

**Draft**  
EXECUTIVE SUMMARY

**Rethinking the Brain**

New Insights into Early Development

**Conference Report**

*Brain Development in Young Children:  
New Frontiers for Research, Policy and Practice*

Organized by the Families and Work Institute  
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**A** father comforts a crying newborn. A mother plays peekaboo with her ten-month-old. A teacher reads to a toddler. And in a matter of seconds, these children's growing brains respond. Brain cells are "turned on," activated by this particular experience. Existing connections among brain cells are strengthened, and at the same time, new connections are formed, adding more definition and complexity to the intricate circuitry that will remain in place for the rest of these children's lives.

We didn't always know it worked this way. Until recently, it was not widely believed that the brains of newborns could be so active and so complex. Nor did we realize how flexible the brain is. Only 15 years ago, neuroscientists assumed that by the time babies are born, the structure of their brains was genetically determined. They did not recognize that the experiences that fill a baby's first days, months and years have such a decisive impact on the architecture of their brains, or on the nature and extent of their adult capacities. Today, thanks in part to decades of research on brain chemistry and sophisticated new technologies, neuroscientists are providing evidence for assertions that would have been greeted with polite skepticism ten or twenty years ago.

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In June 1996, a two-day conference was convened at the University of Chicago by the Families and Work Institute to discuss new knowledge about early brain development and its implications for children in the United States. Entitled *Brain Development in Young Children: New Frontiers for Research, Policy and Practice*, the conference affirmed that the nation as a whole has a vital stake in its youngest children's learning and healthy development. The conference brought together professionals from the neurosciences, developmental and clinical psychology, medicine, education, human services, the media, business, and public policy to look at what we know about the brain and how that knowledge can and should inform our efforts to improve results for children and their families. The proceedings and a range of background materials provided by participants and other researchers served as the basis for the conference report, which is summarized here.

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## **I. Breakthroughs in Neuroscience — Why Now?**

Every field of endeavor has peak moments of discovery and opportunity—when past knowledge converges with new needs, new insights, and new technologies to produce stunning advances. For neuroscience, this is one such moment. Certainly, the development of new research tools has been a crucial factor. New brain imaging technologies have made it possible to investigate—and get a glimpse of—how the brain develops and how it works.

Brain research has been stimulated, in part, by growing concern about the status of children in America—not only their academic achievement, but also their health, safety, and overall well-being. Two decades of research in diverse fields have confirmed the importance of the first few years of life. Given these findings, more Americans are expressing misgivings about the effectiveness of investments and educational reform efforts that begin only when children reach the age of five. There is growing consensus, among

decision makers in many fields, that efforts to recast policy and reconsider the best use of public resources must begin with clearheaded thinking about how brains develop.

## II. What Have We Learned?

The literature and the research presented at the June 1996 conference point to five key lessons that have the potential to reframe research, policy, and practice in diverse fields.

### **1. Human development hinges on the interplay between nature and nurture.**

Much of our thinking about the brain has been dominated by old assumptions—that the genes we are born with determine how our brains develop, and that in turn how our brains develop determines how we interact with the world. Recent brain research disproves these assumptions. Neuroscientists have found that throughout the entire process of development, beginning even before birth, the brain is affected by environmental conditions, including the kind of nourishment, care, surroundings, and stimulation an individual receives. The impact of these environmental factors on the young is dramatic and specific, not merely influencing the general direction of development, but actually affecting how the intricate circuitry of the human brain is “wired.” And because every individual is exposed to different experiences, no two brains are wired the same way.

The developing brain produces many times more neurons (brain cells) and more synapses (connections among brain cells) than it will eventually need. Most of the extra neurons are shed by the time a baby is born. But in normal growth and development the number of synapses increases markedly in the first four years, and then holds steady throughout the first decade of life. In this way, a child’s brain becomes super-dense, with twice as many synapses than it will eventually need. Brain development is, then, a process of pruning: those synapses that are formed and reinforced by virtue of early experience tend to become permanent; the synapses that are not used tend to be eliminated. In this way, as babies and toddlers gain more experience, positive or negative, the brain’s wiring becomes more defined. This process requires considerable energy; for most of the first decade of life, children’s brains are more than twice as active as those of adults.

New knowledge about brain function should end the “nature or nurture” debate once and for all. A great deal of new research leads to a single conclusion: how humans develop and learn depends critically and continually

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on the interplay between nature (an individual's genetic endowment) and nurture (the nutrition, surroundings, care, stimulation, and teaching that are provided or withheld). The impact of nature and nurture in shaping human development should not be measured quantitatively; genetic and environmental factors have a more dynamic, qualitative interplay that cannot be reduced to a simple equation. Both are crucial.

**2. Early care has decisive and long-lasting effects on how people develop and learn, how they cope with stress, and how they regulate their own emotions.**

Some people have long known—and psychological studies have shown—that babies thrive when they receive warm, responsive early care; now we are beginning to understand the biological mechanisms that underlie this knowledge. Recent brain research suggests that warm and responsive care is not only comforting for an infant; it plays a vital role in healthy development. Warm and responsive care means meeting babies' basic needs for food and shelter as well as responding to their moods and efforts to communicate. The care children receive directly affects the formation of neural pathways.

In particular, individuals' capacities to control their own emotional states appear to hinge, to a significant extent, on biological systems shaped by their early experiences and attachments. There is no single "right" way to create this capacity; sensitive care can take many forms. But children who are emotionally neglected or abandoned very early in life often have difficulty with such brain-mediated functions as empathy, attachment, and emotional expression.

Neuroscientists are finding that a strong, secure attachment to a nurturing adult can have a protective biological function, helping a growing child withstand the ordinary stresses of daily life. These are the implications of studies that have gauged children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Researchers have found that adverse or traumatic events, whether physical or psychological, can elevate an individual's cortisol level. Chronically high cortisol levels can make a child vulnerable to processes that lead to the loss of some neurons and, just as importantly, reduce the number of synapses in certain parts of the brain. And in fact, children with chronically high cortisol levels have been shown to experience more delays in cognitive, motor, and social development than other youngsters. But new research shows that babies who receive warm and responsive care in the first year of life are less likely to respond later to minor stress by producing cortisol than other children. And when they do react to stress by producing cortisol, they can turn off the response more quickly and efficiently. This protective effect appears to last throughout childhood and beyond.

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### **3. The human brain has a remarkable capacity to change, but timing is crucial.**

There is mounting evidence of the brain's neuroplasticity. This means that the brain has the capacity to change in important ways in response to experience. We now have scientific evidence that the brain is not a static entity, and that an individual's capacities are not fixed at birth. There are few preset limits to an individual's learning potential. The brain itself can be altered—or helped to compensate for problems—with appropriately timed, intensive intervention. In the first decade of life, the brain's ability to change and compensate are especially remarkable.

Because the brain has the capacity to change, parents and other family members, friends, child care providers, teachers, doctors, and others have ample opportunities to promote and support children's healthy growth and development. But timing is critical. While learning continues throughout the life cycle, there are optimal periods of opportunity—"prime times" during which the brain is particularly efficient at specific types of learning. For example, the brain is best able to acquire language skills during the first decade of life, when synapse density and metabolic activity in the part of the brain that processes language are very high. In the neurobiological literature, these times are called "critical periods."

### **4. The brain's plasticity also means that there are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects.**

New knowledge about the vulnerability of the developing brain to environmental factors suggests that early exposure to nicotine, alcohol, and drugs (in utero and in the postnatal environment) may have even more harmful and long-lasting effects on young children than was previously suspected.

A number of studies indicate that maternal smoking during pregnancy can, in some cases, affect brain development, inhibiting neuron growth. It can also have an impact on the brain's biochemistry and can alter DNA and RNA synthesis in the brain. Children exposed to nicotine before birth appear to be at higher risk of developmental delays or impairments. And in fact, research suggests that the children of mothers who smoke during pregnancy have somewhat higher rates of neurobehavioral difficulties, including inattention, impulsivity, and hyperactivity.

To an even greater degree than nicotine, exposure to cocaine in utero may affect the brain's biochemistry. Early in gestation, it can disrupt the migration of neurons up the cortical wall. Later in the prenatal period,

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exposure to cocaine can interfere with the production of synapses. Many children exposed to cocaine in utero have been found to have difficulty with attention, and appropriate responses to stress.

After birth, exposure to adverse environmental conditions can also have harmful effects on brain development. Early experiences of trauma or ongoing abuse, whether in utero or after birth, can interfere with development of the subcortical and limbic areas of the brain, resulting in extreme anxiety, depression, and/or the inability to form healthy attachments to others. Adverse experiences throughout childhood can also impair cognitive abilities; resulting in processing and problem-solving styles that predispose an individual to respond with aggression or violence to stressful or frustrating situations.

A number of researchers have focused their attention on specific circumstances that may interfere with warm and responsive care during critical periods, including maternal depression. While not all babies of depressed mothers show negative effects, maternal depression can impede healthy brain development, particularly in the part of the brain associated with the expression and regulation of emotions. Post-partum depression that lasts only a few months does not appear to have a lasting impact; but babies who are from six to eighteen months old when their mothers suffer from depression appear to be at greater risk. When mothers are treated for or recover from depression, their young children's brain activity and their behavior can improve significantly.

Many of the risk factors described above occur together, thereby jeopardizing the healthy development of young children. Research additionally shows that many of these risk factors are associated with or exacerbated by poverty. Today, fully a quarter of American children under the age of six are growing up in poverty. Economic deprivation affects their nutrition, access to medical care, the safety and predictability of their physical environment, the level of family stress, and the quality and continuity of their day-to-day care.

**5. Evidence amassed by neuroscientists and child development experts over the last decade point to the wisdom and efficacy of prevention and early intervention.**

Study after study shows that well-designed programs created to promote healthy cognitive, emotional, and social development can improve the prospects—and the quality of life—of many children, and in some cases can even ameliorate conditions once thought to be virtually untreatable, such as autism or mental retardation.

