" "

"Just as we give babies vitamins for their bodies, we want to be sure they're getting the best nutrition for their brains...."

Jim Hunt is already using Smart Start , I think. Does his program begin this early ? What about: " We want to encourage parents to give their baby the Right Start... or "Give your baby the Right Start --

2. I agree with your to-do list: thinking about communications in three phases: Pre, Day of and follow -up. You mentioned a Report to be issued. Do we have funding for a professional looking report or summary ? What about other forms of reports: a video that can be distributed to right audiences (eg professionals, parents, etc.) Given the success of HRC's taping of her book, could we do an audio tape that parents could play in their car ?

See you all tomorrow.

Message Sent To:

Patricia F. Lewis/WHO/EOP
Nicole R. Rabner/WHO/EOP
Elena Kagan/OPD/EOP
Pauline M. Abernathy/OPD/EOP
Eli G. Attie/WHO/EOP



Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: Communications ideas

I thought this rough draft might give us something to work off of when we do get together.

March 4, 1997

Draft communications ideas for early childhood development conference

I. Conference goals

- Put the weight and authority of the White House behind the importance of early childhood development to stress its importance; help boost existing early childhood development campaigns
- Highlight existing federal and other programs.
- Promote knowledge of new information and research.
- Make information available to groups working with young children, educational organizations, etc.
- Get the information out in a usable form to parents and other caregivers.

II. Communications Plan

- Message: For the first time, the White House is hosting a conference on the critical role of early childhood development. Doing this as continuing part of effort to help build strong families. Using the authority of White House to make sure people are aware of new research coming out and new methods of putting these findings to work on behalf of our children.

- Media coverage
 - Pre-conference -- national coverage: network and print stories -- identify particularly intriguing research and small programs that are putting it to work; help regional outlets identify stories.
 - Day of the conference -- open press; pitch participants; advisories about satellite participation/viewing plans.

Post conference -- specialty press mailing; cabinet outreach/amplification

- Materials

Report from the federal government on existing programs

Resource guide for parents that includes national organizations, toll-free numbers, websites, etc.

Webpage to serve as funnel for existing information

Report of the White House Conference (2-3 weeks after event) with key portions of transcripts, summaries of information presented, possibly summaries of research and programs not necessarily presented at conference.

Action sheet for parents.

III. Other communications pieces

Panel presentation -- some kind of visual to remain in background?

How to ensure good discussion

Name and logo decided on

IV. Regional Watch Events

Cabinet secretaries-- Riley, Shalala, Vice President or Mrs. Gore at universities with strong early childhood programs, in conjunction with regional cabinet officers

Message Sent To:

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

February 26, 1997

MEMORANDUM FOR MIKE McCURRY AND LORRIE McHUGH

FROM : LAURA SCHWARTZ
SUBJECT : ROB REINER/ABC PROJECT

Rob Reiner has been very instrumental in the initiative & Early Childhood Public Engagement Campaign to raise awareness about the importance of the first three years of life. The Campaign provides an opportunity for the Administration to advance the nation's commitment to children generally and to promote specific policy goals.

Bruce Reed and Melanne Verveer have been meeting with Reiner to discuss steps that meet mutual goals of the Campaign and the Administration.

Background and goals:

The early Childhood Campaign builds on Carnegie Corporation's 1994 report, & Starting Points, that documents how children's experiences from ages 0-3 determine in large part their functioning through adolescence and adulthood.

The Campaign seeks to:

- raise awareness about years 0-3
- connect families to resources and services
- link federal, state and local efforts to improve services
- promote citizen engagement
- increase the public will to make quality services more widely available to families with young children.

Early Childhood Campaign Activities

The week of April 28 ABC will launch the Campaign with a one hour prime time special & I Am Your Child.

The following is an outline of this program:

TITLE: & I Am Your Child
AIR DATE: April 28, 8:00pm EST on ABC

THEME

A focus on the formative years, 0-3, on what parents need to know to start their kids off on the right track for the rest of their lives.

PARTICIPANTS

Tom Hanks, Rosie O'Donnell, Jon Lovitz, Martin Short, Collin Powell, Shaquille O'Neal and his mother, normal citizens and others.

THE ADMINISTRATION'S TIE-IN

This program directly relates to the President's Conference on the Brain and the first three years of life as they relate to each child.

PROGRAM

Begins with the birth of a baby - invitro filming, commentary by Tom Hanks
--Tom Hanks is sort of a moderator for the show.

3 &transformation 8 stories

*Single, African American mom from Arkansas. She discusses her struggles as a single mom and the importance of the first three years.

* Married couple, Caucasian, husband in merchant marines with three children. This story shows the transformation of a couple who each were abused as children and a marine who is seldom home. When he does come home he resorts to abuse because that it the only way he knew how to raise a child. The mother called the police on her husband and since then they have gone to classes etc. to learn how to raise their children and now live happily ever after.

* Single, African American male, divorced with children from different marriages and liaisons. He learns the importance of being a parent – hands on – not absent.

Tom Hanks moderates and discusses programs in Hampton.

&Factoids 8 will be featured throughout the show by famous people.

Jeopardy

*Rosie O ,Donnel, Jon Lovitz, Martin Short play a game of Jéopardy to answer questions about the first three years of childhood.

Collin Powell reads &Goodnight the Moon 8 to children.

Shaquille O ,Neal and his mother do a bit together.

POTUS AND HRC

The program will showcase a toll free number and fulfillment material for the general public. Including CD-ROM, World Wide Web Site and a video for new parents that will be distributed through hospital, clinics, video stores etc.

Public Service Announcements will also begin to air around this program .
United Airlines has committed to playing these in flight for the month around this special.

POTUS and HRC Involvement

Both of these scenarios will be taped March 8 in the Roosevelt Room.

First Scenario:

In the middle of the show, Tom Hanks will mention a toll free number that people can call for more information on parenting. As he is talking, the camera will pull back and reveal the President and First Lady watching the special in their &living room 8 (somewhere in the White House interior -- perhaps Camp David). Communications has approved their script which I will send over to you both.

Second Scenario:

The President and First Lady present a &factoid 8 during the program.

MEDIA PLAN

Newsweek

Johnson and Johnson have bought the 4/21 Newsweek (the week before the program). The focus will be on the brain - the first three years of life and how this information affects public policy.

Good Morning America

GMA starting Monday 4/21, will run a 5 part series on children for the week to hype the special. On Monday, 4/28, the day of the special, GMA may dedicate it ,s entire show to parenting. The one day on parenting is still under discussion.

NBC Nightly News

NBC will run a three part series on the first three years of life sometime in April, aligned with our Conference on the brain - which also happens to align itself with the brain conference.

White House Conference on Early Learning and Brain Development

White House Inter-Office Meeting

March 3, 1997 -- 2:00 - 3:00 pm

AGENDA

1. Overview of Conference
2. Breakdown of Conference Issues & Questions
 - Policy Development/Coordination for Before, During and After Conference
 - Inter-Agency Process: DPC, OFL: Elena Kagan, Pauline Abernathy, Nicole Rabner
 - Invitations
 - Suggestions for Participants: OFL: Nicole Rabner
 - Suggestions for Audience: OPL
 - Managing Invite List: OPL
 - Issuing Invitations: Social Office
 - Conference Panels:
 - Panel 1: Nicole Rabner
 - Panel 2: Pauline Abernathy
 - Communications Strategy for Before, During and After Conference
 - Media Plan for Conference: Communications Working Group
 - Post-Conf. Message Dissemination including pos. PBS involvement and development of conf. video: Communications Working Group
 - Materials Coordination/Development DPC, Inter-Agency, OPL
 - Financing Questions
 - Role of Departments/Past Experiences: Cabinet Affairs
 - Strategy for Participation of Elected Officials
 - Congressional Participation (including Question of bringing experts to Congress after Conference).
 - Managing Inquiries from Congress: Congressional Affairs
 - State & Local Leaders Participation: Inter-Governmental Affairs
 - Satellite Conferences (T)
 - Organizing Regional Convenings with WH Conference on Satellite: Cabinet Affairs, IGA

March 2, 1997

MEMORANDUM

TO: Elena Kagan
FR: Nicole Rabner, Pauline Abernathy
RE: Brain Conference and Inter-Office Meeting

The attached agenda breaks down the White House Conference into component parts and recommends delegating responsibility to various White House offices. Please advise of any changes before tomorrow's 2pm meeting.

Also attached is a options memo for the President's role in the Conference. We both lean toward the President participating as a keynote speaker at the luncheon and/or at the top of the second panel.

White House Conference on Early Learning and Brain Development

White House Inter-Office Meeting
March 3, 1997 -- 2:00 - 3:00 pm
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 - Policy Development/Coordination for Before, During and After Conference
Inter-Agency Process: DPC, OFL: Elena Kagan,
 Pauline Abernathy, Nicole Rabner

⓪

Invitations

Suggestions for Participants: OFL: Nicole Rabner
Suggestions for Audience: OPL
Managing Invite List: OPL
Issuing Invitations: Social Office

*with 8-10 hr
umpress*

*in to Clinics
should go on -
wh to few days
Thursday.*

- *who's on
it etc.* Conference Panels:
 - Panel 1: Nicole Rabner
 - Panel 2: Pauline Abernathy

- Communications Strategy for Before, During and After Conference
Media Plan for Conference: Communications Working
 Group

- Post-Conf. Message Dissemination, including
 pos. PBS involvement and development of conf.
 video: Communications Working
 Group

- Materials Coordination/Development ^{+ Resumes} DPC, Inter-Agency, OPL

- Financing Questions
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- Strategy for Participation of Elected Officials
Congressional Participation (including Question of
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 Affairs

Sablit - Laura Schwartz

*Child May -
if*

- Satellite Conferences (T)
Organizing Regional Convenings with
WH Conference on Satellite: Cabinet Affairs, IGA

**White House Conference on Early Learning and Brain Development
Options For POTUS Participation**

1. **Keynote Opening the Conference (announcing Administration initiatives and accomplishments)**
2. **Keynote Closing the Conference (announcing Administration initiatives and accomplishments)**
3. **Keynote During Luncheon (announcing Administration initiatives and accomplishments)**
4. **Participation in Panel 1: Discussion of current scientific research and its practical application for parents and care-giver**
5. **Participation in Panel 2: Role of all Sectors of Society in Supporting Children Before They Reach School-age and in Equipping Parents and Care-givers with best information**

draft 2/7

WH CONFERENCE ON EARLY LEARNING AND THE BRAIN PROPOSED FORMAT

The Conference is divided thematically and logistically into two parts. Consecutive panel discussions address the following themes:

PANEL #1

A) An exploration of current scientific research, presented by leading scientists -- what do we now know about children's cognitive and emotional development during the earliest years of life?

Participants: Leading Neuroscientists, Developmental Specialists, NIH Scientists, Leading Academic Scholars

B) An examination of the practical applications of this research for parents -- what can parents do to enhance the development of their children in their earliest years of life, given the current research?

Participants: parents (some on panel and others in front row) asking questions of the panel of experts and scientists as to how the research should inform their parenting. Questions by parents might include:

- *What does this research mean I should be doing with my child?*
- *How much time should I spend reading to my child each day or week? Are some children's books better than others?*
- *What are a few things I can do with my child to ensure that my child begins school ready to learn?*

PANEL #2

A discussion with the various sectors of society -- with the POTUS underscoring government's role and his Administration's initiatives and announcements -- exploring what the sectors are doing, what they can do, and announcements of what they pledge to do to support families and enhance early childhood development -- what can society do equip parents with current research and how can all sectors of society apply current research?

Participants: Pediatricians, Grassroots Practitioners, Early Child Care Providers, Religious Leaders, Policy Makers, Business Leaders

For internal use only

**WHITE HOUSE CONFERENCE ON EARLY LEARNING
AND BRAIN DEVELOPMENT**

- Theme:** The critical importance of the earliest years of children's lives, before a child begins school, to their cognitive, emotional, and social development.
- Purpose:** To tell the story of the earliest years of a child's life -- through an animated description of the latest scientific brain development research, an examination of practical and applications of that research for parents, and ending with a discussion of what is being done and what more can be done on practical and policy levels by various sectors of society to enhance children's early development.
- Method:** Interactive panel discussions moderated by the First Lady will:
- showcase and examine current scientific research on early brain development;
 - examine the practical applications of the research for parents;
 - explore what is being done and what more can be done by child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities; and
 - highlight Administration accomplishments and initiatives.
- Panelists:** Leaders of the child development scientific community, pediatricians, grassroots practitioners (including literacy programs, child care providers, Headstart and family resource workers), religious and business leaders, as well as "success stories" that exemplify the need to reach children in their earliest years.

White House Conference on Early Learning and Brain Development

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Author: Carol Rocco at WDCB01
Date: 2/21/97 08:02 AM
Priority: Normal
Receipt Requested
TO: reed_b@a1.eop.gov at INTERNET
TO: kagan_e@a1.eop.gov at INTERNET
CC: Janet Green
Subject: Early childhood

Answer

File
0-3

----- Message Contents -----

Elena, sorry I missed you the other night and hope my message wasn't entirely garbled.

As to early childhood activity...at America Reads I was in process of forming an interagency group to work on the early childhood part of America Reads and we were preparing for Sec. Riley to write Sec. Shalala to have HHS co-chair it with us since the plan has been through the legislation to consult/collaborate with HHS on our early childhood pieces. Then the Secretary was going to write a letter to other depts. we had identified to ask for reps.

However, having read the memo that came for the Feb. 14 meeting that described the DPC group to be formed as well as the Exec. order I am assuming that we should halt our plans on an interagency group and work only at this time on the ED portions with perhaps some work with HHS leaving perhaps to the time of passage of the legislation when we would start the grant process to really bring into our mix the other agencies?

I would appreciate your advice on this...

Also, Libby Doggett whom we have selected from ED to serve on the DPC working group is terrific! She came here with her husband when he was elected to Congress, has a Ph.D. in early childhood, long working history in Texas with disability issues and great respect around the country. Also, she will probably have Naomi Kerp with her a good part of the time. While Naomi is currently not a Presidential appointee she was in the mix to be an Assistant Sec. and then ultimately asked to take this Early Childhood job at OERI. She is doing terrific work in coordinating research activities, looking for best practices, etc. Dennis Burke told me the other day he knows her as her husband worked with Dennis perhaps on the Hill?

Look forward to hearing from you...thanks!

0-3 Conf 2/24



1. Meeting w/ other parts of WH.

- ~~FRIDAY~~ MONDAY)

2. HRC - who have Friday w/ experts -

put together GP.

3. Second panel -

↳ National PIA mtg

Nick - to make calls / make the proposal

incl. next Fri - mtg w/ docs / library people

4. Options for Pres. participation /

5. Agenda for Friday's mtg

[Role of govt]

24 topics



Family Initiative

Pauline M. Abernathy

02/24/97 06:36:35 PM

Record Type: Record

To: Jeanine D. Smartt/OPD/EOP, Nicole R. Rabner/WHO/EOP

cc: Elena Kagan/OPD/EOP

Subject: CEA White Paper on returns on early childhood investments to children

I spoke with Michele Jolin at CEA who said CEA is planning on updating their 1995 white paper on returns on investments in children, updating it for new information, targeting it to 0-6 and expanding it since it was written very quickly in 1995. The paper will quantify the returns on investments such as WIC, Head Start, child care, etc. They were planning on having it ready for the conference but I suggested that we might want to release it before then when it would get more attention.

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

February 24, 1997

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Federal Policies Targeted to Children in Their
Earliest Years

Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school-age -- are critical to cognitive, emotional, and physical development. We know that emotional nourishment, intellectual stimulation, parental and community support, good nutrition, proper health care, quality child care, and safe housing during the first years of life form the foundation for a child's ability to learn, thrive in school, work productively, and contribute fully to society.

Across the Federal Government, we are making great strides to enhance development during the earliest years of life by investing in research, educating parents and caregivers, and supporting programs that provide early intervention to disadvantaged families. I am committed to accelerating our efforts to target the earliest years of life. We all have a stake in ensuring that every child is given the opportunity to fulfill his or her God-given potential.

Today, I am directing the heads of executive departments and agencies to report to me within 30 days with:

1. a comprehensive list and assessment of existing projects and programs funded by your agency that target the earliest years of life -- including any existing qualitative or quantitative evidence of success, as well as current funding levels and number of clients served -- and a description of any proposed improvements to such projects and programs.
2. a comprehensive list and assessment of any planned projects and programs of your agency that target the earliest years of life, including projected funding levels and number of clients to be served; and
3. specific proposals for additional projects and programs this year that could be undertaken to improve the earliest years of life that do not require new spending or that fall within the proposals in the FY 1998 Budget, or that could be developed for consideration in the FY 1999 Budget, within the limits of my Balanced Budget Plan.

I am also directing the establishment of a senior level interagency working group to share, examine, and develop these assessments and proposals.

WILLIAM J. CLINTON

#

THE WHITE HOUSE
WASHINGTON

February 24, 1997

MEMORANDUM FOR EARLY CHILDHOOD WORKING GROUP MEMBERS

FROM: ELENA KAGAN *EL*
Deputy Assistant to the President for Domestic Policy

SUBJECT: Next Steps

Thank you for attending the first early childhood development working group meeting. I am looking forward to working with each of you and to learning more about your department's efforts to support our nation's youngest children. Attached please find a copy of the Presidential Memorandum that will be formally sent to your department this week.

The next meeting of the working group will be held on Friday, February 28, from 12:30 - 1:30 p.m. in Room 476 of the Old Executive Office Building. As discussed, please fax a preview of your agency's response to the Presidential Memorandum, focusing on new plans and proposals, to Jeanine Smartt at (202) 456-5581 by Wednesday, February 26.

Please feel free to contact me or Jeanine with any questions. Thank you.

Attachment



Carol Rasco @ ed.gov
02/21/97 08:02:00 AM

Record Type: Record

To: Elena Kagan, Bruce N. Reed

cc:

Subject: Early childhood

Elena, sorry I missed you the other night and hope my message wasn't entirely garbled.

As to early childhood activity....at America Reads I was in process of forming an interagency group to work on the early childhood part of America Reads and we were preparing for Sec. Riley to write Sec. Shalala to have HHS co-chair it with us since the plan has been through the legislation to consult/collaborate with HHS on our early childhood pieces. Then the Secretary was going to write a letter to other depts. we had identified to ask for reps.

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Look forward to hearing from you...thanks!

draft 2/7

WH CONFERENCE ON EARLY LEARNING AND THE BRAIN
PROPOSED FORMAT

*Bruce - What do you think of
 The general structure? FYI -
 The First Lady wants a
 whole morning or afternoon -
 not just the 2
 hours we suggested.*

Elena

The Conference is divided thematically and logistically into two parts. Consecutive panel discussions address the following themes:

PANEL #1

A) An exploration of current scientific research, presented by leading scientists -- what do we now know about children's cognitive and emotional development during the earliest years of life?

Participants: Leading Neuroscientists, Developmental Specialists, NIH Scientists, Leading Academic Scholars

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Participants: parents (some on panel and others in front row) asking questions of the panel of experts and scientists as to how the research should inform their parenting. Questions by parents might include:

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PANEL #2

A discussion with the various sectors of society -- with the POTUS underscoring government's role and his Administration's initiatives and announcements -- exploring what the sectors are doing, what they can do, and announcements of what they pledge to do to support families and enhance early childhood development -- what can society do to equip parents with current research and how can all sectors of society apply current research?

Participants: Pediatricians, Grassroots Practitioners, Early Child Care Providers, Religious Leaders, Policy Makers, Business Leaders

ELENA

DPC Meeting; Interagency Working Group on Early Childhood Development.

Date: Friday, February 14

Time: 1:30-2:30

Place: 472 OEOB

Attendees:

Bruce Reed, OPD

Elena Kagan, OPD

Madeleine Albright, Secretary of State

William Cohen, Secretary of Defense

Bruce Babbitt, Secretary of the Interior

Donna Shalala, Secretary of Health and Human Services

Rodney Slater, Secretary of Transportation

Richard Riley, Secretary of Education

Robert Rubin, Secretary of the Treasury

Janet Reno, Attorney General of the United States

Daniel Glickman, Secretary of Agriculture

Cynthia Metzler, Secretary of Labor (acting)

Andrew Cuomo, Secretary of Housing and Urban Development

Charles Curtis, Secretary of Energy (acting)

Jesse Brown, Secretary of Veterans Affairs

Carol Browner, EPA

Phil Lader, Administrator of the Small Business Administration

Joseph Duffey, United States Information Agency

Barry McCaffrey, ONDCP

Erskine Bowles, White House Chief of Staff

Frank Raines, OMB

James Lee Witt, Federal Emergency Management Agency

James King, Office of Personnel Management

David Barram, General Services Administration

Shirley Chater, Social Security Administration

THE WHITE HOUSE
WASHINGTON

February 11, 1997

MEMORANDUM FOR HEADS OF DEPARTMENTS

FROM: BRUCE REED *BR*
Assistant to the President for Domestic Policy

ELENA KAGAN *EK*
Deputy Assistant to the President for Domestic Policy

SUBJECT: Formation of Interagency Working Group on Early Childhood Development

As the President announced in his State of the Union Address, he and the First Lady will hold a White House Conference on Early Learning and the Brain this Spring. In conjunction with this Conference, and in light of recent scientific research on neurological development, the Administration will engage in a broad-based review of policy affecting our youngest children. As this review goes forward, the Administration will highlight ongoing and new initiatives to support these children and their families.

To initiate this effort, the President will issue an executive memorandum asking each agency to identify policies and proposals to enhance early childhood development. This memorandum also will call for the formation of a senior level interagency working group to share, examine, and develop these plans. Attached is a draft of this memorandum.

We will hold the first meeting of this working group on Friday, February 14, from 1:30-2:30 p.m. in Room 472 of the Old Executive Office Building. We would like you to designate a Presidential appointee to join this working group and attend this meeting. Because the President wishes to issue the executive memorandum shortly after this meeting, your designee should provide any comments you have on the memorandum before or at the meeting. In addition, designees should bring with them a list of the three to five programs or initiatives relating to early childhood development that your agency, at this early stage in the process, would most like to highlight. Given the Administration's commitment to a balanced budget and fiscal discipline, each agency should indicate the level of new funding, if any, these initiatives would require.

Please feel free to contact either of us with any questions.

Attachment

DRAFT

February 11, 1997

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Federal Policies Targeted to Children in Their Earliest Years

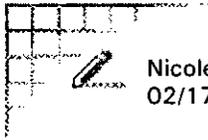
Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school-age -- are critical to cognitive and emotional development. We know that emotional nourishment, good nutrition, proper health care, intellectual stimulation and parental and community support during the first years of life form the foundation for a child's ability to learn, thrive in school, work productively and contribute fully to society.

Across the federal government, we are making great strides to enhance development during the earliest years of life, before a child reaches school, by investing in research, educating parents and caregivers, and supporting programs that provide early intervention to disadvantaged families. I am committed to accelerating our efforts to target the earliest years of life. We all have a stake in ensuring that every child is given the opportunity to fulfill his or her God-given potential.

Today, I am directing the heads of executive departments and agencies to report to me in thirty days with:

1. a comprehensive list and assessment of existing projects and programs that target the earliest years of life -- including any qualitative or quantitative evidence of success, as well as current funding level and number of clients served -- and a description of proposed improvements, if any are needed, to such projects and programs;
2. a comprehensive list and assessment of planned projects and programs that target the earliest years of life, including projected funding levels and number of clients to be served; and
3. specific proposals of additional projects and programs that could be undertaken to target the earliest years of life, including an estimate of the new funding, if any, these proposals would require.

I am also directing the establishment of a senior level interagency working group to share, examine, and develop these assessments and plans.



Nicole R. Rabner
02/17/97 04:58:02 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Pauline M. Abernathy/OPD/EOP
Subject: WH Conference on Early Learning and the Brain

Mrs. Clinton would like to meet with us (and Bruce) on Friday afternoon (tentatively scheduled for 3:30pm) to go over our ideas and progress on the WH Conference. We can discuss the interagency meeting you chaired and the charge that will be issued to the Departments through the executive memorandum, which, by Friday, I assume will have gone out.

Regarding the structure of the Conference itself, Melanne and I think that we should present to her some of our specific ideas of participants and presenters. Toward that end, I will compile a list of those most recommended thus far for our meeting tomorrow. One thing we might recommend is for Mrs. Clinton to convene a small group of experts in the next two weeks to get their input on how we structure the first panel of experts and, in particular, who are those people most able to present current research in an understandable, compelling way.

*Forward to Bruce -
meeting today at 5*

Gen'l idea of prog
April 17th

Every couple of wks

0-3 / understand assumptions

- inventory of what they're doing - periodic
- Any new ideas?

List of wks to Pwd + FL - March 31st

Energy
 HUD - lead poisoning
 - early child immunization
 imp. access to health care

EPA - Report - kid's health -
 assessment of effect on kids
 - Proposed EO
 - Rt to know - at product level
 - lead program

Debate - Report on absentee parents / New parent program
 ?? - Review of all fed ags affecting
 workplace policies
 Culture of fed'l workplace

Educ - On lev. low agencies.
Parenting!

Intervention - EPA - school syst - early
 child health program
 23 sites.

?? - Hi ben's relative to costs.

DOJ - Community policing
 2 child dev. wks
 Judicial training
 Child abuse neglect
 Drug + alcohol abuse
 Child support

FEMA - OK city // children + disasters

OPSC?!

child care
 in 1st 1/2
 health dev.

parental support
 1st

Delivery system
 Transpulation
 off a bus
 problem

Safe + affordable housing
 env.

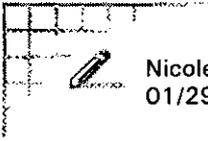
SSI - low birth wt.
 HHS - Medicaid outreach / c's health initiative
 Fatherhood
 Child Care - Healthy C.C. Campaign
 Early Head Start

1A

- 1) Go - give to Teavine - our interview.
Start Sunday 1 day.
- 2) Initiative - do list.
- 3) Schedule mtg - memo - paper 2 days before.
- 4) ~~SMR~~ - Treasury ~~SMR~~
WDA - ONDCP
POL - CNS
~~SMR~~

Conference

List of people - who they've been recommended by
Mtg w/ Mrs. C - key acads to help create
lit panel



Nicole R. Rabner
01/29/97 04:11:26 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc:
Subject: Re: executive memorandum

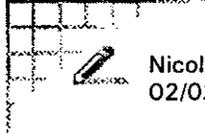
Nicole

It may not, but we should discuss

It was a great meeting -- congratulations... Did you think that the discussion on the 0-3 conference precludes sending the exec. memorandum out before the SOU (i.e. not until the next, smaller principals working group is convened) or could we convene the meeting Shalala requested while sending the memo out at the same time, considering that the purpose of the memo is both substantive and PR, i.e. to be on record on the issue?

FYI, Pauline, Jeanine and I met this morning on the 0-3 conference and are aiming to have a proposal to you by Wednesday on possible panel participants. We will vet it on a staff level, and perhaps you and Bruce could get input from the appropriate Cabinet principals.

Therese



Nicole R. Rabner
02/02/97 06:14:09 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: Re: 0-3 stuff

Elena, the scheduling proposals (for taping a segment of the ABC special and holding the Conference) are already in. I thought that in our last meeting we had decided that we should send in proposals as placeholders for possible dates. Also, Melanne mentioned that there was some discussion early on about having the date for the Conference set before the SOTU, so we sent the proposals in about two weeks ago. Oops. I could pull them if you'd like.

I had heard that there was some discussion about putting off the Conference until later in the Spring, and I'm sure that Stephanie, et. al, will look to you and Bruce for guidance. Our initial thinking had been that holding the Conference earlier enables us to help frame the discussion and "annouce" events to come, such as the Reiner special. We should make sure that we don't look like johnny-come-lately.

On the other note, I'll be sure to go to Carol's meetings.

Pauline M. Abernathy

02/05/97 01:50:50 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: Re: q&a for First Lady 

Yes, I meant if you heard something more from DOJ after this week -- not for these events.

Both Reiner and Levine said they had discussed with the NGA creating a "flexible fund" for states to use, if they wanted to apply for it, for child care, health care, parenting skills, and home interventions for at risk mothers. I'm sure they are thinking billions, not millions, and I would think it would take the governors and some on the Hill less than a nanosecond to turn this into a multibillion dollar block grant by block granting WIC, Head Start, Child care, our parents as First Teachers proposal, etc.