A number of widely-known, well-documented studies of programs designed to help infants and toddlers and their families, suggest that well-conceived,

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well-implemented programs can brighten children's futures. The efficacy of early intervention has been demonstrated and in some cases replicated in diverse communities across the nation. Children from families with the least formal education appear to derive the greatest cognitive benefits from intervention programs. Moreover, the impact of early intervention appears to be long-lasting, particularly when there is follow-up during the elementary school years.

Intensive, developmental care also improves the prospects of preterm infants, who come into the world with brains that have had less time to mature in the protected intrauterine environment, and are therefore even more vulnerable to the environment. Traditionally, these babies have spent their first weeks in incubators or isolettes, with bright lights, beeping monitors, and little human contact. Research has shown that responsive care in a more soothing environment can significantly increase preterm infants' chances for physical and mental health, while substantially reducing hospital stays and costs.

New insights into the brain's early development and functioning have allowed some researchers to address neurological impairments with greater precision. For example, with the aid of brain imaging (MRI) studies, researchers have been able to study and detect auditory processing problems in babies six to nine months old before language impairment becomes evident. Once a problem has been pinpointed, specific, individualized interventions can be introduced at a time when the brain's plasticity is particularly marked.

### III. Where Do We Go From Here?

In most spheres of knowledge, what we don't know far exceeds what we do know. Brain research is no exception. Coming years promise to yield new discoveries about how the brain develops and how children's capacities grow and mature. Neuroscientists are likely to shift their attention from general questions about how brain circuitry is formed to more specific investigations of the functions of specific regions of the brain—including how, and how much, they are influenced by the environment.

There appeared to be considerable agreement among conferees around key assertions summarized in this report, including the importance of the interplay between nature and nurture; the extent and rapidity of early development; the brain's remarkable plasticity; the importance of strong, secure early attachments; and the efficacy of prevention and early intervention. In addition, three key principles of societal response emerged in the discussions:

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communities across  
the nation.**

**First do no harm.** New insights into the brain suggest that the principle that guides medical practice should be applied just as rigorously to all policies and practices that affect children: first do no harm. That means allowing parents to fulfill their all-important role in providing and arranging for sensitive, predictable care for their children. Any and all policies or practices that prevent parents from forming strong, secure attachments with their infants in the first months of life need urgent attention and reform. At the same time, parents need more information about how the kind of care they provide affects their children's capacities. First do no harm also means mounting urgent, intensive efforts to improve the quality of early care and education.

**Prevention is best, but when a child needs help, intervene quickly and intensively.** Knowing that early experience has such a strong influence on brain development, parents may worry that every unpleasant sensation or upsetting experience will become a neurological nightmare. Families may rest assured that in most cases, a history of consistent, warm and responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life. In most cases, children can recover even from serious stress or trauma. And if they are given timely and intensive help, many can overcome a wide range of developmental problems. To have the greatest impact, interventions must be timely and must be followed up with appropriate, sustained services and support. More detailed knowledge about specific aspects of brain development and functioning will allow the design of interventions that more closely match children's needs.

**Promote the healthy development and learning of every child of every age, every demographic description, and every risk category.** If we miss early opportunities to promote healthy development and learning, later remediation may be more difficult and expensive, and may be less effective given the knowledge and methods that are currently available. However, this theme was sounded repeatedly: risk is not destiny. Numerous cases were cited of individuals who have thrived despite adverse conditions. The medical, psychological, and educational literatures contain sufficient examples of people who develop or recover significant capacities after critical periods have passed to sustain hope for every individual, and to support ongoing efforts to enhance the cognitive, emotional, and social development of youth and adults in every phase of the life cycle.

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## Implications for Policy and Practice

New insights into early development confront policy makers and practitioners in many fields with thorny questions and difficult choices. As we move into the next century, our children need and deserve policies that reflect the importance of the early years, and that embody the principles that emerged from the brain conference: first do no harm; use prevention, but if a

child needs help, intervene quickly and intensively; and promote the healthy development of every child.

In particular, new knowledge about early development adds weight and urgency to the following policy goals:

**Improve health and protection by providing health care coverage for new and expectant parents.**

Neuroscientists emphasize that the prenatal period is an active period of development. And yet, about one in four pregnant women receives little or no prenatal care. The first three years of life are also filled with opportunity and risk, but some three million children in this age span are uninsured or underinsured.

**Promote responsible parenthood by expanding proven approaches.**

All parents can benefit from solid information and support as they raise their children; some need more intensive assistance. There is research evidence that certain parent education/family support programs promote the healthy development of children, improve the well-being of parents, and are cost-effective.

**Safeguard children in child care from harm and promote their learning and development.**

Researchers have found that the nation's youngest children are the most likely to be in unsafe, substandard child care. More than one third are in situations that can be detrimental to their development, while most of the rest are in settings where minimal learning is taking place. We can do better. Studies show that it is possible to improve quality, creating settings in which children can thrive and learn.

**Enable communities to have the flexibility and the resources they need to mobilize on behalf of young children and their families.**

Efforts are now underway across the nation to mobilize communities on behalf of young children and their families. Many localities are bringing together decision makers to create a vision of the kind of community they want to be part of, to develop goals and sustainable strategies for achieving that vision, to determine how to finance their efforts, and to make provisions for gauging results. These efforts need and deserve support from national, state, and local leaders, as well as from leaders of business, the media, community organizations, and religious institutions.

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In short, new insights into early brain development suggest that as we care for our youngest children, as we institute policies or practices that affect their day-to-day experience, the stakes are very high. But we can take comfort in the knowledge that there are many ways that we as parents, as caregivers, as citizens, and as policy makers can raise healthy, happy, smart children. We can take heart in the knowledge that there are many things that we as a nation can do, starting now, to brighten young children's future and ours.

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# RAND

## PROJECT SUMMARY

### RAND COST-BENEFIT ANALYSIS

Currently in progress

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An ever growing body of scientific literature and plain common sense support the importance of early childhood development. A caring and supportive environment during these early years benefits the individual child, the child's family, its community, and the larger society. Many of these benefits accrue over a number of years, are not easily associated with particular aspects of development, and in some cases, are rather indirect. Hence, they are neither easy to measure nor apparent. This makes it especially difficult to measure or estimate the benefits of programs that are designed to compensate for deficiencies in family and community support for children in these early years. Moreover, in this area there are only a few programs that are well suited for rigorous empirical evaluation. There are, nonetheless, analytically sound methods for assessing the effects of these programs in those cases where good data are available and where assumptions about downstream benefits are well founded.

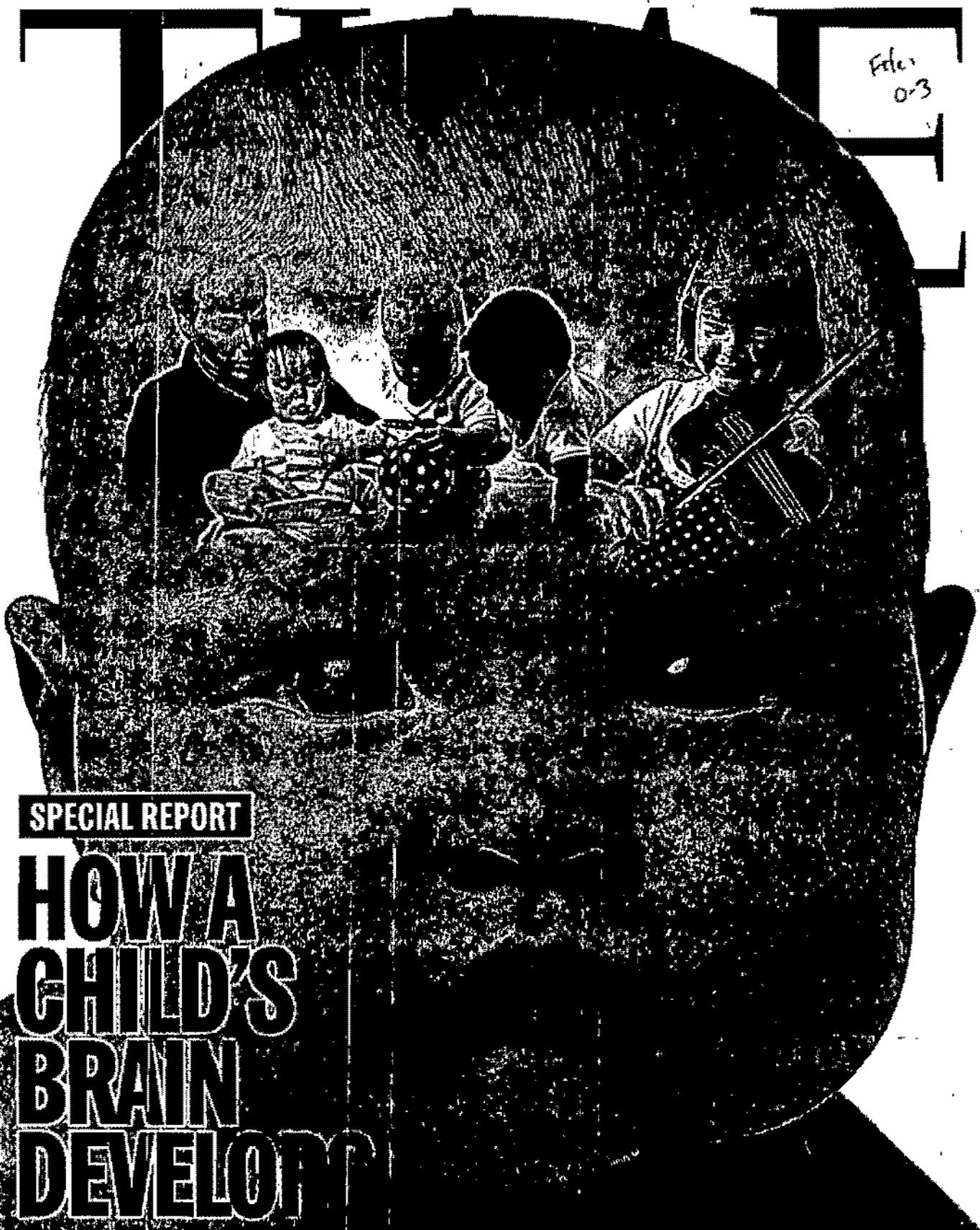
RAND is undertaking an analysis designed to provide an objective assessment of concrete, financial and other benefits of early childhood interventions. The study will draw on the array of analyses that have documented the impact of early childhood interventions on developmental, economic, and social outcomes. It will synthesize these results in a form that is both understandable to a lay audience and supportable by science. Examples of these potential benefits include:

- For the *child*, improved health, educational attainment, enhanced cognitive growth, behavioral maturity, avoidance of substance abuse and other antisocial behavior, and in adulthood, increased income;
- For the *parent(s)*, enhanced employment success, greater educational attainment, better mental health, improved marital stability, fertility control, and avoidance of substance dependence and child abuse;
- For the *community and society*, increased economic participation by parents and the consequent increase in tax receipts, lower welfare costs, increased public safety, reduced costs to the justice system, and reduced expenditures on a wide range of public programs such as special education, foster care, and child protective services.

As part of the project, the RAND team is conducting the following tasks:

- Reviewing the literature on the importance of early childhood development and the measurement of program effects. This review is focusing especially on (a) those attributes of development that are amenable to enhancement through policy/program interventions; (b) the effects of early childhood interventions on outcomes early and later in life; and (c) the methods for linking and estimating downstream benefits of interventions.
- Preparing a matrix of benefits in the three categories (child, parent, community and society). The matrix indicates the specific nature of the expected benefit, its magnitude in economic or other terms, the time stream of the benefit, and the strength of the scientific evidence supporting both the nature of the benefit and its magnitude.
- Developing models that enable the estimation and aggregation of all benefits for each candidate developmental intervention where measurement is both feasible and empirically supportable.
- Documenting the principal findings through an annotated briefing that also includes all supporting analyses and model output.

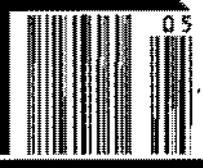
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**SPECIAL REPORT**

# 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

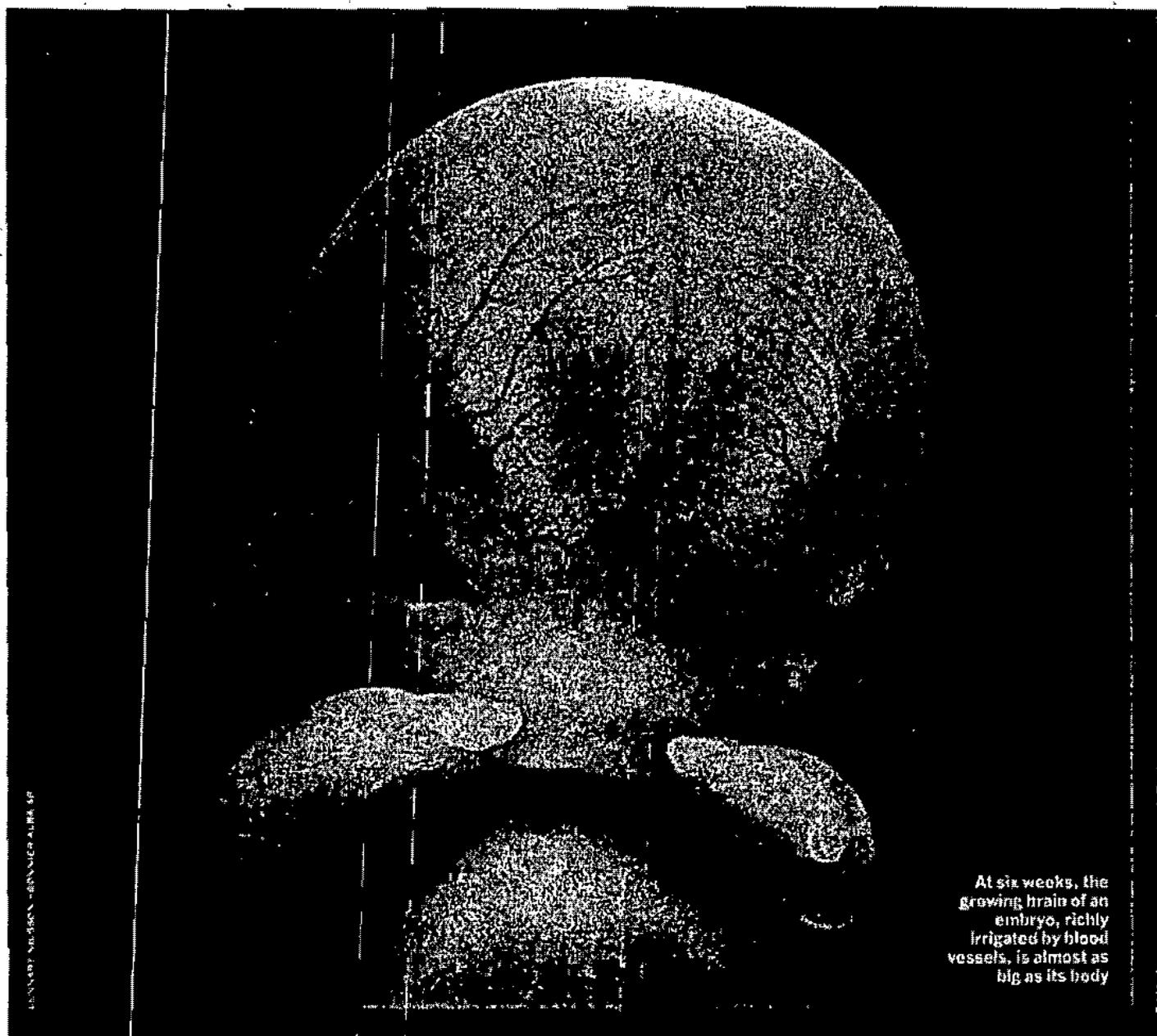
By J. MADELEINE NASH

**R**AT-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 those 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 Arne Geddes



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

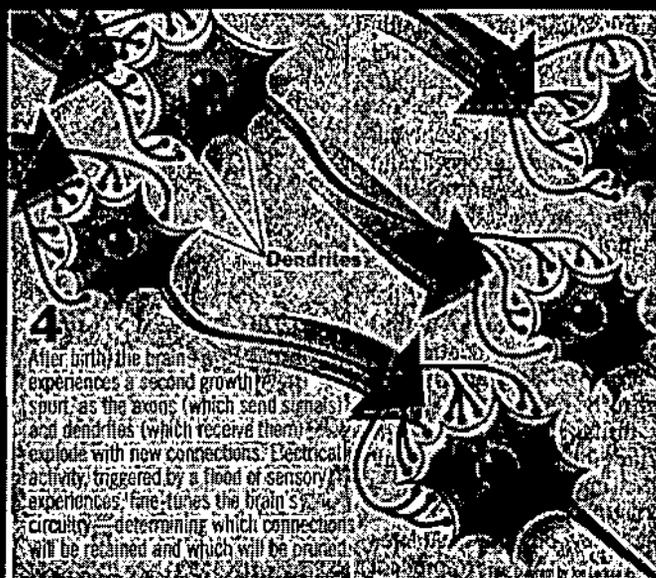
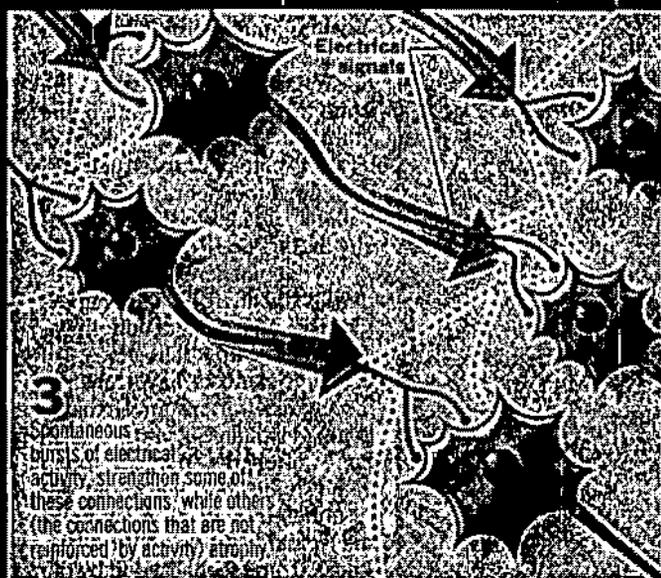
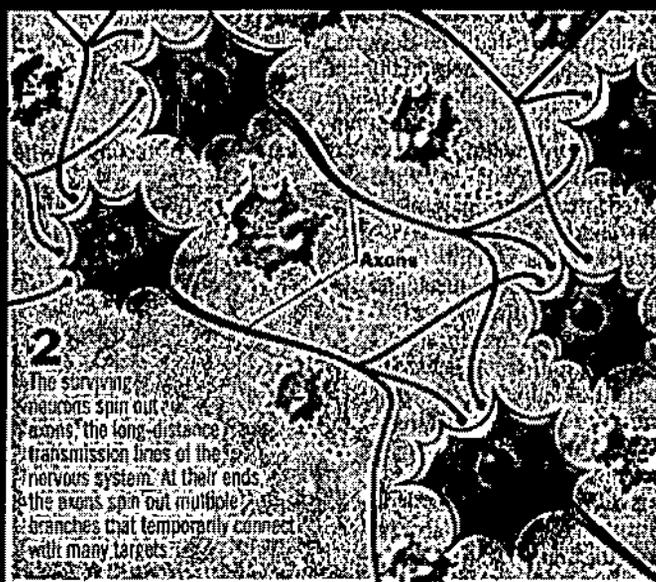
brain before birth, neuroscientists are finding, also drive the explosion of learning that occurs immediately afterward.