Perhaps we can discuss this tomorrow -- I think we need to quickly put together a 3-4 page document on Clinton Administration efforts in these areas (Head Start 55% increase, WIC over 25% increase, health care coverage expansion proposal, Parents as Teachers, HIPPIY, etc.) for both Reiner and Newsweek so that they know the Clinton record, particularly if Newsweek is going to have a policy focus.

Bruce -- FYI. I told Pauline
to go ahead with the
3-paper she suggests here.

Elena

~~Wendy Brown~~

EK -- Yes -- hand out at DPC mtg.

BR

Pauline: The DPC meeting is on Fri. morn.
Can you get this to me Thurs. morn?

Thanks Elena

Pauline M. Abernathy

02/05/97 01:50:50 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: Re: q&a for First Lady 

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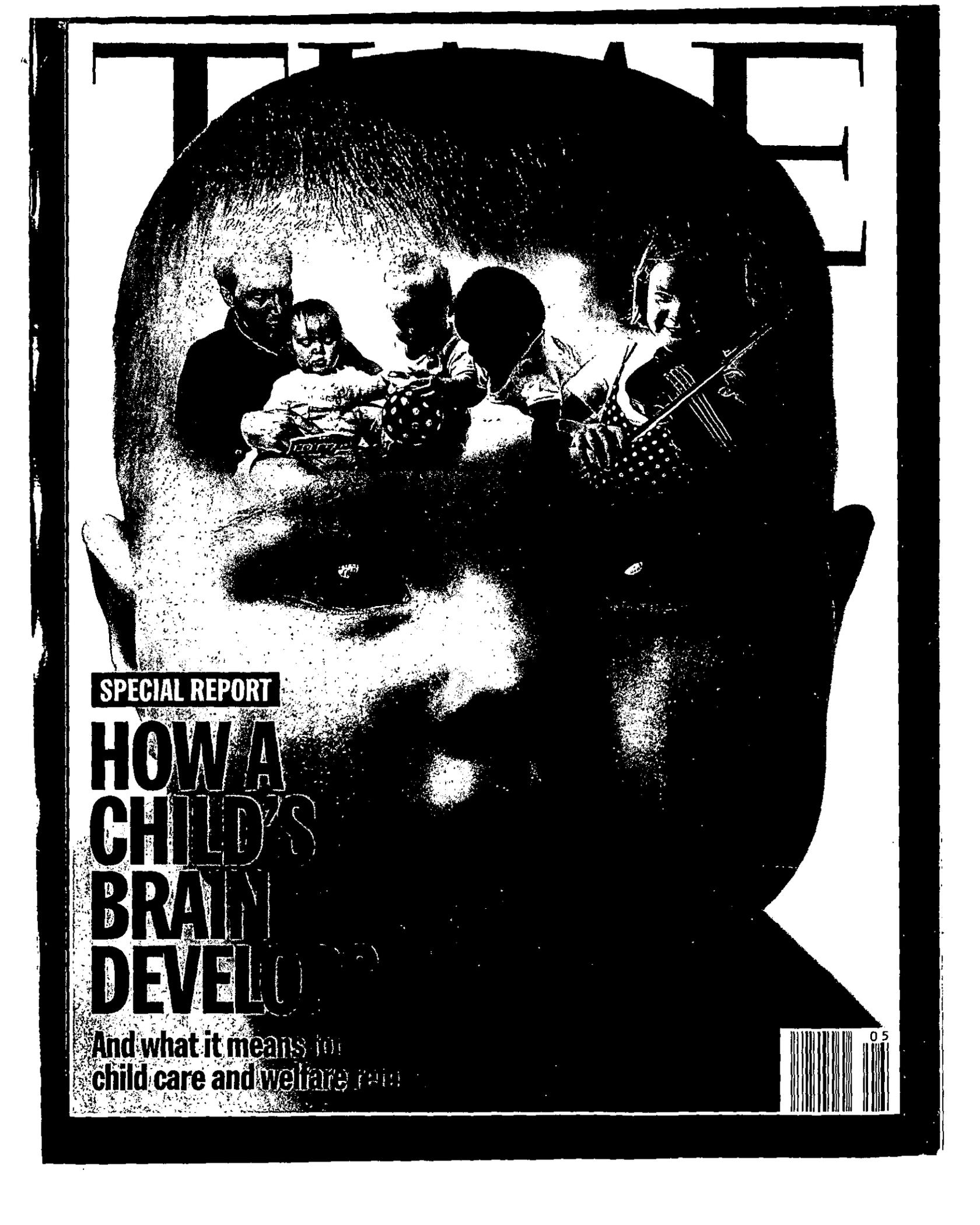
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Elena

~~Walter B...~~



SPECIAL REPORT

HOW A CHILD'S BRAIN DEVELOPS

And what it means for
child care and welfare reform



FERTILE MINDS

From birth, a baby's brain cells proliferate wildly, making connections that may shape a lifetime of experience. The first three years are critical.

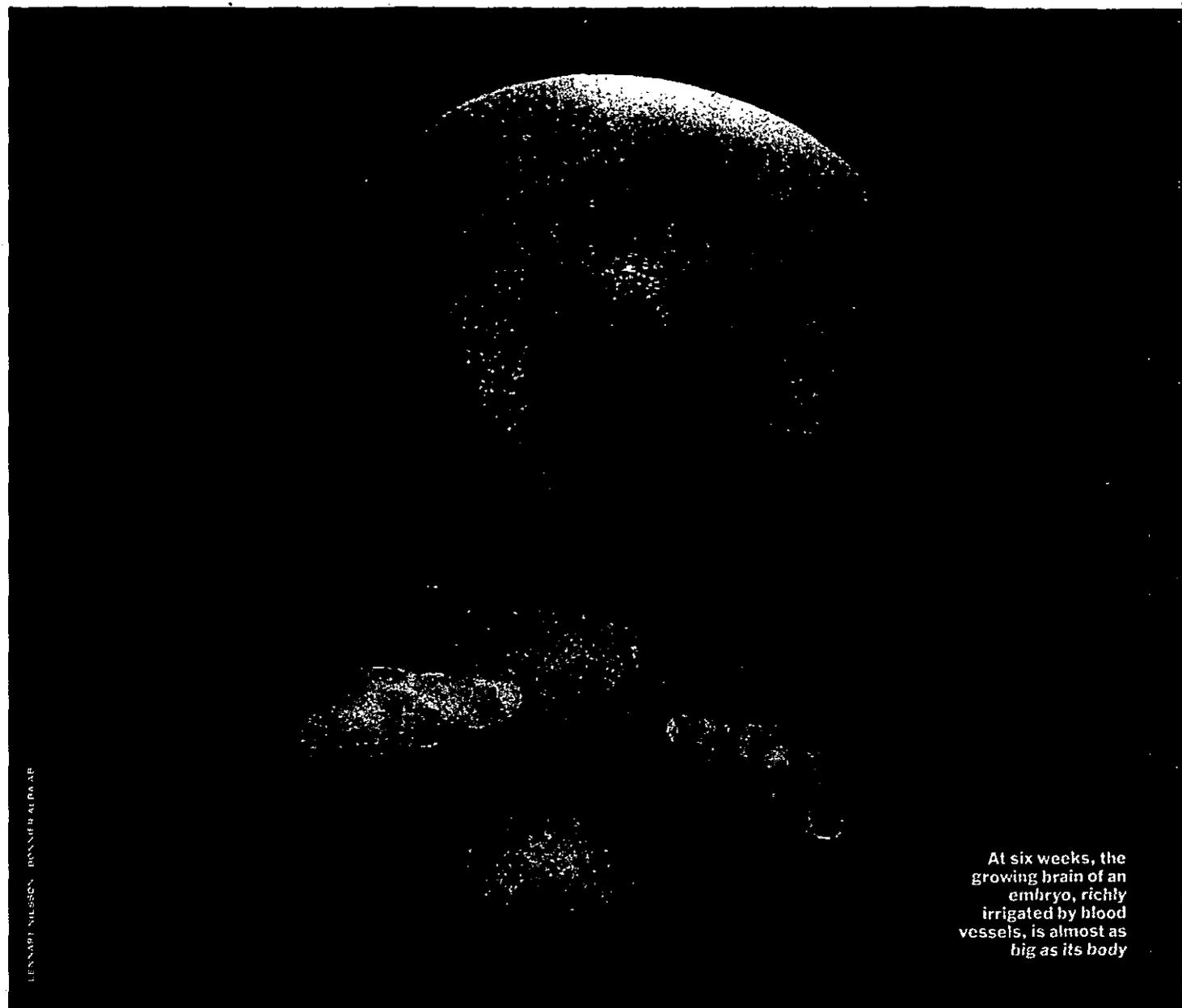
By J. MADELEINE NASH

RAT-A-TAT-TAT-RAT-A-TAT-TAT-RAT-A-TAT-tat. If scientists could eavesdrop on the brain of a human embryo 10, maybe 12 weeks after conception, they would hear an astonishing racket. Inside the womb, long before light first strikes the retina of the eye or the earliest dreamy images flicker through the cortex, nerve cells in the developing brain crackle with purposeful activity. Like teenagers with telephones, cells in one neighborhood of the brain are calling friends in another, and these cells are calling their friends, and they keep calling one another over and over again, almost, says neurobiologist Carla Shatz of the University of California, Berkeley, as if they were autodialing.

But these neurons—as the long, wiry cells that carry electrical messages through the nervous system and the brain are called—are not transmitting signals in scattershot fashion. That would produce a featureless static, the sort of noise picked up by a radio tuned between stations. On the contrary, evidence is growing that the staccato bursts of electricity that form these distinctive rat-a-tat-tats arise from coordinated waves of neural activity, and that those pulsing waves, like currents shifting sand on the ocean



Photograph by Anne Geddes



LENNART NILSSON, BONNIE ALDRAP

At six weeks, the growing brain of an embryo, richly irrigated by blood vessels, is almost as big as its body

floor, actually change the shape of the brain, carving mental circuits into patterns that over time will enable the newborn infant to perceive a father's voice, a mother's touch, a shiny mobile twirling over the crib.

Of all the discoveries that have poured out of neuroscience labs in recent years, the finding that the electrical activity of brain cells changes the physical structure of the brain is perhaps the most breathtaking. For the rhythmic firing of neurons is no longer assumed to be a by-product of building the brain but essential to the process, and it begins, scientists have established, well before birth. A brain is not a computer. Nature does not cobble it together, then turn it on. No, the brain begins working long before it is finished. And the same processes that wire the

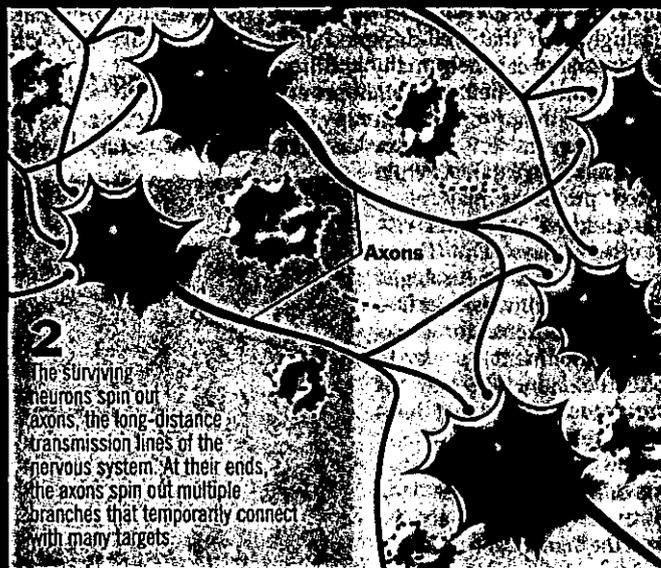
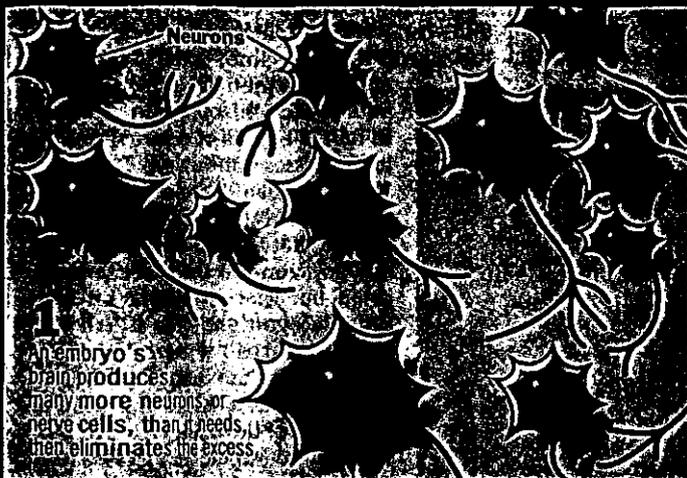
brain before birth, neuroscientists are finding, also drive the explosion of learning that occurs immediately afterward.

At birth a baby's brain contains 100 billion neurons, roughly as many nerve cells as there are stars in the Milky Way. Also in place are a trillion glial cells, named after the Greek word for glue, which form a kind of honeycomb that protects and nourishes the neurons. But while the brain contains virtually all the nerve cells it will ever have, the pattern of wiring between them has yet to stabilize. Up to this point, says Shatz, "what the brain has done is lay out circuits that are its best guess about what's required for vision, for language, for whatever." And now it is up to neural activity—no longer spontaneous, but dri-

ven by a flood of sensory experiences—to take this rough blueprint and progressively refine it.

During the first years of life, the brain undergoes a series of extraordinary changes. Starting shortly after birth, a baby's brain, in a display of biological exuberance, produces trillions more connections between neurons than it can possibly use. Then, through a process that resembles Darwinian competition, the brain eliminates connections, or synapses, that are seldom or never used. The excess synapses in a child's brain undergo a draconian pruning, starting around the age of 10 or earlier, leaving behind a mind whose patterns of emotion and thought are, for better or worse, unique.

Wiring the Brain



Deprived of a stimulating environment, a child's brain suffers. Researchers at Baylor College of Medicine, for example, have found that children who don't play much or are rarely touched develop brains 20% to 30% smaller than normal for their age. Laboratory animals provide another provocative parallel. Not only do young rats reared in toy-strewn cages exhibit more complex behavior than rats confined to sterile, uninteresting boxes, researchers at the University of Illinois at Urbana-Champaign have found, but the brains of these rats contain as many as 25% more synapses per neuron. Rich experiences, in other words, really do produce rich brains.

The new insights into brain development are more than just interesting sci-

ence. They have profound implications for parents and policymakers. In an age when mothers and fathers are increasingly pressed for time—and may already be feeling guilty about how many hours they spend away from their children—the results coming out of the labs are likely to increase concerns about leaving very young children in the care of others. For the data underscore the importance of hands-on parenting, of finding the time to cuddle a baby, talk with a toddler and provide infants with stimulating experiences.

The new insights have begun to infuse new passion into the political debate over early education and day care. There is an urgent need, say child-development experts, for preschool programs designed to

boost the brain power of youngsters born into impoverished rural and inner-city households. Without such programs, they warn, the current drive to curtail welfare costs by pushing mothers with infants and toddlers into the work force may well backfire. "There is a time scale to brain development, and the most important year is the first," notes Frank Newman, president of the Education Commission of the States. By the age of three, a child who is neglected or abused bears marks that, if not indelible, are exceedingly difficult to erase.

But the new research offers hope as well. Scientists have found that the brain during the first years of life is so malleable that very young children who suffer strokes or injuries that wipe out an entire hemi-

sphere can still mature into highly functional adults. Moreover, it is becoming increasingly clear that well-designed preschool programs can help many children overcome glaring deficits in their home environment. With appropriate therapy, say researchers, even serious disorders like dyslexia may be treatable. While inherited problems may place certain children at greater risk than others, says Dr. Harry Chugani, a pediatric neurologist at Wayne State University in Detroit, that is no excuse for ignoring the environment's power to remodel the brain. "We may not do much to change what happens before birth, but we can change what happens after a baby is born," he observes.

Strong evidence that activity changes the brain began accumulating in the 1970s. But only recently have researchers had tools powerful enough to reveal the precise mechanisms by which those changes are brought about. Neural activity triggers a biochemical cascade that reaches all the way to the nucleus of cells and the coils of DNA that encode specific genes. In fact, two of the genes affected by neural activity in embryonic fruit flies, neurobiologist Corey Goodman and his colleagues at Berkeley reported late last year, are identical to those that other studies have linked to learning and memory. How thrilling, exclaims Goodman, how intellectually satisfying that the snippets of DNA that embryos use to build their brains are the very same ones that will later allow adult organisms to process and store new information.

As researchers explore the once hidden links between brain activity and brain structure, they are beginning to construct a sturdy bridge over the chasm that previously separated genes from the environment. Experts now agree that a baby does not come into the world as a genetically preprogrammed automaton or a blank slate at the mercy of the environment, but arrives as something much more interesting. For this reason the debate that engaged countless generations of philosophers—whether nature or nurture calls the shots—no longer interests most scientists. They are much too busy chronicling the myriad ways in which genes and the environment interact. "It's

not a competition," says Dr. Stanley Greenspan, a psychiatrist at George Washington University. "It's a dance."

THE IMPORTANCE OF GENES

THAT DANCE BEGINS AT AROUND THE THIRD week of gestation, when a thin layer of cells

dominant partner during this phase of development, but nurture plays a vital supportive role. Changes in the environment of the womb—whether caused by maternal malnutrition, drug abuse or a viral infection—can wreck the clockwork precision of the neural assembly line. Some forms of epilepsy, mental retardation, autism and schizophrenia appear to be the results of developmental processes gone awry.

But what awes scientists who study the brain, what still stuns them, is not that things occasionally go wrong in the developing brain but that so much of the time they go right. This is all the more remarkable, says Berkeley's Shatz, as the central nervous system of an embryo is not a miniature of the adult system but more like a tadpole that gives rise to a frog. Among other things, the cells produced in the neural tube must migrate to distant locations and accurately lay down the connections that link one part of the brain to another. In addition, the embryonic brain must construct a variety of temporary structures, including the neural tube, that will, like a tadpole's tail, eventually disappear.

What biochemical magic underlies this incredible metamorphosis? The instructions programmed into the genes, of course. Scientists have recently discovered, for instance, that a gene nicknamed "sonic hedgehog" (after the popular video game Sonic the Hedgehog) determines the fate of neurons in the spinal cord and the brain. Like a strong scent carried by the wind, the protein encoded by the hedgehog gene (so called because in its absence, fruit-fly embryos sprout a coat of prickles) diffuses outward from the cells that produce it, becoming fainter and fainter. Columbia University neurobiologist Thomas Jessell has found that it takes middling concentrations of this potent morphing factor to produce a motor neuron and lower concentrations to make an interneuron (a cell that relays signals to other neurons, instead of to muscle fibers, as motor neurons do).

Scientists are also beginning to identify some of the genes that guide neurons in their long migrations. Consider the problem faced by neurons destined to become part of the cerebral cortex. Because they

Wiring Vision



PENNY GENTILE

WHAT'S GOING ON Babies can see at birth, but not in fine-grained detail. They have not yet acquired the knack of focusing both eyes on a single object or developed more sophisticated visual skills like depth perception. They also lack hand-eye coordination.

WHAT PARENTS CAN DO There is no need to buy high-contrast black-and-white toys to stimulate vision. But regular eye exams, starting as early as two weeks of age, can detect problems that, if left uncorrected, can cause a weak or unused eye to lose its functional connections to the brain.

WINDOW OF LEARNING Unless it is exercised early on, the visual system will not develop.

AGE (in years) Birth 1 2 3 4 5 6 7 8 9 10
Visual acuity
Binocular vision

in the developing embryo performs an origami-like trick, folding inward to give rise to a fluid-filled cylinder known as the neural tube. As cells in the neural tube proliferate at the astonishing rate of 250,000 a minute, the brain and spinal cord assemble themselves in a series of tightly choreographed steps. Nature is the

arise relatively late in the development of the mammalian brain, billions of these cells must push and shove their way through dense colonies established by earlier migrants. "It's as if the entire population of the East Coast decided to move en masse to the West Coast," marvels Yale University neuroscientist Dr. Pasko Rakic, and marched through Cleveland, Chicago and Denver to get there.

But of all the problems the growing nervous system must solve, the most daunting is posed by the wiring itself. After birth, when the number of connections explodes, each of the brain's billions of neurons will forge links to thousands of others. First they must spin out a web of wirelike fibers known as axons (which transmit signals) and dendrites (which receive them). The objective is to form a synapse, the gap-like structure over which the axon of one neuron beams a signal to the dendrites of another. Before this can happen, axons and dendrites must almost touch. And while the short, bushy dendrites don't have to travel very far, axons—the heavy-duty cables of the nervous system—must traverse distances that are the microscopic equivalent of miles.

What guides an axon on its incredible voyage is a "growth cone," a creepy, crawly sprout that looks something like an amoeba. Scientists have known about growth cones since the turn of the century. What they didn't know until recently was that growth cones come equipped with the molecular equivalent of sonar and radar. Just as instruments in a submarine or airplane scan the environment for signals, so molecules arrayed on the surface of growth cones search their surroundings for the presence of certain proteins. Some of these proteins, it turns out, are attractants that pull the growth cones toward them, while others are repellents that push them away.

THE FIRST STIRRINGS

UP TO THIS POINT, GENES HAVE CONTROLLED the unfolding of the brain. As soon as axons make their first connections, however, the nerves begin to fire, and what they do starts to matter more and more. In

essence, say scientists, the developing nervous system has strung the equivalent of telephone trunk lines between the right neighborhoods in the right cities. Now it has to sort out which wires belong to which house, a problem that cannot be solved by genes alone for reasons that boil down to

specify more than a tiny fraction of the connections required by a fully functioning brain.

In adult mammals, for example, the axons that connect the brain's visual system arrange themselves in striking layers and columns that reflect the division between the left eye and the right. But these axons start out as scrambled as a bowl of spaghetti, according to Michael Stryker, chairman of the physiology department at the University of California at San Francisco. What sorts out the mess, scientists have established, is neural activity. In a series of experiments viewed as classics by scientists in the field, Berkeley's Shatz chemically blocked neural activity in embryonic cats. The result? The axons that connect neurons in the retina of the eye to the brain never formed the left eye-right eye geometry needed to support vision.

But no recent finding has intrigued researchers more than the results reported in October by Corey Goodman and his Berkeley colleagues. In studying a deceptively simple problem—how axons from motor neurons in the fly's central nerve cord establish connections with muscle cells in its limbs—the Berkeley researchers made an unexpected discovery. They knew there was a gene that keeps bundles of axons together as they race toward their muscle-cell targets. What they discovered was that the electrical activity produced by neurons inhibited this gene, dramatically increasing the number of connections the axons made. Even more intriguing, the signals amplified the activity of a second gene—a gene called CREB.

The discovery of the CREB amplifier, more than any other, links the developmental processes that occur before birth to those that continue long after. For the twin processes of memory and learning in adult animals, Columbia University neurophysiologist Eric Kandel has shown, rely on the CREB molecule. When Kandel blocked the activity of CREB in giant snails, their brains changed in ways that suggested that they could still learn but could remember what they learned for only a short period of time. Without CREB, it seems, snails—and by extension, more developed animals like hu-

Wiring Feelings



WHAT'S GOING ON Among the first circuits the brain constructs are those that govern the emotions. Beginning around two months of age, the distress and contentment experienced by newborns start to evolve into more complex feelings: joy and sadness, envy and empathy, pride and shame.

WHAT PARENTS CAN DO Loving care provides a baby's brain with the right kind of emotional stimulation. Neglecting a baby can produce brain-wave patterns that dampen happy feelings. Abuse can produce heightened anxiety and abnormal stress responses.

WINDOW OF LEARNING Emotions develop in layers, each more complex than the last.

AGE (in years)	Birth	1	2	3	4	5	6	7	8	9	10
Stress Response											
Empathy, Envy											

simple arithmetic. Eventually, Berkeley's Goodman estimates, a human brain must forge quadrillions of connections. But there are only 100,000 genes in human DNA. Even though half these genes—some 50,000—appear to be dedicated to constructing and maintaining the nervous system, he observes, that's not enough to

mans—can form no long-term memories. And without long-term memories, it is hard to imagine that infant brains could ever master more than rudimentary skills. "Nurture is important," says Kandel. "But nurture works through nature."

EXPERIENCE KICKS IN

WHEN A BABY IS BORN, IT CAN SEE and hear and smell and respond to touch, but only dimly. The brain stem, a primitive region that controls vital functions like heartbeat and breathing, has completed its wiring. Elsewhere the connections between neurons are wispy and weak. But over the first few months of life, the brain's higher centers explode with new synapses. And as dendrites and axons swell with buds and branches like trees in spring, metabolism soars. By the age of two, a child's brain contains twice as many synapses and consumes twice as much energy as the brain of a normal adult.

University of Chicago pediatric neurologist Dr. Peter Huttenlocher has chronicled this extraordinary epoch in brain development by autopsying the brains of infants and young children who have died unexpectedly. The number of synapses in one layer of the visual cortex, Huttenlocher reports, rises from around 2,500 per neuron at birth to as many as 18,000 about six months later. Other regions of the cortex score similarly spectacular increases but on slightly different schedules. And while these microscopic connections between nerve fibers continue to form throughout life, they reach their highest average densities (15,000 synapses per neuron) at around the age of two and remain at that level until the age of 10 or 11.

This profusion of connections lends the growing brain exceptional flexibility and resilience. Consider the case of 13-year-old Brandi Binder, who developed such severe epilepsy that surgeons at UCLA had to remove the entire right side of her cortex when she was six. Binder lost virtually all the control she had established over muscles on the left side of her body, the side controlled by the right side of the brain. Yet today, after years of therapy ranging from leg lifts to math and music drills, Binder is an A student at

the Holmes Middle School in Colorado Springs, Colorado. She loves music, math and art—skills usually associated with the right half of the brain. And while Binder's recuperation is not 100%—for example, she has never regained the use of her left arm—it comes close. Says UCLA pediatric neuro-

by, tiny bursts of electricity shoot through the brain, knitting neurons into circuits as well defined as those etched onto silicon chips. The results are those behavioral mileposts that never cease to delight and awe parents. Around the age of two months, for example, the motor-control centers of the brain develop to the point that infants can suddenly reach out and grab a nearby object. Around the age of four months, the cortex begins to refine the connections needed for depth perception and binocular vision. And around the age of 12 months, the speech centers of the brain are poised to produce what is perhaps the most magical moment of childhood: the first word that marks the flowering of language.

When the brain does not receive the right information—or shuts it out—the result can be devastating. Some children who display early signs of autism, for example, retreat from the world because they are hypersensitive to sensory stimulation, others because their senses are underactive and provide them with too little information. To be effective, then, says George Washington University's Greenspan, treatment must target the underlying condition, protecting some children from disorienting noises and lights, providing others with attention-grabbing stimulation. But when parents and therapists collaborate in an intensive effort to reach these abnormal brains, writes Greenspan in a new book, *The Growth of the Mind* (Addison-Wesley, 1997), three-year-olds who begin the descent into the autistic's limited universe can sometimes be snatched back.

Indeed, parents are the brain's first and most important teachers. Among other things, they appear to help babies learn by adopting the rhythmic, high-pitched speaking style known as Parentese. When speaking to babies, Stanford University psychologist Anne Fernald has

found, mothers and fathers from many cultures change their speech patterns in the same peculiar ways. "They put their faces very close to the child," she reports. "They use shorter utterances, and they speak in an unusually melodious fashion." The heart rate of infants increases while listening to Parentese, even Parentese delivered in a

Wiring Language



WHAT'S GOING ON Even before birth, an infant is tuning into the melody of its mother's voice. Over the next six years, its brain will set up the circuitry needed to decipher—and reproduce—the lyrics. A six-month-old can recognize the vowel sounds that are the basic building blocks of speech.

WHAT PARENTS CAN DO Talking to a baby a lot, researchers have found, significantly speeds up the process of learning new words. The high-pitched, singsong speech style known as Parentese helps babies connect objects with words.

WINDOW OF LEARNING Language skills are sharpest early on but grow throughout life.

AGE (in years)	Birth	1	2	3	4	5	6	7	8	9	10
Recognition of speech											
Vocabulary											

ologist Dr. Donald Shields: "If there's a way to compensate, the developing brain will find it."