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

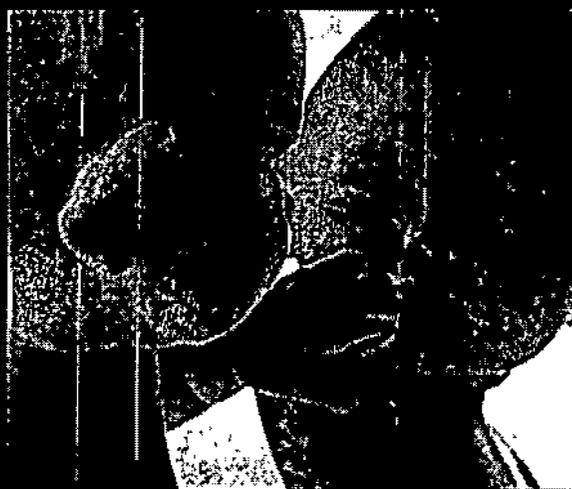
dominant partner during this phase of development, but nurture plays a vital supportive role. Changes in the environment of the womb—whether caused by maternal malnutrition, drug abuse or a viral infection—can wreck the clockwork precision of the neural assembly line. Some forms of epilepsy, mental retardation,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



**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	20/400	20/300	20/200	20/150	20/100	20/70	20/50	20/40	20/30	20/25	20/20
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-

logist 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-

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 way. "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											

ogist 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 frantically 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.

**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-tut-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

**E**NVIRONMENT 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 so far, 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 these 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 is a matter of

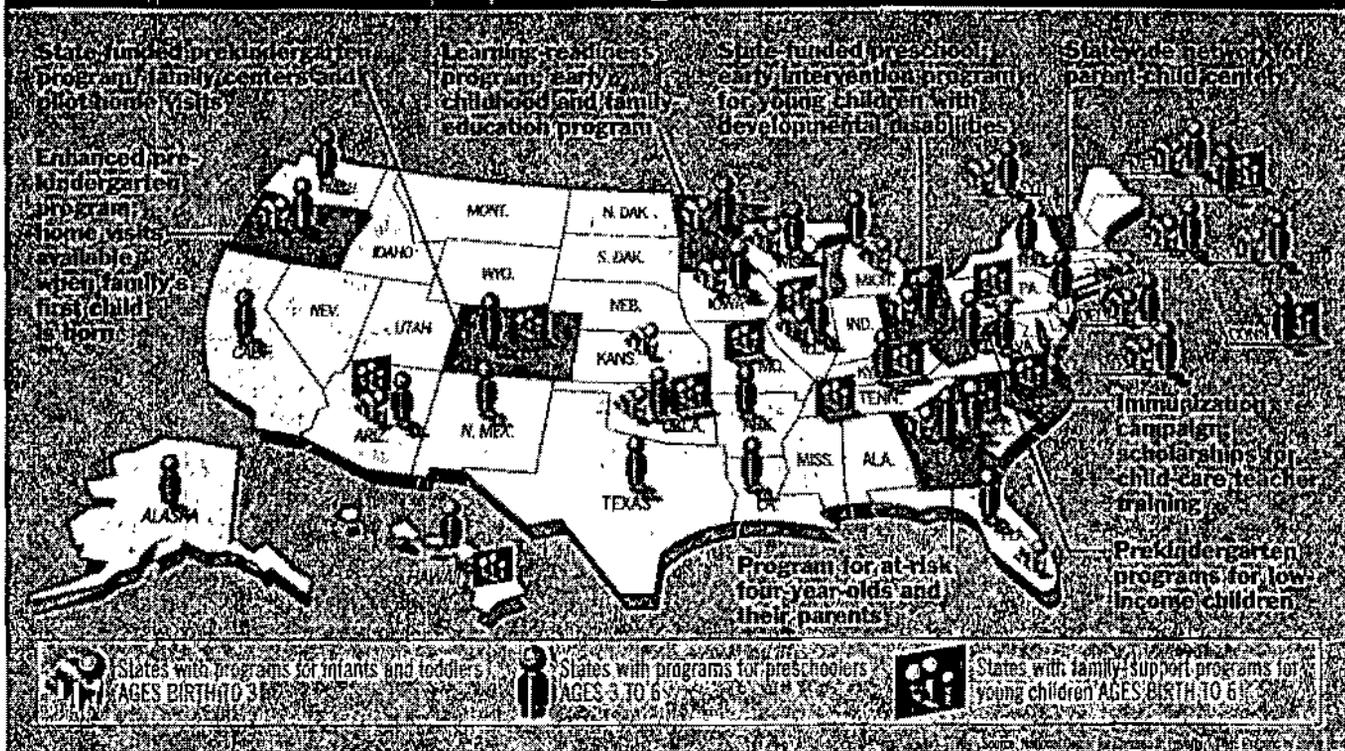
grave concern to child-development and child-care experts. A recent study found that 40% of day-care centers for infants and toddlers gave less than the minimal standard of care. Problems ranged from safety hazards to unresponsive caregivers to a lack of toys. If a caregiver spoons food from one bowl into the mouths of half a dozen toddlers lined up in high chairs, as has been known to happen, not only is the health of the children at risk but they are surely 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 Families and Work Institute, and you are saying 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 Vernaas, 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 Huskins, 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 Arun Blockman/Washington, Wendy Cole/Chicago, Rita Nealy/Denver, Melissa Ludtke/Cambridge and Lisa H. Towle/Raleigh



# HOLLYWOOD GOES GAGA

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

**C**ELEBRITIES WHO PUBLICLY EMBRACE worthy causes sometimes seem to be auditioning less for *Sense and Sensibility* than for *Clueless*. 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 Roasser/  
Los Angeles

Hillary Rodham Clinton

# Comfort and Joy

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

**T**HE 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

cc: Bruce Reed  
return  
(file 0-3 cont)

Bruce -  
A memo sent to The First Lady last week, which I forgot to give you - and then the most recent list of panelists, invitees, etc. Suggestions are still welcome, but they won't be for long.

March 13, 1997

MEMORANDUM

TO: Hillary Rodham Clinton  
cc: Melanne Verveer, Elena Kagan  
FROM: Nicole Rabner, Pauline Abernathy  
RE: Brain Conference

Elena

Before you leave on your exciting journey through Africa, we thought we would give you an update on the Brain Conference and ask for your thoughts and guidance on a few issues.

Conference announcement

First, the WH Press Office this morning put out a statement by the President announcing the date and themes of the Conference (statement is attached). Also, the President talked about the Conference in his education speech today in North Carolina (see attached).

Conference Agenda/Panels

Attached is an agenda that lays out our current thinking for the agenda of the Conference. As we have discussed, the broad thinking is as follows:

- The Conference opens with remarks by you and the President, in which you both frame the Conference, provide context for why the early years are significant, how the U.S. Government's role has been particularly vital in supporting research advances, and what this information means for all Americans.
- Dr. Hamburg then moderates the first small group of experts, a leading neuroscientist (Dr. Schatz) and a behavioral/familial development expert (Dr. Cohen), who present a succinct overview (with visual aides) of "what we know" with regard to brain development and how experience (positive and negative) can shape biology.
- The first panel then broadens to include a discussion with experts connected to direct services for children/parents in the earliest years of life -- an obstetrician (who can address pre-natal care issues), a pediatrician and a child care/early education expert.
- This extended panel then addresses specific concerns of parents -- concerns and questions, which, as we've discussed, are generated by the poll that *Zero to Three* is conducting with parents around the country. We thought you could moderate this portion and pose the questions to specific people on the panel. This is also an opportunity to pose some of the "tough questions" that we spoke of, i.e. "does this research mean that parents should stay at home" or "does this mean adopting or fostering an older child is not a good idea."

- Break for lunch. As you advised, we would have Administration (WH, Cabinet and sub-Cabinet) table hosts to spur discussion. Perhaps we could, as you suggested, have a "prayer-breakfast style" give-and-take with the guests. This will also serve as an important opportunity, as you have suggested, for the guests to visit with one another.
- The second panel would have the "it takes a village" theme, i.e. an exploration what all sectors of society are doing to enhance early childhood development, equip parents and care-givers with the most recent findings about development and strengthen families. We have received many recommendations for the business, faith, medical and media communities, and are in the process of vetting. We will forward recommendations to you in Africa early next week. It might make sense to have someone from an overall community intervention program (such as Chicago's Ounce of Prevention) to serve as moderator. This may also be the venue to have Governors participate, to address, on a state and local level, how this information is used. Gov. Voinovich from Ohio is certainly highest on our list for a speaking role. This panel may also be the best place to include Rob Reiner.
- The Conference concludes with a series of announcements, which perhaps you would moderate.

We intend to extend formal invitations for participation in the Conference on your behalf in your absence, so please advise us if we are on the right track, or if any of the specific names on the attached draft agenda should be revisited. We have already consulted widely in formulating the list for panel One -- as you may expect, no one person thought the same, but there was consensus that these are leaders in the early development community. David Hamburg was particularly helpful in formulating this list, and he will advise as we move forward.

The attached agenda does not include two people that you have mentioned, although I'm unclear whether you felt they should have speaking role on one of the panels or if they should be invited to attend:

1. Ben Carson

Johns Hopkins

(We have not heard his name by any of our recommenders, but will check into his background and expertise.)

2. Bettye Caldwell

University of Arkansas

(She has been recommended to us as a possible speaker, and certainly the "mother" of early childhood development -- but since her expertise is behavioral development, we thought that perhaps Dr. Donald Cohen of Yale could cover that part. One way to include her would be to replace Dr. Brazelton on Panel One with her, as they are both pediatricians and professors of pediatrics.)

## Conference Layout

We have a few options for the layout of the East Room for the two panels of the Conference. Ann Stock advises that once we set up the East Room, we will not have flexibility to change it during lunch, because of lighting and sound considerations. Ann presents a few options for our review and suggests that our decision should reflect our intention for the tone of the Conference.

OPTION 1: The East Room is set up audience-style, with the panelists (including you and the President) seated before 100+ invited guests. Stand-up mics could allow for audience participation, as appropriate, and a podium off to one side would allow for the opening and closing remarks and announcements.

OPTION 2: The East Room is set up with a centered enormous hollow square (used, for example, when the President meets with the NGA), with approximately 60 people around this large table. Panelists, along with you and the President, would sit on one side of the square. This option would allow for a small (approx 25) person audience and would, of course, encourage significant participation from the invited guests.