What wires a child's brain, say neuroscientists—or rewires it after physical trauma—is repeated experience. Each time a baby tries to touch a tantalizing object or gazes intently at a face or listens to a lulla-

foreign language. Moreover, Fernald says, Parentese appears to hasten the process of connecting words to the objects they denote. Twelve-month-olds, directed to "look at the ball" in Parentese, direct their eyes to the correct picture more frequently than when the instruction is delivered in normal English.

In some ways the exaggerated, vowel-rich sounds of Parentese appear to resemble the choice morsels fed to hatchlings by adult birds. The University of Washington's Patricia Kuhl and her colleagues have conditioned dozens of newborns to turn their heads when they detect the *ee* sound emitted by American parents, vs. the *eu* favored by doting Swedes. Very young babies, says Kuhl, invariably perceive slight variations in pronunciation as totally different sounds. But by the age of six months, American babies no longer react when they hear variants of *ee*, and Swedish babies have become impervious to differences in *eu*. "It's as though their brains have formed little magnets," says Kuhl, "and all the sounds in the vicinity are swept in."

TUNED TO DANGER

EVEN MORE FUNDAMENTAL, SAYS Dr. Bruce Perry of Baylor College of Medicine in Houston, is the role parents play in setting up the neural circuitry that helps children regulate their responses to stress. Children who are physically abused early in life, he observes, develop brains that are exquisitely tuned to danger. At the slightest threat, their hearts race, their stress hormones surge and their brains anxiously track the nonverbal cues that might signal the next attack. Because the brain develops in sequence, with more primitive structures stabilizing their connections first, early abuse is particularly damaging. Says Perry: "Experience is the chief architect of the brain." And because these early experiences of stress form a kind of template around which later brain development is organized, the changes they create are all the more pervasive.

Emotional deprivation early in life has a similar effect. For six years University of Washington psychologist Geraldine Dawson and her colleagues have monitored the brain-wave patterns of children born to

mothers who were diagnosed as suffering from depression. As infants, these children showed markedly reduced activity in the left frontal lobe, an area of the brain that serves as a center for joy and other light-hearted emotions. Even more telling, the patterns of brain activity displayed by these

brain-wave patterns, Dawson has found. What accounts for the difference appears to be the emotional tone of the exchanges between mother and child. By scrutinizing hours of videotape that show depressed mothers interacting with their babies, Dawson has attempted to identify the links

between maternal behavior and children's brains. She found that mothers who were disengaged, irritable or impatient had babies with sad brains. But depressed mothers who managed to rise above their melancholy, lavishing their babies with attention and indulging in playful games, had children with brain activity of a considerably more cheerful cast.

When is it too late to repair the damage wrought by physical and emotional abuse or neglect? For a time, at least, a child's brain is extremely forgiving. If a mother snaps out of her depression before her child is a year old, Dawson has found, brain activity in the left frontal lobe quickly picks up. However, the ability to rebound declines markedly as a child grows older. Many scientists believe that in the first few years of childhood there are a number of critical or sensitive periods, or "windows," when the brain demands certain types of input in order to create or stabilize certain long-lasting structures.

For example, children who are born with a cataract will become permanently blind in that eye if the clouded lens is not promptly removed. Why? The brain's visual centers require sensory stimulus—in this case the stimulus provided by light hitting the retina of the eye—to maintain their still tentative connections. More controversially, many linguists believe that language skills unfold according to a strict, biologically defined timetable. Children, in their view, resemble certain species of birds that cannot master their song unless they hear it sung at an early age. In zebra finches the window for acquiring the appropriate song opens 25 to 30 days after hatching and shuts some 50 days later.

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WINDOWS OF OPPORTUNITY

WITH A FEW EXCEPTIONS, THE WINDOWS OF opportunity in the human brain do not close quite so abruptly. There appears to be a series of windows for developing lan-

Wiring Movement



WHAT'S GOING ON At birth babies can move their limbs, but in a jerky, uncontrolled fashion. Over the next four years, the brain progressively refines the circuits for reaching, grabbing, sitting, crawling, walking and running.

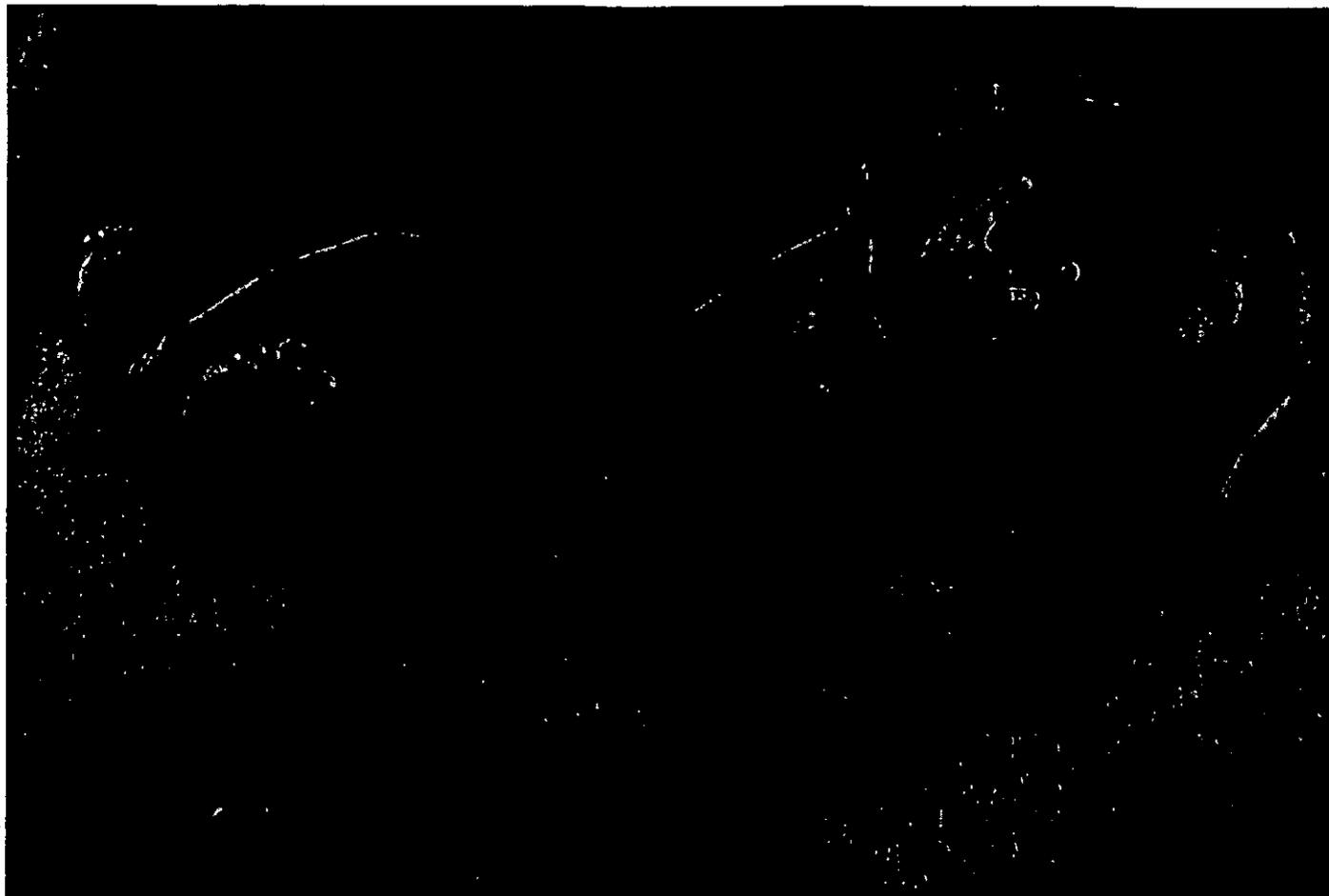
WHAT PARENTS CAN DO Give babies as much freedom to explore as safety permits. Just reaching for an object helps the brain develop hand-eye coordination. As soon as children are ready for them, activities like drawing and playing a violin or piano encourage the development of fine motor skills.

WINDOW OF LEARNING Motor-skill development moves from gross to increasingly fine.

AGE (in years)	Birth	1	2	3	4	5	6	7	8	9	10
Basic motor skills
Fine motor ability
Musical fingering

children closely tracked the ups and downs of their mother's depression. At the age of three, children whose mothers were more severely depressed or whose depression lasted longer continued to show abnormally low readings.

Strikingly, not all the children born to depressed mothers develop these aberrant



guage. The window for acquiring syntax may close as early as five or six years of age, while the window for adding new words may never close. The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline. Many adults still manage to learn new languages, but usually only after great struggle.

The brain's greatest growth spurt, neuroscientists have now confirmed, draws to a close around the age of 10, when the balance between synapse creation and atrophy abruptly shifts. Over the next several years, the brain will ruthlessly destroy its weakest synapses, preserving only those that have been magically transformed by experience. This magic, once again, seems to be encoded in the genes. The ephemeral bursts of electricity that travel through the brain, creating everything from visual images and pleasurable sensations to dark dreams and wild thoughts, ensure the survival of synapses by stimulating genes that promote the release of powerful growth factors and suppressing genes that encode for synapse-destroying enzymes.

By the end of adolescence, around the age of 18, the brain has declined in plasticity

but increased in power. Talents and latent tendencies that have been nurtured are ready to blossom. The experiences that drive neural activity, says Yale's Rakic, are like a sculptor's chisel or a dressmaker's shears, conjuring up form from a lump of stone or a length of cloth. The presence of extra material expands the range of possibilities, but cutting away the extraneous is what makes art. "It is the overproduction of synaptic connections followed by their loss that leads to patterns in the brain," says neuroscientist William Greenough of the University of Illinois at Urbana-Champaign. Potential for greatness may be encoded in the genes, but whether that potential is realized as a gift for mathematics, say, or a brilliant criminal mind depends on patterns etched by experience in those critical early years.

Psychiatrists and educators have long recognized the value of early experience. But their observations have until now been largely anecdotal. What's so exciting, says Matthew Melmed, executive director of Zero to Three, a nonprofit organization devoted to highlighting the importance of the first three years of life, is that modern neuroscience is providing the hard, quantifi-

able evidence that was missing earlier. "Because you can see the results under a microscope or in a PET scan," he observes, "it's become that much more convincing."

What lessons can be drawn from the new findings? Among other things, it is clear that foreign languages should be taught in elementary school, if not before. That remedial education may be more effective at the age of three or four than at nine or 10. That good, affordable day care is not a luxury or a fringe benefit for welfare mothers and working parents but essential brain food for the next generation. For while new synapses continue to form throughout life, and even adults continually refurbish their minds through reading and learning, never again will the brain be able to master new skills so readily or rebound from setbacks so easily.

Rat-a-tat-tat. Rat-a-tat-tat. Rat-a-tat-tat. Just last week, in the U.S. alone, some 77,000 newborns began the miraculous process of wiring their brains for a lifetime of learning. If parents and policymakers don't pay attention to the conditions under which this delicate process takes place, we will all suffer the consequences—starting around the year 2010. ■

THE DAY-CARE

By JAMES COLLINS

ENVIRONMENT MATTERS. FOR ANYONE wondering how the latest brain research applies to the care of infants and toddlers, that is the crucial finding. Yes, proper brain development is a matter of genetics and nutrition and whether a mother-to-be drinks or smokes, but it also depends on the stimuli, as the scientists call them, that a baby receives. It depends on what the baby sees, hears and touches

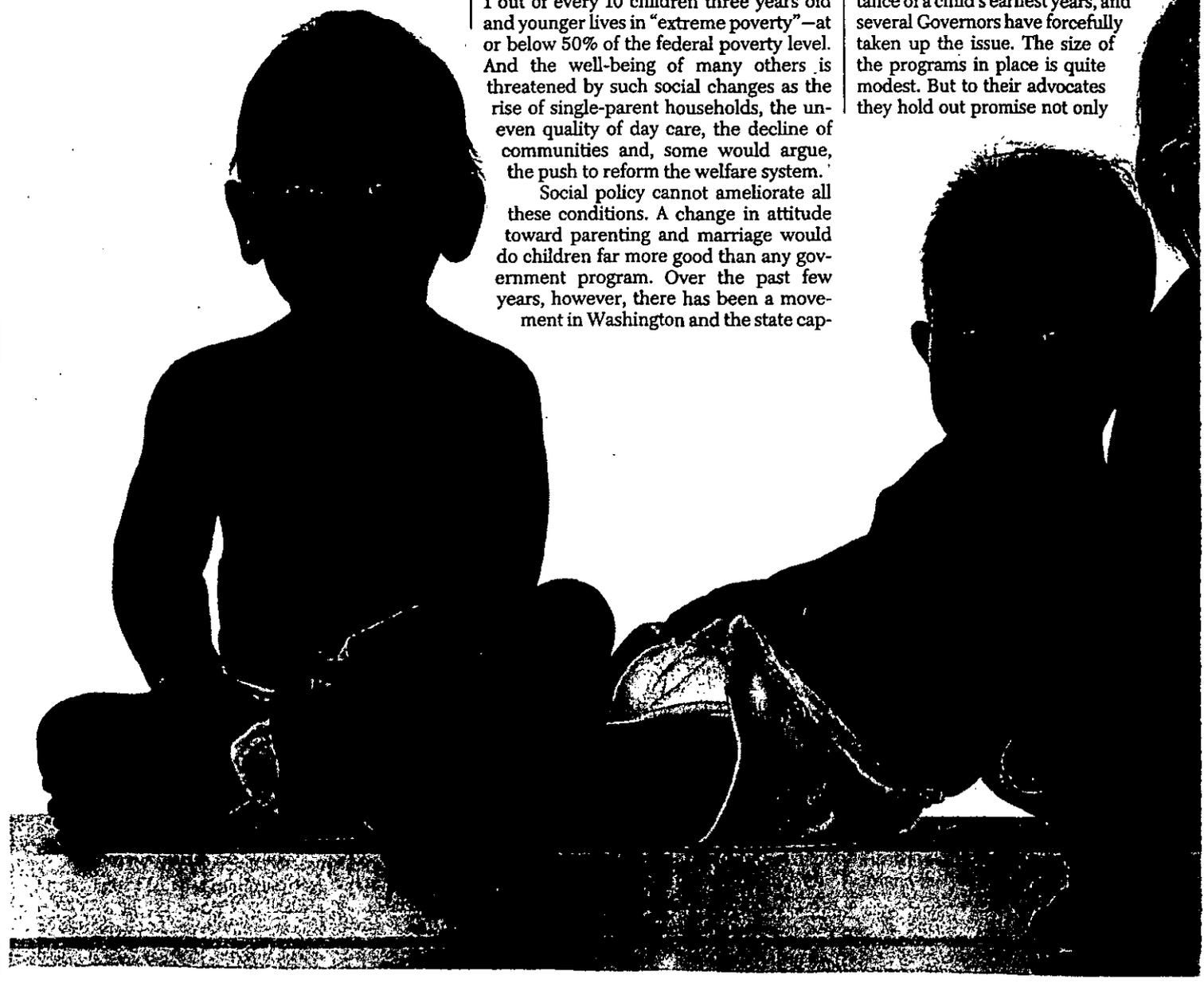
and on the emotions he or she repeatedly experiences. But if environment matters, we are faced with a question: At a time when children suffer from perhaps the gravest social problems of any group in the U.S., how do we ensure that they grow up in the best environment possible?

In many ways, children are better off today than they were in previous decades. They are healthier, their families have a higher income, the level of their mother's education (the most important determinant of a child's intelligence) has risen. But 1 out of every 10 children three years old and younger lives in "extreme poverty"—at or below 50% of the federal poverty level. And the well-being of many others is threatened by such social changes as the rise of single-parent households, the uneven quality of day care, the decline of communities and, some would argue, the push to reform the welfare system.

Social policy cannot ameliorate all these conditions. A change in attitude toward parenting and marriage would do children far more good than any government program. Over the past few years, however, there has been a movement in Washington and the state cap-

itals to address the problems of children, from newborn to the age of three. Now neuroscientists, by confirming much of what social scientists had already surmised about early development, are giving that movement added momentum.

The recent concern about infants and toddlers has been inspired in part by *Starting Points*, a landmark report published by the Carnegie Corporation in 1994, which identified a "quiet crisis" in the lives of the youngest children. Hillary Clinton has begun to speak out on the importance of a child's earliest years, and several Governors have forcefully taken up the issue. The size of the programs in place is quite modest. But to their advocates they hold out promise not only



DILEMMA

Too many children today live in conditions that threaten their brain development. What can we do?

of helping children fulfill their potential but also of saving society the costs incurred when intellectually and socially impaired children grow up to be intellectually and socially impaired adults.

Government policy in any number of areas—health care, taxes, the economy, crime—touches children. But the initiative that will have the most particular and powerful effect on them is welfare reform. If, as some predict, the incomes of poor mothers are drastically reduced as a result of the new system, children will be harmed.

But let's assume that the reforms work as intended and mothers get jobs that pay them more than paupers' wages. What effect may the changes

have on childhood development?

There is some evidence that children benefit if their mothers stay home with them until they are one year old, and the welfare law allows states to exempt new mothers from work requirements for a year. But other states do not seem to be taking advantage of the provision. For example, in Wisconsin, which is a leader in welfare reform, mothers must start looking for work when their baby is 12 weeks old. Those who favor the reforms say a mother who has a job will be a prouder and more responsible parent, and some studies suggest that children do benefit if their mother receives earned income rather than a government check for the same amount.

If mothers are out working, however, the quality of child care provided by others will largely determine how well the children fare. Under the states' new plans, to care for their children, many mothers will rely on relatives and friends, some of whom will be loving and attentive and some of whom will not. Also, the strain on the day-care system as a matter of

grave concern to child development and child-care experts. A recent study found that 40% of day-care centers for infants and toddlers have less than the minimal staff-child or care problems, and that many hazards to irresponsible caregivers to a host of boys. If a caregiver spoons food from one bowl into the mouths of half a dozen toddlers lined up to him, it is a disaster known to happen, not only is the health of the children at risk, but they are simply not receiving the kind of attention that promotes healthy brain development.

If you push more children into this system through welfare reform," says Ellen Galinsky, co-president of the Brookings and Work Institute, "and you're paying to these families, just get any child care you can find and can pay for, there's a real danger."

The challenge for the states is to regulate and subsidize child care in such a way



What States Are Doing



as to increase the likelihood of good outcomes for children. This is true regardless of welfare reform, of course. Bad day-care can harm the development of any child. Research has shown that children benefit when caregivers are trained and the ratio of staff to children is high. Several states license centers accordingly, requiring a minimum amount of training and setting ratios for different age groups. Welfare mothers themselves are not necessarily the best caregivers, and it is possible that in some instances welfare reform will actually improve the care of children. But high-quality care is expensive, and states do not have adequate budgets to subsidize it.

The Federal Government and the states do have programs specifically aimed at helping the development of infants and toddlers, although as social policy they are nowhere near as sweeping as an overhaul of welfare. The most notable federal initiative is Early Head Start, which was created in 1994 when Congress reauthorized funding for Head Start, the 32-year-old program that brings three-, four- and five-year-olds into classroom settings in part to prepare them for school. Mary Jo Bane was working at the time at the Department of Health and Human Services (she quit over welfare reform), and she led a task force charged with finding ways to improve Head Start. Child-development experts, she says, "pointed the group

toward the importance of interventions earlier than age four."

In 1996, the budget for Early Head Start was \$146 million, and HHS awarded grants to 143 sites. The money is used to provide a variety of services to poor families with children under the age of four and to poor pregnant women. How the funds are spent is determined to some extent by the communities that receive them. Some communities are experimenting with family interventions that include grandparents; others are trying to address the special health needs of newborns or to provide extra help to teen parents with a history of drug abuse.

SMART START, HEALTHY START

NORTH CAROLINA HAS INSTITUTED A FLEXIBLE program called Smart Start. Under it, parents, teachers, doctors and nurses, child-care providers, ministers and businesspeople form partnerships at the county level that set goals for the education and health care of children under six. These partnerships then administer private and public funds as they see fit. In one county, for example, administrators chose to give subsidies to new parents so that mothers could stay home from work during a baby's first year. More than half of North Carolina's 100 counties are participating in the program, at a cost to the state of \$68 million.

Governor James Hunt hopes that by adding hard science to his arguments, he will strengthen his position when battling for increases in Smart Start funding. "This is revolutionary information," he says of studies demonstrating the sensitivity of babies' brains in the first years of life. "Now that we can measure it and prove it, and if it can be made known widely so people understand this, then they'll understand why their schools aren't going to work for them, their technical training isn't going to work, other things we do later on aren't going to work fully unless we do this part right and do this at the appropriate time."

Some states have found that a very simple but powerful way to help parents is simply to coordinate the various services that they already offer. In West Virginia, for example, single sites that provide more than a dozen services have been established in seven communities. "Parents typically get a runaround and may only get a long list of phone numbers," says Kimberly Veraas, chairwoman of the state's Early Childhood Implementation Commission. "If they're really motivated, they can get information. But now we're rolling out the red carpet to parents. They only have to tell their story once."

As developmental experts often point out, child rearing is not an innate skill, and several states are trying to help educate parents about parenting. Home visits by

social workers or nurses are among the most promising methods. In Oregon such visits occur under a program called Healthy Start. Sandra Daus, 22, a single mother of an 18-month-old girl, recalls the help she received from Melissa Magill. "She encouraged me to read books, a lot of books," says Daus. "I thought when Sydney got older, maybe two or three, we'd start reading. Melissa said no, start reading to her now. Sydney was a month old."

In Vermont someone from the state's Success by Six program first visits a home within two weeks of a baby's birth. "That gets us in the door at age zero instead of age five, so we can assess what families need," Governor Howard Dean points out. Visits may continue for up to three years. "It is so inexpensive," says Dean, "to take care of children relative to the other things we do, such as build jails and put up expensive social-service networks for run-away youth."

With the new scientific evidence to bolster it, the logic for spending money on early-childhood development programs may seem incontrovertible. But not everyone is convinced. The question of what approaches have worked and will work has not been resolved. Research supports the long-term benefits of older programs that are used as models today, but those studies are criticized because they look at very small samples of children who were given special attention and care.

"We have seen over and over and over that even if you can produce good results with small programs, when you expand to a national level, the effect often disappears," says Ronald Haskins, a top Republican staff member of the House Ways and Means Committee. "That is the case with Head Start. We still do not have evidence that Head Start produces any long-term effects."

Social science, however, is an imperfect discipline. Referring to programs for young children, Isabel Sawhill, a scholar at the Urban Institute and former official in the Clinton Administration, has written, "The evidence is always mixed. We simply do not know whether they work. In these cases, one must weigh the risk of doing something and having it not work against the risk of doing nothing and missing an opportunity to improve lives. It can be just as costly to not fund a potentially successful program as it is to fund a potentially unsuccessful one."

Right now, the total public expenditure on early-childhood development is tiny. Given the potential rewards, how risky is a bigger investment? —*Reported by Ann Blackman/Washington, Wendy Cole/Chicago, Rita Healy/Denver, Melissa Ludtke/Cambridge and Lisa H. Towle/Raleigh*



HOLLYWOOD GOES GAGA

Whoopi, Robin, Rob and friends have found a new cause

CELEBRITIES WHO PUBLICLY EMBRACE worthy causes sometimes seem to be auditioning less for *Sense and Sensibility* than for *Chueless*. Stars have dangled from bridges to protest logging practices, hawked clothes made in sweatshops while promoting moral values and slugged pesky photographers even as they were begging for kindness to animals. A recent surge of show-biz interest in children, however, seems to be as well aimed as it is high profile. More than half a dozen organizations founded or funded by Hollywood celebrities are zeroing in on kids' issues. And early childhood development is one of their top concerns.

In April, ABC-TV will air a prime-time special on brain development, directed by Rob Reiner and featuring such A-list stars as Tom Hanks and Robin Williams. It's the opening shot of an elaborate multimedia blitz that is coordinated by Families and Work Institute, based in New York City, and includes public-service announcements, magazine specials, home videos, online sites and CD-ROMS. "I couldn't create a big, federally funded program," says Reiner. "But I certainly can put on a show to raise awareness about how the first three years critically

impact the way a child later deals with society."

Reiner says he became interested in baby brain activity three years ago during his own analysis. Now he is taking his case directly to the top. He has been urging President Clinton to host a Washington summit on the subject, and last month sat beside Hillary Clinton at a White House arts-award dinner. The next day she gave a speech that included a long section on early-childhood learning. "It's an important issue for the President to get on," says Reiner. "You talk about trying to fix the welfare situation. This is a way to do it."

Reiner is one of dozens of celebrities who have joined Hollywood's latest children's crusade. Whoopi Goldberg, Barbra Streisand, Whitney Houston and Henry Winkler have all donated their names, their time and even their money to various kids' causes. Not only did Steven Spielberg and his wife Kate Capshaw co-found the Children's Action Network, which makes educational films and sponsors immunization campaigns, but Spielberg also chairs the Starbright Foundation, an innovative charity group that deploys entertainment technologies to help ease the suffering of sick children.

Hollywood's interest in a cause often means Big Money. A benefit movie premiere can raise up to \$350,000 in a single night. Still, as Starbright managing director Chris Garvey notes, "Our board members give more than their money and Rolodexes. They relish the hands-on experience of dealing with children in hospitals."

But not too hands on. Celebrity sightings at clinics and youth shelters are, for the most part, rare. "We try to provide children with a calm, soothing place, not chaotic, star-studded events," says Leslie Johnson of the Westside Children's Center in Culver City, California. "Besides, children under three have different ideas about celebrity. When Barney came to our Christmas party, Jim Carrey could have been standing there and no one would have noticed him." —*By Jeffrey Ressler/Los Angeles*

Hillary Rodham Clinton

Comfort and Joy

The First Mom suggests reading as an easy way to help a baby's brain grow

THE NIGHT AFTER THE INAUGURAL, BILL AND I GATHERED with our family in the solarium on the third floor of the White House. After dinner our toddler nephews Tyler and Zachary climbed up on the couch with their Uncle Bill to hear him read a story. They accompanied him with words, sounds, pointed fingers and a few tussles over who would hold the book. As I watched them, I thought of all the times Bill and I used to take turns reading stories to Chelsea. Every night one of us (and occasionally both) would stretch out on her bed, hold her in our arms, and either read or make up new tales about imaginary characters who embarked on improbable but breathtaking adventures.

Bill and I did not know about brain cells or synapses or the newest discoveries in neuroscience. Reading to Chelsea became a daily ritual because it's what our own parents and grandparents had done with us, and because we wanted to spend quiet time with her every day. Bill's grandmother thought that reading to him would help him develop a strong vocabulary and the language skills he would need later on in school. My mother and father placed a similar premium on reading, and to this day I remember the feelings of security and comfort that I felt sitting in my grandfather's lap when he read stories to my brothers and me.

Today, thanks to advances in brain research, we know that reading with a child has intellectual, emotional and physical benefits that can enhance the child's development. The intimacy of sharing books and stories strengthens the emotional bonds between a parent and child, helps a child learn words and concepts, and actually stimulates the growth of a baby's brain.

As I discussed in my book, *It Takes a Village*, scientists have discovered that children whose parents read and talk to them during the first three years of life create a stronger foundation for future reading success. In other words, what our parents and grandparents knew instinctively is now backed up by hard scientific evidence.

That's why doctors and nurses are starting to *prescribe* reading to babies along with regular checkups and vaccinations. Recently I went to Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator. His book *Where the Wild Things Are* was one of Chelsea's—and Bill's—favorites. Mr. Sendak read the story to children, and I announced, along with representatives of the American Academy of Pediatrics, the American Booksellers Associ-

ation and the American Library Association, a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. My husband and I will be discussing this and other activities to follow up on the latest findings about the brain at a White House conference in the spring.

It's important that we take to heart what the neuroscientists are telling us—without losing the heart of the reading experience. In today's high-tech world of E-mail and microchips, it is easy to forget the importance of human connections in our daily activities. Technology has brought many welcome conveniences to our lives. But it has the potential to create feelings of distance, detachment and isolation among us.

Reading to a child while touching, hugging and holding him or her can be a wonderful antidote to the im-

personal tendencies of the information age—for both the adult and the child. While critical to building brains, reading is equally important to building trusting and close relationships. That's why many of us remember the warm embrace or the comfortable lap that cradled us when we read books as children. And that's why reading should not be viewed solely as an intellectual proposition, particularly in the era in which we now live.

If Americans take away only one lesson from these

exciting scientific discoveries, I hope it's that reading to children is easy, affordable and feasible for parents no matter what their level of education or economic station in life. Children's books are available for free at public libraries in every community and can be found at reasonable prices in many bookstores. Doctors, librarians, teachers, book publishers, business leaders and the news media can help make books available to families and educate parents about the vital role that reading plays in our children's lives.