RECOMMENDATION: After consulting with Melanne and Elena Kagan, we recommend Option 1. We think the tone of the panels is better set and controlled with this layout and it would allow for more invited guests. Further, the guests are not "equal" in what they bring to the panel discussions or how we want them to participate (as, for example, all the Governors are "equal"), and therefore, we should focus on choosing carefully those we ask to serve on the panels themselves.

Please advise:

\_\_\_\_\_ Option 1 (Audience style)    \_\_\_\_\_ Option 2 (Hollow square style)    \_\_\_\_\_ Discuss

## Conference Audience

I will forward a list for your review tomorrow, broken into two sections -- those who may be critical to invite and others that represent a very broad group of suggestions. The list is far too long and needs to be significantly reduced, but it might help for you to have something to react to, so as to ensure that that we do not omit those you feel strongly about including.

## POTUS Involvement

While you are away, we are likely to have to negotiate with the President's staff the amount of time the President will dedicate to participating in the Conference. I believe our position is that we would prefer that he participate as much as possible, but it would be helpful to us to get a sense of what you think is most important for him to do:

Opening Remarks

Panel One (overview of research and questions of parents)

Lunch

Panel Two ("It Takes A Village")

Announcements.

## Reiner Involvement/Reception

We plan to continue discussions about having a reception in Washington on the evening of the Conference, as a fitting venue for the screening of Reiner's TV show. We would also appreciate your views on encouraging Reiner to hold off on his formal launch of his Engagement Campaign until either during or after the WH Conference.

**DRAFT FOR DISCUSSION PURPOSES ONLY**

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

**Opening Remarks  
The East Room**

9:00-9:30 am      *The President and First Lady frame the day, underscore the unique contribution of United States Government in supporting research and highlight the national opportunity and responsibility the new findings present*

**SESSION ONE: Exploration of Current Scientific Research  
on the Brain and Its Applications for Parents and Care-givers  
The East Room**

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

9:30-10:15 am      *Inside the Baby's Brain: an overview of recent discoveries in neuroscience (with brief slides and/or videotape and/or model of developing brain)*

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

Dr. Donald Cohen, Director, Yale Child Study Center (behavioral science overview)

10:15-10:45 am      *Discussion of What This Research on the Brain Means for Parenting, Health Care and Early Education*

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

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

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

10:45-11:30 am      *Presenters from the opening session address concerns of parents -- questions are generated from a poll Zero To Three is conducting with parents across the country*

First Lady Hillary Rodham Clinton frames discussion and poses questions

**Working Luncheon  
State Dining Room**

12:00-1:30pm      *Administration luncheon table hosts engage guests, who here have a chance to visit informally with one another*

*[Possible Prayer Breakfast-style luncheon]*

**Panel Two: Applying the Knowledge  
An Exploration of What Communities and Various Sectors of Society  
Can Do To Support Parents and Equip Them With Current Research  
The East Room**

**Moderator:**      Possibly:      Harriet Meyer, Executive Director, Ounce of Prevention Fund; or  
Dwayne Crompton, ED-KCMC, Kansas City, MO (runs Head Start, Early Head Start, and child care programs)

1:45-3:15pm      *Various Sectors of society discuss how they are using new scientific findings to support families and enhance early childhood development and learning*

**Faith Community:**      Working with Flo. Some possibilities include:  
Rev. Eileen Lindner, National Council of Churches of Christ, leader in convincing churches to provide child care; a Catholic Nun from St. Vincent's Home in Denver, which uses Partners in Parenting Education (PIPE), applying biologically based research to parenting strategies.

**Business Representative:**      Ralph Larson, CEO of Johnson & Johnson; or  
Brad Butler, retired CEO, Proctor & Gamble; or  
Doug Leatherdale, CEO, St. Paul Companies.

*[You visited St. Paul Companies in 1996. Among this Fortune 500 company's many family friendly policies is a state-of-the-art day care center staffed by people with degrees in child development and offer a developmental curriculum for children ages zero-six. They are on the DOL Women's Bureau Honor Roll.]*

**Early Head Start:**      Dwayne Crompton if he is not moderating. Both Harriet Meyer and Dwayne Crompton run Early Head Start programs.

**Community Program:**      Exploring possibilities, including:  
Harriet Meyer, if not moderating; or  
Wil Blechman, Train the Trainers, Miami, FL. Blechman is a retired doctor and member of the Kwanis who developed a program to train community organizations to apply neuroscience to

their work.

*Police Chief*, if we identify one effectively using early development knowledge

*Media:* Rob Reiner or  
Geraldine Laybourne, President, ABC Cable

*Local Government:* Gov. Voinovich, Ohio, and a Democratic Governor

*Child Care:* May be covered by above categories adequately.

*HIPPY Representative:* Arkansas or D.C.? Perhaps a parent who benefited from HIPPY

*Program for Fathers:* May be covered by above categories adequately.

*Music:* May be covered by above categories adequately.

**Concluding Session: Announcements For Future Action  
The East Room**

Moderator: First Lady Hillary Rodham Clinton

3:45-4:30pm | *A series of announcements of future action*

President Clinton

Others To be Determined

Rm. - 218 - L

PROGRAM  
Anette  
- Lisa

Draft List - As of 3/19/97

- Copies to  
- Olivia  
- Elaine

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

***PART I. - INVITATIONS***

*The following are people or organizations which will be invited to participate in the conference pending your final approval.*

**PANEL ONE PARTICIPANTS**

David Hamburg  
President  
Carnegie Corporation of New York  
437 Madison Avenue  
New York, NY 10022  
Phone: 212-371-3200  
Fax: 212-223-8831  
First panel moderator.

Dr. Donald Cohen  
Director  
Yale Child Study Center  
Irving Harris Professor of Child  
Psychiatry, Pediatrics and Psychology  
Yale University  
Post Office Box 207900  
New Haven, CT 06520-7900  
Phone: 203-785-5759  
Fax: 203-785-7402  
Highly recommended by Carnegie and HHS.

Carla Shatz, PhD  
Professor of Neurobiology  
Department of Molecular and Cell Biology  
Howard Hughes Medical Institute and  
University of California, Berkeley  
Berkeley, CA 94720  
Phone: 510-643-5621  
Universally recommended.

T. Berry Brazelton  
Medical Director  
Boston Medical Center  
Boston, MA  
Phone: 617-534-7424  
Fax: 617-534-7915  
Universally recommended.

Dr. Ezra Davidson  
Drew University of Medicine  
Los Angeles, CA  
Recommended by David Hamburg.

Deborah Phillips, PhD  
Director of Board on Children and Families of the National Research Council  
National Academy of Sciences  
2101 Constitution Avenue, NW  
Harris Building, Room 156  
Washington, DC 20418  
Phone: 202-334-1935  
Fax: 202-334-3829  
Also recommended by HHS, NIH and Carnegie.

**PANEL 2 PARTICIPANTS UNDER CONSIDERATION (SEE ATTACHED DESCRIPTIONS)**

Harriet Meyer  
Executive Director  
Ounce of Prevention Fund  
122 South Michigan Avenue  
Suite 2050  
Chicago, IL 60603  
Phone: 312-922-3863  
Fax: 312-922-3337

Possible moderator. Heads national prominent public-private partnership that develops, runs and evaluates innovative early intervention strategies for replication.

Dr. Gloria Rodriguez  
President and CEO  
Avance Family Support and Education Program  
301 South Frio, Suite 310  
San Antonio, TX 78207  
210-270-4630

Hispanic parenting organization recommended by Carnegie.

Dwayne Crompton  
Executive Director  
KCMC-Early Child Development Corporation  
Kansas City, MO

Early head start program. Highly recommended.

Melvin Warring  
Chief of Police  
New Haven, CT

Model for DOJ-funded Yale Child Study Center effort to build collaborations between police precincts and child development/mental health experts. Highly rec. By DOJ.

Doug Leatherdale  
CEO  
St. Paul Companies  
385 Washington Street  
Saint Paul, MN 55103  
Phone: 612-310-7819  
Fax: 612-310-7318

Insurance co. HRC visited with model family-friendly programs, including model child care.

Or

Ralph Larsen  
Chairman and CEO  
Johnson & Johnson  
One Johnson & Johnson  
New Brunswick, NJ 08933-0001  
Phone: 908-524-0400; Fax: 908-8284066

Universally recommended for their dedication to children and children's research. Family friendly workplace. Working with the Engagement Campaign.

Or

Leland Brendsel  
Freddie Mac  
Virginia

Sponsors Cornerstones Project in Washington, D.C. dedicated to assisting service providers in developing effective, high-quality programs for families with infants and toddlers.

Mr. Rob Reiner  
Castlerock Entertainment  
Los Angeles, CA  
Creative Leader of National Engagement Campaign.

Catholic Nun (possibly)  
St. Vincent's Home  
Denver, CO  
Using the PIPE model

Barry Zuckerman (possibly)  
Chairman of Pediatrics  
Boston City Hospital  
818 Harrison Avenue  
Dowling South Suite 300  
Boston, MA 02188  
Phone: 617-534-7424  
Fax: 617-534-7424

Created and instituted child development programs that are run by (and in) the Hospital such as early learning and reading programs. Also recommended by Carnegie.

Respondents: Chairs of the NGA's Children's Task Force Co-Chairs

Governor Bob Miller  
State of Nevada  
Executive Chamber  
Capitol Complex  
Carson City, Nevada 89710  
Phone: 702/687-5670

Governor George Voinovich  
Office of the Governor  
77 South High Street  
Columbus, Ohio 43215  
Phone: 614/644-0813

## **SCIENTISTS AND EXPERTS**

Dr. Bettye Caldwell, PhD  
Professor of Pediatrics  
Department of Pediatric Care  
Arkansas Children's Hospital - South Campus  
800 Marshall Street  
Little Rock, AR 72202-3591  
Phone: 501-320-6583  
Phone: 501/320-1552  
Highly Rec. by Carnegie and HHS.

Dr. Ben Carson  
Brain Surgeon  
Johns Hopkins University School of Medicine  
Baltimore, MD  
Spoke at Prayer Breakfast.