It isn't very often that we have before us such a simple, inexpensive and pleasurable way to improve our children's health and development and raise their prospects for a brighter future. Whether you lie down together on the rug, sit together in an old rocking chair or cuddle on your child's bed the way Bill and I used to with Chelsea, there is no better way to spend time than reading to your child.

And now we also know that there are few better ways to help your baby's brain grow. ■



Mrs. Clinton with her daughter in the crucial first three years

For internal use only

WHITE HOUSE CONVENING ON EARLY LEARNING AND THE BRAIN

- Theme:** The critical importance of the earliest years of children's lives, before a child begins school, to their cognitive, emotional, and social development.
- Purpose:** To tell the story of the earliest years of a child's life -- through an animated description of the latest scientific brain development research, an examination of practical and applications of that research for parents, and ending with a discussion of what more can be done on practical and policy levels by various sectors of society.
- Method:** Interactive panel discussions moderated by the First Lady will:
- showcase and examine current scientific research on early brain development;
 - examine the practical applications of the research for parents;
 - explore what more can be done by child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities; and
 - highlight Administration accomplishments and initiatives.
- Panelists:** Leaders of the child development scientific community, pediatricians, grassroots practitioners (including literacy programs, child care providers, Head Start and family resource workers), religious and business leaders, as well as "success stories" that exemplify the need to reach children in their earliest years.
- Participatory Audience:** Leaders of the sector of society above-mentioned, as well as foundation and association leaders, and key state and local leaders. The audience could also include families that have benefited from comprehensive child development centers in rural and urban areas.

THE WHITE HOUSE
WASHINGTON

February 11, 1997

MEMORANDUM FOR HEADS OF DEPARTMENTS

FROM: BRUCE REED *BR*
Assistant to the President for Domestic Policy

ELENA KAGAN *EK*
Deputy Assistant to the President for Domestic Policy

SUBJECT: Formation of Interagency Working Group on Early Childhood Development

As the President announced in his State of the Union Address, he and the First Lady will hold a White House Conference on Early Learning and the Brain this Spring. In conjunction with this Conference, and in light of recent scientific research on neurological development, the Administration will engage in a broad-based review of policy affecting our youngest children. As this review goes forward, the Administration will highlight ongoing and new initiatives to support these children and their families.

To initiate this effort, the President will issue an executive memorandum asking each agency to identify policies and proposals to enhance early childhood development. This memorandum also will call for the formation of a senior level interagency working group to share, examine, and develop these plans. Attached is a draft of this memorandum.

We will hold the first meeting of this working group on Friday, February 14, from 1:30-2:30 p.m. in Room 472 of the Old Executive Office Building. We would like you to designate a Presidential appointee to join this working group and attend this meeting. Because the President wishes to issue the executive memorandum shortly after this meeting, your designee should provide any comments you have on the memorandum before or at the meeting. In addition, designees should bring with them a list of the three to five programs or initiatives relating to early childhood development that your agency, at this early stage in the process, would most like to highlight. Given the Administration's commitment to a balanced budget and fiscal discipline, each agency should indicate the level of new funding, if any, these initiatives would require.

Please feel free to contact either of us with any questions.

Attachment

DRAFT

February 11, 1997

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Federal Policies Targeted to Children in Their Earliest Years

Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school-age -- are critical to cognitive and emotional development. We know that emotional nourishment, good nutrition, proper health care, intellectual stimulation and parental and community support during the first years of life form the foundation for a child's ability to learn, thrive in school, work productively and contribute fully to society.

Across the federal government, we are making great strides to enhance development during the earliest years of life, before a child reaches school, by investing in research, educating parents and caregivers, and supporting programs that provide early intervention to disadvantaged families. I am committed to accelerating our efforts to target the earliest years of life. We all have a stake in ensuring that every child is given the opportunity to fulfill his or her God-given potential.

Today, I am directing the heads of executive departments and agencies to report to me in thirty days with:

1. a comprehensive list and assessment of existing projects and programs that target the earliest years of life -- including any qualitative or quantitative evidence of success, as well as current funding level and number of clients served -- and a description of proposed improvements, if any are needed, to such projects and programs;
2. a comprehensive list and assessment of planned projects and programs that target the earliest years of life, including projected funding levels and number of clients to be served; and
3. specific proposals of additional projects and programs that could be undertaken to target the earliest years of life, including an estimate of the new funding, if any, these proposals would require.

I am also directing the establishment of a senior level interagency working group to share, examine, and develop these assessments and plans.

DPC Meeting: Interagency Working Group on Early Childhood Development.

Date: Friday, February 14

Time: 1:30-2:30

Place: 472 OEOB

Attendees:

Bruce Reed, Assistant to the President for Domestic Policy

Elena Kagan, Deputy Assistant to the President for Domestic Policy

Frederick Pang, Department of Defense

Joann Sebastian, Department of the Interior

Ann Rosewater, Department of Health and Human Services

Therese Knecht, Department of Education

Elizabeth Doggett, Department of Education

Sheldon Bilchik, Office of Juvenile Justice

**Director of Lead Hazard Control David Jacobs, Department of Housing and Urban
Development**

Dennis Duffy, Department of Veterans Affairs

Gary Guzy, Environmental Protection Agency

Kay Goss, Federal Emergency Management Agency

Faith Wohl, General Services Administration

Deputy Assistant Secretary for Economic Policy Glen Rosselli, Department of the Treasury

Chief of Staff Janice Lachance, Office of Personnel Management

Joan Lombardi, Department of Health and Human Services

Helen Taylor, Department of Health and Human Services

Dwayne Alexander, Department of Health and Human Services

file

1/22

0-3 Conference

Participants in
2 1/2 - 3 hr roundtable
to be moderated
by FL

Researchers
Pediatricians
Business
Religion
People requested with
↳ c.c. props
Child care providers

Couple of things to
announce to
give some meat.

BR - P. must show
up w/ commitments
to do stuff.

Wired in advance -
w/ results.

↳ commitments to
have books available -
P.g., at health
clinics

EO - come back to us. / w.f. SOTU

Involve VP's office
(perhaps involving ab/ace)

Then talk about it in SOTU.

Asking for: what you're doing/
plans to do.

early childhood

Figure out practical steps -

giving direction to parents

Ask agencies to disseminate info

Role of fathers - this kind of stuff - so practically useful

One person to present all sci. data -
recognized name.

Videos?

Set up - stunningly - diagrams/video

- PR - should have real aura of sci & partnering.

Q+A from
audience

NIH - to recommend many types.

ToDo

Do scheduling request now. //

Participants
Invited

Role of President?

Book allows mtg
existing examples
DOL - new stuff

Foundation world -
esp. Carnegie /
do sep. mtg.

Academy of Pediatrics -

- mtg there too -
come up w/ some commitments?

Commitment from pharmaceutical industry -
"instruction sheet" - here's what you can do.

Graciela

1. Local people - same as mammography

Nickie to do 1st draft of Memo-
Me to review/put in legals

WHITE HOUSE CONVENING ON EARLY LEARNING AND THE BRAIN

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- showcase current scientific research on early brain development;
 - examine the practical applications of the research for parents and child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities;
 - highlight various commitments for further work (e.g. by children's booksellers and publishers) and challenge every sector of society to do its part; and
 - help to unveil a public/private partnership public awareness campaign.
- Panelists:** Leaders of the child development scientific community, pediatricians, grassroots practitioners (including literacy programs, child care providers, Headstart and family resource workers), religious and business leaders, as well as "success stories" that exemplify the need to reach children in their earliest years.
- Participatory Audience:** Leaders of the sectors of society above-mentioned, as well as foundation and association leaders, advocates and a bi-partisan representation of Members of Congress and key state and local leaders. The audience could also include families that have benefited from comprehensive child development centers in rural and urban areas, demonstrating long-term effects of attention to earliest years on school-readiness and lifespan approach to child development.

Drace - This comes from the First Lady's Office. They are now in the process of putting together a list of panelists.
Elena

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Clinton Administration Efforts To Encourage Adults to Read to Very Young Children

America Reads' Parents As First Teachers Challenge Grants: The President's America Reads Challenge to make sure that every child can read well by the end of 3rd grade includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children will read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program. The President's proposal includes \$300 million over 5 years for these grants.

Read*Write*Now: Read*Write*Now is an intensive summer component of the President's America Reads Challenge. More than 60 businesses and reading associations, community and religious groups joined together with the Education Secretary Richard Riley and have provided summer reading partners to almost one million children.

Partnership for Family Involvement in Education: Over 2000 family, school, community, employer and religious groups have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.

Head Start and Early Head Start: For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teachers and in making sure that children start school ready to read and learn. Head Start provides low-income 3- and 4-year olds with cognitive, social and language development, comprehensive health services and nutrition. Under new standards developed by the Clinton Administration, family literacy is a new priority for Head Start. The 1994 Head Start reauthorization also set-aside a small percentage of Head Start funding for an Early Head Start program, providing family-centered and community-based services to tens of thousands of poor families with children age 0-3. All Head Start staff work closely with parents to help them build their reading, parenting, and work skills. President Clinton has increased Head Start funding 43% in the last four years, providing Head Start to 800,000 children this year alone. The President's balanced budget continues to invest in Head Start with the goal of reaching 1 million children in the year 2002.

Even Start Family Literacy: Even Start is a family-focused Education Department grant program providing participating families with an integrated program of early childhood education, adult literacy and basic skills instruction, and parenting education. Even Start received \$102 million in funding in fiscal 1997, providing funding to every state and the District of Columbia to reach 576 local programs.

Goals 2000 Parent Resource Centers: In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of promising models of family involvement programs. In fiscal 1997, \$15 million in funding is available for support centers in 42 states, 14 more than in 1996.

**PARENTS AS FIRST TEACHERS CHALLENGE GRANTS
WITHIN PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE**

Four Main Components of President Clinton's "America Reads" Challenge:

- | |
|---|
| <p><i>I. Parents As First Teachers Challenge Grants</i></p> <p><i>II. America's Reading Corps: Individualized After-School and Summer Help for More Than 3 Million Children in Grades K-3 Who Want and Need It</i></p> <p><i>III. Providing One Million 3 and 4 year olds with a Head Start</i></p> <p><i>IV. Challenge to Private Sector</i></p> |
|---|

Parents as First Teachers Challenge Grants: From their infants' earliest days of life, parents can play a major role as their child's first teacher by talking to them, reading to them, working with them on reading skills and providing a supportive environment for reading. To empower parents with information and assistance in teaching their children, the President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. (\$300 million, FY98-2002)

Two Types of Grant Winners:

- 1. National and Regional Networks to Share Information on Helping Children Read -- Spurring Activities to Support Parents.** Many organizations such as the PTA, Urban League, ASPIRA, Girl Scouts, and the American Library Association are already working to support parents' efforts to help their children become successful readers. These groups and others like them have the capacity to develop national and regional networks to share information on how parents can help their children read better.

Criteria: Grants would be provided to develop such networks to applicants that: (1) have a proven track record of working with parents of young children, (2) can demonstrate the likelihood of substantial regional or national impact, (3) show the cost-effectiveness of their proposal, and (4) coordinate with the private sector and state and local programs that also provide support for parents.

In addition, grants could support efforts such as those to develop the best research about how children learn, high quality reading materials for young readers, and public television programs that help young children learn to read.

- 2. Replicating and Expanding Successful Local Parent as Teacher Efforts.** Across the nation there are many local efforts, often run by non-profits, that have shown success in helping even the most educationally-disadvantaged parents be good first teachers to their children and help them to attain language skills while helping them with their reading. This portion of the challenge grant fund could go to any state, locality, community group, or non-profit that has a comprehensive plan to expand or replicate successful models -- such as the Home Instruction Program for Preschool Youngsters (HIPPI) or the Parents as First Teachers (PAT) program in Missouri.

Criteria: Investing in proven success, the President's new initiative would support similar local efforts intended to help parents help their children learn to read by the end of third grade. Grants would be provided to applicants that: (1) have a proven track record of working with parents on improving their children's reading, or (2) plan to use a model shown to be effective. Applicants must also demonstrate evidence of community support from the private sector, schools, and others for their effort; show the cost-effectiveness of their proposal; and coordinate with state and local programs that also provide support for parents.

REACH OUT AND READ

In 1989, physicians at Boston City Hospital launched the Reach Out and Read Program to make literacy development part of regular pediatric care for children ages 6 months to 5 years. The Reach Out and Read Program has three components. In the clinic waiting room, community volunteers read to the children, engaging their interest while modeling book-related interactions for the parents. In the examining room, the doctor looks at a book with the child, assessing the child's developmental progress and sharing it with the parent present. At the end of the visit, the doctor gives the child a new book to take home, conveying the importance of reading to both the child and the parent. Since 1989, ROR has distributed more than 100,000 books to low-income children in Boston alone.

With funding from the Annie Casey Foundation, the M.R. Robinson Fund, the Association of American Publishers and individuals, ROR has expanded to 15 sites nationwide and is in the process of awarding about 50 start-up grants to have ROR in 30 states and the District of Columbia. *ROR has provided funding to start a ROR program at Children's National Medical Center in Washington, D.C., which should open later this year.*

The American Academy of Pediatrics has helped promote the program through mailings and trainings at its annual meetings.

A parent commented on the program's effect on her daughter: "I know that by keeping her nose in books, she's going to be a reader. If she's a reader, she could be a writer. She could be a doctor. She could be anything!"

For more information, contact:

Abby Jewkes, National Program Administrator (617) 534-5701
Perri Klass, M.D., Director (617) 534-3696
Barry Zuckerman, M.D., Founder (617) 534-7424

TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE

see pg 3
of the
column

With the Presidential Inauguration upon us and a second term about to begin, many people are asking me about my plans for the next four years.

First and foremost, I will continue to work hard to support my husband and his goals for our country. I want to do whatever I can to promote the possibilities for peace, progress and prosperity that the President champions and that will ensure America's continuing greatness and leadership into the 21st century. That is what I have tried to do during the last four years, too.

Whether through advocating for health care reform, speaking out about women's rights, promoting democracy and civil society, writing a book about responsibilities for raising children, advancing the arts and humanities, working to extend credit to the poor, studying the illnesses of Gulf War veterans or fighting for breast cancer research and detection, my hope has been to unite people around common goals of creating opportunity, demanding responsibility and strengthening community.