Dr. Harry Chugani, MD  
Director, PET Center  
Children's Hospital of Michigan  
3901 Beaubien Boulevard  
Detroit, MI 48201-2196  
Phone: 313-993-2867  
Fax: 313-993-3845  
Head of Neurology. Serves as Professor of Pediatrics, Neurology and Radiology at Wayne State University School of Medicine. Recommended by OPL and Carnegie.

Dr. Megan Gunner, Ph.D.  
Institute of Child Development  
University of Minnesota  
Minneapolis, MN 55455  
Phone: 612-624-2846  
Expertise in emotional development in infants; behavioral inhibitions. Universally recommended.

Dr. J. Ronald Lally, EdD  
Director, Center for Child and Family Studies  
WESTED.Far West Laboratory  
180 Harbor Drive  
#112  
Sausalito, CA 94965  
Phone: 415-331-5277  
Fax: 415-331-0301  
0-3 Board of Directors and highly universally recommended.

Dr. Shirley Malcom  
American Association of the Advancement of Science  
Recommended highly by Hamburg. Leader on Carnegie report, Starting Points.

Dr. David Olds, PhD.  
Prevention Center for Family & Child Health  
University of Colorado  
303 East 17th Avenue  
Suite 200  
Denver, CO 80203  
Phone: 303/861-1715  
Fax: 303-861-2441

Preeminent scholar in evaluating home intervention programs, such as HIPPY, and has demonstrated positive results. Rec. by HHS and Hamburg.

Dr. Kyle Pruitt, M.D.  
Clinical Professor of Psychiatry  
Yale Study Center  
New Haven, CT  
Phone: 203-453-3632  
Fax: 203-785-7611

Father's impact on early development and young children's health. Student and close colleague of Dr. Sally Provence.

Mr. Julius Richmond  
Harvard University  
Cambridge, MA

Strongly recommended as essential. Former Surgeon General, widely viewed as most credible health expert in the country.

Harold Varmus  
NIH  
Building 126, Room 1  
9000 Rockville Pike  
Bethesda, MD 20892  
Phone: 301-496-2433  
Fax: 301-402-2700

Edward Zigler  
Director  
The Yale Bush Center in Child Development and Social Policy  
Yale University  
New Haven, CT  
Phone: 203-432-9931  
Fax: 203-432-9933  
Founder of Head Start. Also recommended by Carnegie.

## ADVOCATES/ASSOCIATIONS

Nancy Beang  
Executive Director  
Society for Neuroscience  
11 Dupont Circle, NW, Suite 500  
Washington, D.C. 20036  
Phone: 202-462-6688

Membership of 26,000 brain researchers worldwide includes leading authorities on learning and development, who are on the cutting edge of research in this area.

Janice Cox  
President  
Georgia State Parent Teacher Association  
114 Baker Street, NE  
Atlanta, GA 30318  
Phone: 404/659-0214

Recommended by Secretary Riley. Representing the National PTA.

Dr. Jim Dearth  
Children's Hospital of Alabama  
1600 Seventh Avenue, South  
Birmingham, AL 35233  
Phone: 205-939-9895  
Fax: 205-939-5177

Actively developing programs to implement in the hospital. NACHRI has suggested that Dr. Dearth represent their organization

Marian Wright Edelman  
President  
Children's Defense Fund  
25 E Street, NW  
Washington, D.C. 20001  
Phone: 202-662-3547  
Fax: 202-662-3560

Deborah Eaton  
National Association for Family Child Care

Recommended by HHS and Carnegie. Association for family, home-based day care centers.

Yolie Florez  
1633 Hill Drive  
Los Angeles, CA 90041

A long-time advocate in child development and education in the Hispanic community. She is currently working with the Annie E. Casey Foundation leading their Latino Children Initiative as she is on sabbatical from her professional position with the Children's programs office of the City of Los Angeles.

Ellen Galinsky, MS  
Co-President  
Family and Work Institute  
330 Seventh Avenue  
14th Floor  
New York, NY 10001  
Phone: 212-465-2044 x 204  
Fax: 212-465-8637

Leader in child development and balancing work/family issue. Working closely on child development issues with the NGA. Recommended by Carnegie and many others.

Sarah Greene  
Executive Director  
National Head Start Association, Partnership Project  
1651 Prince Street  
Alexandria, VA 22314  
Phone: 703-739-0875  
Fax: 703-739-0878

Eleanor Guggenheimer  
Child Care Action Campaign  
330 Seventh Street, 17th Floor  
New York, NY 10001  
Phone: 212-239-0138  
Fax: 212-268-6515

Founder of one of the foremost groups of child care advocacy groups in New York City.

Bill Harris  
Kids PAC, Head Start

Irving Harris's son. Active child advocate, recommended by Carnegie.

Dr. Clarissa Leister-Willis  
Executive Director  
Southern Early Childhood Association  
Box 55930  
Little Rock, AK 72215-5950  
Phone: 501-663-0353  
Fax: 501-663-2114

One of the preeminent southern organizations dealing with children 0-3. Their extensive network blankets organizations and programs in all Southern states. Universally recommended.

Barbara Reisman, Executive Director  
Child Care Action Campaign  
330 Seventh Street, 17th Floor  
New York, NY 10001  
Phone: 212-239-0138  
Fax: 212-268-6515

One of the foremost groups of child care advocacy groups in New York City.

Lucy Hackney:  
3021 O Street, NW  
Washington, DC 20007  
Phone: 202-965-3313  
Fax: 202-965-7140

Robert E. Hanneman, MD  
President  
American Academy of Pediatrics  
2600 Greenbush Street  
Lafayette, IN 47903  
Phone: 317-448-8000  
Fax: 317-448-1160

Recommended both by OPL and HHS.

David Liederman  
Executive Director  
Child Welfare League of America  
440 First Street, NW, Suite 310  
Washington., D.C. 20001  
Phone: 202-638-2952  
Fax: 202-638-4004

Judith E. Jones  
Founder  
National Center for Children in Poverty  
Columbia University  
New York, NY

Recommended by HHS and Carnegie. Zero -three focus.

Matthew Melmed  
Executive Director  
Zero to Three National Center for Infants, Toddlers and Families  
723 15th Street, NW  
Suite 1000  
Washington, DC 20005-1013  
Phone: 202-638-1144  
Fax: 202-342-9553

Well known for their extensive research on child development. Creator of many publications and visual aids for parents and their young children.

Evelyn K. Moore  
Executive Director  
National Black Child Development Institute  
1023 15th Street, NW  
Suite 600  
Washington, D.C. 20005  
Phone: 202-387-1281  
Fax: 202-234-1738

One of the foremost organizations working on child development issues. They are well respected for their work with developmental issues of minority children. Recommended by OPL and Carengie.

Susan Roman  
Executive Director  
American Libraries Association Services to Children  
50 East Huron Street  
Chicago, IL 60611-2795  
Phone: 312-280-2162  
Fax: 312-280-3257

This branch of the ALA focuses on programs in which young children learn, particularly academic and reading efforts.

Carol Brunson Phillips, Ph.D.  
Executive Director  
Council for Early Childhood Professional Recognition  
Washington, DC  
Phone: 202-265-9090

Known for her reseach related to the effect of caregiving adults' racial attitudes on the devleopment of young children.

Marilyn Smith  
Executive Director  
National Association for the Education of Young Children  
1509 16th Street, NW  
Washington, DC 20036  
Phone: 202-328-2605  
Fax: 202-3281846

Represent the leaders in early child care quality assessment. Extensive national network of educators, child care providers, researchers, etc. Publish the magazine, Young Child. Strongly recommended by OPL, HHS and Carnegie.

Yasmina Vinci  
Executive Director  
National Association of Child Care Resource and Referral Agencies  
1319 F Street, NW  
Suite 810  
Washington, DC 22204  
Phone: 202-393-5501  
Fax: 202-393-1109

Umbrella organization working with an extensive network of grassroots child care and parental referral agencies. They offer a imp. perspective programs that are and are not effective because of their fist hand knowledge with children and parents. Recommended by Carengie and HHS.

Claudia Wayne  
Executive Director  
National Center for the Early Childhood Workforce  
733 15th Street, NW  
Suite 1037  
Washington, DC  
Phone: 202- 737-7700  
Fax: 202-737-0370

Leading organization for training child care providers. Highly recommended by OPL and HHS.

**Bernice Weissbourd**  
**Family Resource Coalition**  
**Chicago, IL**

National organization representing the emerging family support movement. Offer many of the social supports that were once provided by a network of stable extended families within a community.

## **PROGRAMS**

**Bobbie Block**  
Child Development Council of Washington, D.C.  
Washington, DC

Recommended by HHS and Carol Thompson Cole to represent the District.

**Shannon Bryant**  
Student/Team Leader  
Jumpstart  
Little Rock, AR

Jumpstart is an Americorp program which allows students to obtain work-study benefits through community service. Shannon is a sophomore at Harvard. Participated in head start as a child and credit his success to it. Began as a Jumpstart Cops member and now returns as a team leader. Son of Leroy Bryant, Executive Director of the non-profit group, A New Beginning, Inc.

**Abby Cleland**  
Recommended strongly by Secretary Riley, awaiting details.

**Sharon Darling**  
President  
National Center for Family Literacy  
Waterfront Plaza, Suite 200  
325 West Main Street  
Louisville, KY 40202-4251  
Phone: 502-584-1133  
Fax: 502-584-0172

**Barbara Dellinger**  
Head Start Director for Charlotte/Mecklenburg  
Bethlehem Center  
2705 Baltimore Avenue  
Charlotte, NC 28203  
Phone: 704-371-7403  
Fax: 704-371-7435

Recommended by Riley. Sister of Walter Dellinger. Tutored the first class of black students who desegregated the Charlotte-Mecklenburg School District.

Henry Foster  
Chief Executive Officer  
The National Campaign to Prevent Teen Pregnancy  
2100 M Street, NW Suite 500  
Washington, D.C. 20037  
Phone: 202-857-8692  
Fax: 202/331-7735  
Important nexus with early intervention issues.