In the next four years, I will continue to focus my time and attention in much the same way -- by working to ensure that people are equipped with what I call the tools of opportunity: adequate health care, education, access to jobs and credit, protection from violence and injustice, and the freedom to participate fully in the political life of their country.

One of the great joys of the position I'm in is that I can help draw public attention to what is working in America and around the world to give people these tools: Small-loan programs have lifted women and their families out of poverty and transformed entire villages in Bangladesh. Grass-roots efforts are building democracy from the ruins of dictatorship in the former Soviet bloc. And innovative charter schools are changing the face of public education across America. I want to help galvanize people to exchange ideas like these.

Although there are no quick fixes to the challenges of poverty, racism, oppression and irresponsibility, we know more now about how to encourage men and women to take greater control of their lives and contribute in positive ways to their families and communities.

In the coming months, I will have the chance to travel around the United States, as well as to represent our country overseas, and to highlight programs that are working.

Close to home, Washington, D.C., offers all of America a moral challenge. It's not right that in the capital of the strongest nation on earth so many children live in fear of violence, attend schools that lack basic resources, grow up in inadequate housing and see few prospects for jobs or a brighter future.

The bad news is that these problems are not unique to Washington. The good news is that we are discovering innovative ways to remedy some of the causes of these social ills, here and elsewhere. Just in the past few weeks, I've had the chance to pursue two of my longtime interests in Washington -- microcredit and early childhood development. I hope efforts in these areas will help make the city the vibrant, confident capital it should be.

Secretary of Housing and Urban Development Henry Cisneros and I recently joined together to help launch a community bank that will provide modest loans to District residents who want to start their own businesses but are typically passed over by larger banks. Modeled after similar microlending operations elsewhere in the United States and overseas, the community bank will promote economic self-sufficiency and encourage investment and jobs in the city.

This is an issue I have learned about visiting places as far apart as Managua, Nicaragua, Ahmadabad, India, and Denver, Colo., and I am pleased to see the seeds of a great idea planted in our own capital. I believe strongly that lessons about positive change can transcend national borders and benefit us all. That's one reason I am looking forward to serving, along with Queen Sofia of Spain and former Prime Minister of Japan Tsutomu Hata, as an honorary chair of an international microcredit summit in Washington next month.

Last week, I was also delighted to kick off a campaign in Washington to educate parents about the importance of brain development in the first months and years of life. I was joined at a local hospital by children's author and illustrator Maurice Sendak to read his book, "Where the Wild Things Are," to young children and to hear from doctors and nurses who are integrating literacy efforts and children's health. At regular checkups and vaccinations, these doctors will give parents a "prescription" to read to their children and provide parents with children's books.

TALKING IT OVER 1/14/97

Page 3

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To raise awareness about the latest scientific research about the brain, the President and I will host a conference at the White House on brain development in young children sometime this spring.

While the issues I work on may seem different on the surface, they all come back to what I care about most -- ensuring that all people have the chance for a better life. I know there are no guarantees in life. But people at least deserve the right to try. And the only way every man, woman and child will be assured that right is if they are equipped with the tools of opportunity.

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January 14, 1997

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I also want to acknowledge and thank Steven Herb and Susan Roman, president and executive director respectively of the Association for Library Services to Children, a division of the American Library Association. I also mentioned their national demonstration program in my book, "Born To Read," and actually contributed some of the book proceeds recently to that, because this three-year national demonstration project, which builds partnerships between libraries and health care providers such as Dr. Rennert and Dr. Battle, is helping low-income parents and others with poor literacy skills to understand the importance of reading to their children.

And finally, I want to thank Dr. Tina Chang and Dr. Sandra Cuzzi who are part of "Reach Out and Read" here in Washington. This is a program that inspired me greatly when I first heard about it, and I know Dr. Cuzzi has just this week received a \$3,000 grant to buy books to start "Reach Out and Read" at Washington Children's Medical Center. This is a program that really exemplifies what we are talking about here today.

We know, and as Dr. Battle said, that most parents come into contact with a pediatrician -- they may not take their child to a library, they may not take that child to a preschool program until the child is over three, but they will in all likelihood come into contact with a health care provider. If that doctor or nurse who is administering the well-baby checkup or the vaccination will prescribe reading, and then take it a step further -- not merely prescribe reading, but hand that parent and child a book -- we know that in most cases the parents will try to follow through on the doctor's prescription.

So that is what we are kicking off here, and so many groups have come together to be part of this.

I'm also pleased to be here today and to be in the company of a very special guest. Yesterday the President honored some of America's finest artists, writers, and thinkers with the National Medal of Arts and the Charles Frankel Prizes. One of them, Maurice Sendak, rearranged his busy schedule so that he could stay one more day and meet with some of Washington's youngest citizens, which we will do after this presentation.

As many of you know who have read to your children,

as my husband and I have, Maurice Sendak is one of our country's most beloved authors and illustrators of children's books. His stories and characters have captured and stimulated the imaginations of generations of children and, as my husband said yesterday, imaginations of countless parents as well.

When Chelsea was little, Bill and I would take turns reading "Where The Wild Things Are," and many of Mr. Sendak's other stories as well. Soon she was able to read along with us, and before long, she was able to read that story to others on her own. Like many parents, we owe Mr. Sendak a debt of gratitude for helping us to spur our daughter's imagination and reading skills. And later some of the children here at the Medical Center will have a chance to hear him do it in person.

I'm also grateful to his publisher, Harper Collins, for donating 75 of his books to the Medical Center, and I would hope other publishers of children's books would join hands with the pediatricians around our country to do the same.

I want to emphasize just a few points that Dr. Rennert and Dr. Battle made, because I noticed some quizzical looks in the eyes of some of the people who are here covering this event. We have known for a long time that reading to children is a nice thing to do. It is a way to create a quiet time between an adult and a child. We have even known that, because of recent research, reading in those early years does lay the groundwork for vocabulary and later reading success. What we have not known until recently -- and because of advances in neurobiology and other medical sciences, we now do know -- is that talking with one's child in those first three years and reading to that child actually helps make the brain grow.

Now, I want to emphasize that because it sounds almost hard to believe. But we now understand that, as Dr. Rennert was explaining, that the connections between brain cells and the opportunities for the brain to do more complex work are enhanced because of time spent talking with and reading to very young children.

Now, there are many people, and we all know them, who think that children really don't learn much until they can learn to talk. Well, in fact, the work that is being done in the brain of a child from birth to three is so profoundly significant that if we do not recognize its importance, then we will not have helped that child develop to his or her fullest potential. The earlier we expose our children to hearing stories and listening to adults talk, the better off they are.

And I want to add that the evidence so far shows that television is not a substitute. The words that come across

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We feel so strongly about this that it is one of the reasons the President is accelerating the administration's efforts to strengthen early education and raise awareness about the importance of developing children's brains in the first years of life. There will be a number of programs in these next few months that we hope will bring to broader public attention what scientists now know about brain development.

Many parents, I think, will be very surprised when they see some of the television specials, some of the magazine specials that will be coming out in the next several months, because for me as well as for many others of my generation, this is all new.

The President is challenging Americans to become involved in helping children to read on their own by third grade. But in order for that to be successful we not only need to mentor and help our children and our teachers in schools, we need to help parents know that they are a child's first teacher.

Over the years I have met many parents who told me they never really talked to their babies because they didn't think that it made any difference. I remember the first time this happened, and I recounted in my book when I was making conversation with a group of women with some toddlers. And I said, you must be having a great time reading and talking to your babies. And they looked at me with such quizzical looks because they said, why would we do that, they can't talk back. So from that point, I have made it my mission, when I see young parents with babies to ask them if they're talking and reading, and to try to stimulate that as something they want to do.

Sometimes parents say back to me that they don't read very well themselves. And my response to that is, your baby won't know any different. Hold the book, turn the pages, make the story up, and try to get your own literacy skills to improve as well. But you can hardly embarrass a one-year-old when you're reading nearly anything to that child.

So I hope that we're going to be able to get this message out. There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young

babies seriously.

I hope that all who are part of this effort today will be joining with the President and others of us to spread this message very broadly. As many of you know, I have been doing some work here in the District and meeting with people who are involved in the District's affairs. There are many things that we need to do here in our Capital City, but I would put reaching out to parents and educating parents and prescribing reading as this prescription does do, at the very top of the list as to what if we did and stayed with that effort over a number of years could make a significant difference in this city and in every city around our country.

Thank you all for being part of this new effort.
(Applause.)

Now we get to go read "Where The Wild Things Are."
So thank you all.

Q Might you have time for a quick question, Mrs. Clinton?

MRS. CLINTON: Sure.

Q I noticed and I just would ask you, you have stressed a very important and worthwhile theme. Is there anything else you can tell us about what you might be doing for the District of Columbia in this regard, or anything you might wish to add at this point in time?

MRS. CLINTON: Not right at this time. But I think that in the next few weeks some of the administration's plans and commitments will be unveiled and we hope that there will be, as I sense there is -- and I appreciate your close attention to this over the years, because you've been very significant in bringing attention to what's going on here in the District -- I think there will be a series of efforts at partnership, to bring people together around the District's problems. And as I have said on other occasions, there is no quick fix, there is no magic wand, there is no individual who can change and fix a lot of the problems that the District has been suffering with over the years. But I believe that a concerted, carefully planned effort that enlists people of good faith from around the country -- not only just the District, because I believe strongly that this is our Nation's Capital, every American has a stake in the success of the people who live here in the District -- but I believe that kind of effort is going to take place. And if we are patient and persistent I think we will see results.

And I think you can only point to other cities around our country that were written off in the '70s and the

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cc: Elena
Jasmine

ROUTING SLIP

DATE: 1/30/97

FROM: Stephanie Streett and Anne Walley
Deputy Assistants to the President and Directors of Scheduling

SUBJECT: *PETER - FLS - ... on*
... ..

Don Baer	<u>X</u>	Mack McLarty	_____
Sandy Berger	_____	John Podesta	<u>X</u>
Erskine Bowles	_____	Bruce Reed	<u>X</u>
Peg Cusack	_____	Dan Rosenthal	_____
Rahm Emanuel	<u>X</u>	Charles Ruff	_____
Jack Gibbons	_____	Patti Solis	<u>X</u>
Laura Graham	<u>X</u>	Doug Sosnik	_____
Marcia Hale	_____	Gene Sperling	_____
Alexis Herman	_____	Todd Stern	_____
Nacy Herrreich	_____	Ann Stock	_____
Kitty Higgins	_____	Kim Tilley	_____
Ron Klain	_____	Jodie Torkelson	_____
Bruce Lindsey	_____	Melanne Verveer	<u>X</u>
Sylvia Mathews	_____	Michael Waldman	<u>X</u>
Mike McCurry	<u>X</u>	Maggie Williams	_____

FILE: Pending - Tentative date is April 17th

COMMENTS: _____

 Anne W. Hawley

01/28/97 09:03:11 AM

Record Type: Record

To: Mary Morrison/WHO/EOP, Margo L. Spiritus/WHO/EOP

cc:

Subject: Rob Reiner's Early Childhood Public Engagement Campaign

Please add to the Erskine scheduling meeting.

----- Forwarded by Anne W. Hawley/WHO/EOP on 01/28/97 08:56 AM -----



Helen P. Howell

01/27/97 06:13:33 PM

Record Type: Record

To: Anne W. Hawley/WHO/EOP

cc:

Subject: Rob Reiner's Early Childhood Public Engagement Campaign

I spoke with Vicki and she says to hold the Rasco memo until it has been discussed at the senior staff scheduling meeting. She also asked that I follow-up with you to make sure that the issue is raised at that meeting. I'll forward you another copy of the memo so you have it. THANKS.

SCHEDULING PROPOSAL

January 27, 1997

 ACCEPT

 REGRET

 X PENDING

TO: Stephanie Street
Ann Walley Haley
Deputy Assistants to the President and Directors
of Presidential Scheduling

FROM: Bruce Reed
Assistant to the President for Domestic Policy

Melanne Verveer
Deputy Assistant to the President and Deputy Chief
of Staff to the First Lady

PURPOSE: For the President and Mrs. Clinton to host a White
House Conference on early childhood development,
early learning and brain development.

BACKGROUND: The President and Mrs. Clinton would convene a
group of leading experts, child care providers,
pediatricians, and leaders in the scientific,
religious and business communities to focus on the
importance of children's first years of life and
on what families and communities can do to promote
young children's healthy development and school
readiness.

See attached for description of the event.

PREVIOUS
PARTICIPATION: None.

DATE & TIME: Early March - Early April.

DURATION: Approximately 2 hours.

LOCATION: The East Room

PARTICIPANTS: The President
The First Lady

REMARKS: 10-15 minutes of remarks.

SEQUENCE OF
EVENTS: The President and Mrs. Clinton

PRESS
PARTICIPATION: Open Press.

STAFF CONTACT: Melanne Verveer, OFL, ext. 66266.
Bruce Reed, DPC, ext. 66515.
Nicole Rabner, OFL, ext. 66215.

WHITE HOUSE CONVENING ON EARLY LEARNING AND THE BRAIN

Theme: The critical importance of the earliest years of children's lives, in particular ages 0-3, to their cognitive, emotional, and social development.

Purpose: To tell the story of the earliest years of a child's life -- through an animated description of the latest scientific brain development research, an examination of practical and policy applications of that research, and ending with a discussion of what more can be done on practical and policy levels by various sectors of society.

Method: An East Room interactive panel discussion moderated by the First Lady that will:

- showcase current scientific research on early brain development;
- examine the practical applications of the research for parents and child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities;
- highlight various commitments for further work (e.g. by children's booksellers and publishers) and challenge every sector of society to do its part; and
- help to unveil a public/private partnership public awareness campaign.

Panelists: Leaders of the child development scientific community, pediatricians, grassroots practitioners (including literacy programs, child care providers, Headstart and family resource workers), religious and business leaders, as well as "success stories" that exemplify the need to reach children in their earliest years.

Participatory

Audience: Leaders of the sectors of society above-mentioned, as well as foundation and association leaders, advocates and a bi-partisan representation of Members of Congress and key state and local leaders. The audience could also include families that have benefited from comprehensive child development centers in rural and urban areas, demonstrating long-term effects of attention to earliest years on school-readiness and lifespan approach to child development.