Grace Lucille Hill  
Recommended strongly by Secretary Riley.

Eloise Jenks  
President  
National Association of WIC Directors  
Executive Director of the Los Angeles WIC Program  
Los Angeles, CA

Gloria Johnson Powell, M.D.  
Judge Baker Children's Center  
295 Longwood Avenue  
Boston, MA 02115  
Phone:: 617-232-8390

First African American woman in the history of the Harvard Medical School to serve as a tenured professor of child psychiatry. Developed a home based program for inner city children and families using a Mobil unit to bring primary mental health care services door-to-door.

Doug Quiett  
Marin City Families First  
Marin City, California  
Model education/social services intervention program for low-income, primarily African American community. Involves home-based care management system and community-based intervention services. Recommended by 0-3.

Ashley Swift  
Attorney  
Smart Start Program Volunteer  
c/o Womble Carlyle, Sadridge & Rice Law Firm  
Post Office Drawer 84  
Winston-Salem, NC 27102  
Highlighted by the President in 3/13 visit.

Inez Moore Tanenbaum  
President  
South Carolina Center for Family Policy  
911 Lady Street  
Suite D  
Columbia, SC 29201  
Phone: 803-929-0464  
Fax: 803-929-0107

Recommended by the President and Secretary Riley. Working with the community in SC to address issues such as welfare, quality child care, prenatal care and parent education initiatives.

Maria Gregory Taylor  
County School District  
Fountain Inn, SC

Recommended by Secretary Riley. Parent education expert involved in Parents as Teachers Program.

Ruth Tracy  
Navajo Health Clinic  
Post Office Box 697  
Ganado, AZ 86505  
Phone: 520-755-3411  
Fax: 520-927-9162

Works on the Navajo Health Clinics on the Reservation on which she lives. Her work is primarily with parents who have young children with disabilities. She herself is a parent of a child with Down Syndrome.

Chad Wick  
Winning Teams for Young Children: Parents and Professional Learning Together through Technology  
Cincinnati, OH

Seven-month training program designed to teach participants--including 9,000 parents and 3,000 early childhood professionals--how to work together to create an optimal home and child care settings for children 0-5. Highly recommended by 0-3.

Miriam Westheimer  
Executive Director  
HIPPI USA  
53 W. 23rd Street  
Sixth Floor  
New York, NY 10010  
Phone: 212-678-3500  
Fax: 212-678-4136

Home intervention program.

Mildred Winter  
Executive Director  
Parents as Teachers  
National Center, Inc.  
10176 Corporate Square Drive, Suite 230  
St. Louis, MO 63132  
Phone: (314)432-4330  
Fax: (314)432-8963

Organization is one of the only national early childhood program that is taking the frontier of science directly from the laboratory to the living room. Working with Charles A. Dana Foundation .

## **FOUNDATIONS**

Dr. John Bruer  
President  
McConnell Foundation

Betty Hamburg  
W.T. Grant Foundation  
Wife of David Hamburg. Expert on early development.

Irving B. Harris  
Chairman  
The Harris Foundation  
2 North La Salle Street  
Chicago, IL 60602-3703  
Phone: 312-621-0650  
Fax: 312-621-0857  
Long time researchers and advocates in child development. Sponsored a similar conference on brain development in Chicago with the Families and Work Institute.

Michael Levine  
Program Officer for Education and Healthy Development of Children and Youth  
Carnegie Corporation of New York  
437 Madison Avenue  
New York, NY 10022  
Phone: 212/207-6314

David Mahoney  
Chairman  
The Charles A. Dana Foundation  
745 Fifth Avenue  
Suite 700  
New York, NY 10151  
Phone: 212-223-4040  
Fax: 212-593-7623

Working with children's groups to research, develop programs, and educate the public on developmental science.

## **CORPORATE SECTOR**

**Robert E. Allen**  
Chief Executive Officer  
AT&T

Phone: 908-221-5151

Universally recommended for their family friendly practices. Significantly funding Engagement Campaign.

**Louis Gerstner, Jr.**  
Chairman & CEO  
IBM Corporation  
Old Orchard Road  
Armonk, NY 10504

Phone: 914-765-6717

Fax: 914-765-7030

Corporate pioneer in creating a family friendly environment. Recommended universally. Known for their interest/investments in children.

Small Business Representative (TBD)

Scholastic, Inc.

**FAITH COMMUNITY**

(Flo McAfee will be reviewing and making further recommendations).

Nan Rich  
National President  
National Council of Jewish Women  
6th Floor  
53 West 23rd Street  
New York, NY 10010  
Phone: 212/645-4048  
Fax: 212/645-7466

NCJW is a volunteer organization with 90,000 members that works to improve the quality of life for women, children and families. Their research arm, "Center for the Child," focuses on issues related to early childhood development

**ENTERTAINMENT/MEDIA**

Pat Butler  
Vice President  
Washington Post Company  
Washington, DC

Judsen Culbreath  
Editor  
*Working Mother*  
230 Park Ave.  
New York, NY 10169  
Phone: 212-551-9500

Irwin Dougan  
Executive Director  
PBS  
703/739-5015  
or  
Children's Television Workshop

Ellen Gilbert  
International Creative Management, Inc.  
Talent and Literacy Agency  
8942 Wilshire Blvd.  
Beverly Hills, CA 90211  
ph 310-550-4000  
fax 310-550-4100  
Spearheading Coordination of Reiner's Engagement Campaign.

Jane M. Healy, PhD.  
Author  
4266 Columbine Drive  
Vail, CO 81657  
Phone: 970-476-9351  
Fax: 970-476-2913

Geraldine Leybourne  
President  
ABC/Disney Cable

Henry Muller  
Time-Warner Executive

Friend to the field of early child development. As then editor-in-chief of Time Magazine, was responsible for Time cover story.

Judith Nolte  
Editor in Chief  
*American Baby*  
249 W. 17th St.  
New York, NY 10011  
Phone: 212-462-3300

Staff contact: Wendy Naugle

Rob Reiner and Michelle Reiner  
Phone: 310-285-2328

Producing a special series and campaign on child development in partnership with an extensive and diverse network of children's and educational issues.

**GOVERNORS**

**NATIONAL GOVERNORS' ASSOCIATION'S CHILDREN'S TASK FORCE:**

Members: Governor Lawton Chiles  
Governor's Office  
The Capitol  
Tallahassee, Florida 32399-0001  
t: 904/488-2272

Governor Tom Ridge  
Office of the Governor  
Room 225  
Main Capitol Building  
Harrisburg, Pennsylvania 17120  
t: 717/787-2500

Governor Lincoln Almond  
State House  
Providence, Rhode Island 02903  
t: 401/277-2080

Governor Howard Dean  
109 State Street  
Montpelier, Vermont 05609  
t: 802/828-3333

**CONGRESSIONAL**

10-15 spaces held for Congressional Affairs.

## **PART II. – CONSIDERATIONS**

*The following lists are those that were considered for an invitation. These persons/organizations will not be invited to participate in the Conference, but may be invited to watch the conference via a live feed in Room 450 of the Old Executive Office Building.*

*Please note those with an asterisk (\*) as you may wish to reconsider their participation. However, due to space limitations, this may require that someone on the invitation list be taken off.*

### **SCIENTISTS AND EXPERTS**

- \* Dr. J. David Hawkins  
Developmental Research Programs., Inc.  
437 Madison Avenue  
New York, NY 10022  
Phone: 212-371-3200  
Fax: 212-754-4073  
Highly recommended by the Dept. of Justice. Risk focused prevention. Pioneered programs for juvenile delinquency, violence, teen-pregnancy, school drop-out and substance abuse problems.  
Top researcher.
  
- \* Sharon Lynn Kagan  
Senior Associate  
Yale Bush Center  
Yale University  
New Haven, CT  
Recommended by Hamburg. Recently co-authored book with Cohen. Member of the National Commission on Head Start and Chapter One.
  
- \* Patricia Goldman-Rakic and Pasco Rakic  
Professor of Neuroscience  
Section of Neurobiology  
Yale University School of Medicine  
333 Cedar Street, SHM, C303  
New Haven, CT 06520  
Phone: 203-785-5288  
Fax: 203-785-5263  
Rec. by Carnegie and HHS. Patricia possible panelist.

\* Craig T. Ramey, Ph.D.

Director and Professor of Psychology, Pediatrics, Maternal and Child Health and Sociology  
The University of Alabama at Birmingham

SC 313

Birmingham, Alabama 35295-0021

Phone: 205-934-8900

Fax: 205-975-6330

Rec. by HHS and Carnegie.

\* Lisabeth Schorr

Harvard University

Cambridge, MA

Recommended by Carnegie. Wrote a book on the importance of child development programs several years ago. Has a new publication examining how we can step-up current programs.

Heidelise Als, Ph.D.

Director of Neurobehavioral Infant and Child Studies

Children's Hospital - Boston

320 Longwood Avenue - Enders Building 028

Boston, MA 02115

Phone: 617-355-8249

Fax: 617-355-7203

Pioneer the study of premature, low birth weight babies who have intracranial hemorrhages. Led to new procedures in neonatal intensive care nurseries. Received Decade of the Brain Research Award from the Chicago Institute of Neurosurgery and Neuroresearch. Per Naomi Karp.

Don Baily, Ph.D.

Director, National Center on Early Development and Education

Frank Porter Graham Center

University of North Carolina at Chapel Hill

CB # 8180, 105 Smith Level Road

Chapel Hill, NC 27599-8180

Phone: 919-966-4250

Fax: 919-966-7532

Extremely knowledgeable about early child development and disability, especially genetic disorders.

Elizabeth Bates

University of California, San Diego

Recommended by HHS.

Richard Brandon, Ph.D.  
Herman Services Policy Center  
University of Washington  
Box 353060  
Seattle, WA 98185-3060  
Phone: 206-685-3135  
Fax: 206-616-5769

Quality Child Care Think Tank. Urging new types of certification and standards for child care workers.

Urie Bronfenbrenner  
Cornell University  
Recommended by Carnegie.

Joan R. Challinor  
Commissioner  
U.S. National Commission on Libraries and Information Science  
3117 Hawthorne Street, NW  
Washington, DC 20008  
Phone: 202/965-9447  
Fax: 202/965-6115  
Recommended by DPC.

Geraldine Dawson  
Professor of Psychology  
University of Washington  
Highly respected expert, superb communicator on brain research, focuses on interplay between biology and environment among children of depressed mothers. Recommended by Carnegie.

Marian Diamond  
Biologist/Professor  
University of California, Berkeley  
Recommended by Assistant to the Attorney General. Diamond a Keynote at Renaissance Weekend. Expert in early childhood development and development of baby's brains.

Felton Earls, MD  
Professor of Human Behavior  
Department of Maternal and Child Health  
Harvard School of Public Health  
677 Huntington Avenue  
Boston, MA 02115  
Phone: (617)432-1227  
Fax: (617)432-3448

Dr. Gerald Edelman  
Director  
The Neurosciences Institute  
10640 John Jay Hopkins Drive  
San Diego, CA 92121  
Phone: 619-626-2000

Recommended by former Rep. Lynn Schenk of CA. Nobel Prize winning neuroscientist.

Dr. Martha Farrell Erikson  
Director of Children, Youth and Family Consortium  
University of Minnesota  
Minnesota

Recommended by Nancy Hoit. Attachment theory expert.

Aida Giachello, Ph.D.  
Midwest Latino Health Research Center  
University of Illinois - Chicago  
1640 West Roosevelt Road  
Office 636  
Chicago, IL 60608  
Phone: 312-413-1952  
Fax: 312-996-3212

Works with Latino children whose families have special needs. Consults with Spanish-speaking television programs to make sure that appropriate parenting activities that foster child development are demonstrated as a model for those watching.

Corey Goodman  
University of California, Berkeley  
Recommended by HHS.

Dr. Stanley Greenspan, M.D.  
Clinical Professor of Psychiatry and Pediatrics  
George Washington Medical School  
Washington, DC

Dr. Gay R. Holstein  
Box 1140; Dept. Of Neurology  
Mt. Sinai School of Medicine  
1 Gustave Levy Place  
New York, NY 10029

Neuro-anatomist, does post-doctoral research and teaches at Mt. Sinai Medical Center. Early childhood learning is part of her work.

Judith A. Hudson, Ph.D.  
Department of Psychology  
Busch Campus  
Rutgers, The State University of New Jersey  
New Brunswick, NJ 08903  
Phone: 908-445-3172  
Fax: 908-445-2263

Directs the Douglass Day Care Center, which cares for and teaches newborns to six year-olds. She has been a consultant to the State of New Jersey on Early Warning Tests. She has three children (aged 9 months to 13 years). Recommended by Bob Raymar.

Jerome Kagan  
Professor  
Department of Psychology  
Harvard University  
Cambridge, MA

Pat Kuhl  
University of Washington

Recommended by HHS. Quoted in Time magazine article. Language specialist.

Neal Kaufman, M.D., MPH  
1401 N. Bundy Drive  
Los Angeles, CA 90049  
Phone: 310-855-6386  
Fax: 310-967-0145

Developed a literature project in his clinic for low income families. Has developed extensive evaluation forms and recommended reading lists. Recommended by the American Academy of Pediatrics.

Evelyn Gruss Lipper, M.D.  
Director  
Division of Child Development  
Department of Pediatrics  
New York Hospital  
Associate Professor of Pediatrics  
Cornell Medical Center

Gwen Morgan, MD  
Professor and Executive Director  
Wheelock Center for Training and Policies  
Wheelock College  
200 The Riverway  
Boston, MA 02215  
Phone: 617-734-5202  
Fax: 617-232-5302

Now in her 70's Ms. Morgan was engaged in the early childhood movement. She remains very active and one of the foremost experts on the subject of early childhood development and care.

Dr. Herbert Needleman  
Pediatrician and Psychiatrist  
University of Pittsburgh Medical School  
Pittsburgh, PA  
Phone: 412-624-0877

Recommended by HUD and EPA. Research in early development and lead exposure.

Bruce Perry, MD, Ph.D.  
Director, Civitas Child Trauma Program  
Baylor College of Medicine  
One Baylor Plaza  
Houston, TX 77030  
Phone: 713/770-3750  
Fax: 713/770-3747

Specializing in brain development and the impact of early trauma on children. Also recommended by Carnegie. Expert spokesperson on engagement campaign.

Suzanne Randolph, Ph.D.  
Department of Family Studies  
University of Maryland  
1204 K Marie Mount Hall  
College Park, MD 20742-7515  
Phone: 301-405-3672  
Fax: 301-314-9161

Research focuses on normative development of African American infants, toddlers, and preschoolers. Past national president of the Association of Black Psychologists.

Irwin Redlener  
Pediatrician  
Children's Health Fund

Carolyn Rovee-Collier, Ph.D.  
Dept. of Psychology  
Busch Campus  
Rutgers University  
New Brunswick, NJ 08903  
Phone: 908-445-3364

Expertise in perception. Recommended by OSTP.

Jack Shonkoff  
Heller School, Brandeis University

Also the co-chair on the Board on Children and Families of the National Academy of Sciences.  
Recommended by HHS and Carnegie.

Susan Stine, M.D.  
A.I. DuPont Institute  
Box 269  
Wilmington, DE 19899-0269  
Phone: 302-651-4504

Pediatrician specializing in early development. Teaching and counseling parents for 20 years.

Dianne Stone, Ph.D.  
441 Jackson Avenue  
Glencoe, IL 6002  
Phone: 847-835-4922  
Fax: 847-385-9262

Recommended by D. Beaubaire. School psychologist for the Chicago Public School system, currently assigned to the Cook County Juvenile Detention Center. Expertise in the area of teenage pregnancy and the lasting effects of a lack of stimulation on the developing brain.

Arlen Walker-Andrews, Ph.D.  
Department of Psychology  
Rutgers University  
New Brunswick, NJ 08903  
Phone: 908-445-2028  
Fax: 908-445-0036

Expertise in infancy research; concepts emotions.

Sheldon White  
Harvard University  
Rec. by HHS and Carnegie.

## ADVOCATES/ASSOCIATIONS

- Tom Van Coverden

President

National Association of Community Health Centers

1330 New Hampshire Avenue, NW, Suite 122

Washington, DC 20036

Phone: 202-659-8008

Fax: 202-659-8519

Prescription for reading campaign. Provide programs to 10 million low-income children.

- Carol Berman

Zero to Three National Center for Infants, Toddlers and Families

723 15th Street, NW

Suite 1000

Washington, DC 20005-1013

Phone: 202-638-1144

Fax: 202-342-9553

Home: 202-638-0851

Michael Melmed already on.

- Ms. Nancy Daly

Nancy Daly

256 Copa de Ora Road

Los Angeles, CA 90077

Phone: 310-476-3259

Child welfare advocate.

Daniel Johnson

Executive Director

American Medical Association

1101 Vermont Avenue, NW, Suite 1200

Washington, DC 20005

Phone: 202-789-7413

Fax: 202-789-4581

Rebecca Barerra

National Latino Children's Agenda

Recommended by HHS.

Christine Benero  
Co-Chair  
Coalition For America's Children  
c/o Benero Ballantine  
1319 F Street, NW  
Suite 500  
Washington, DC 20004  
Phone: 202-347-8153  
Fax: 202-628-1258

Joan Dykstra  
President  
National Parent Teacher Association  
330 North Wabash Avenue  
Suite 2100  
Chicago, IL 60611  
Phone: 312-670-6782  
Fax: 312-670-6783

Parents and Education advocates. The PTA actively participates in many programs that enhance parental and community involvement in education. Extensive network. Would like the Georgia PTA president to represent the National PTA in the East Room.

Sue Ferguson  
Executive Director  
National Coalition for Parent Involvement in Education  
Institute for Educational Leadership  
1001 Connecticut Avenue NW, Suite 310  
Washington, D.C. 20036  
Phone: 202-822-8405  
Fax: 202-872-4050  
Per the Department of Education.

Glenn Gabbard  
Federation for Children with Special Needs  
95 Berkeley Street  
Suite 104  
Boston, MA 02116

Native American Samoan who came to Boston after his daughter was born pre-maturely and needed on-going medical treatment. Speaks eloquently on his daughters/families experiences and that of children with disabilities. Despite his daughters sever, multiple physical disabilities, (and against doctors predictions) she attends a neighborhood school with non-disabled peers and does well in school.

Christopher T. Gates  
President  
National Civic League  
1445 Market Street, Suite 300  
Denver, Co 80220-1728  
Phone: 303-571-4343  
Fax: 303-571-4404

Maris Segal Goodis  
The Maris Group and Child Health Day  
Phone: 202-551-2523  
Longtime child advocate. More Info pending women's office

Mattie Jackson  
National Child Day Care Association  
Washington, DC  
Recommended by HHS. Network of more than 20 school centers providing services to more than 1,300 children

Sherry Levy-Reiner, Ph.D.  
Coordinator  
Decade of the Brain Project  
Office of Scholarly Programs  
Library of Congress  
Washington, DC 20540-4860  
Project co-sponsored by the National Institute of Mental Health and the Library on Congress. Last spring more than 300 people attended a series of six Decade of the Brain programs at the library on brain disorders including that which effect young children. Forwarded by Susan Liss in Mrs. Gore's office.

Quentin R. Lawson  
Executive Lawson  
National Alliance of Black School Educators  
2816 Georgia Avenue, NW  
Washington, DC 20001  
Phone: 202-483-1549  
Fax: 202-483-8323  
Twenty-six year old nonprofit organization and the largest network of African-American educators in the U.S.

Larry MacAndrew  
President  
National Association of Children's Hospitals  
401 Wyth Street  
Alexandria, VAS 22314  
Phone: 703-684-1355  
Fax: 703-684-1589

NACHRI will be represented in the East Room by Dr. Jim Dearth.

Beverly Malone  
American Nurses Association  
600 Maryland Avenue, SW  
Suite 100W  
Washington, DC 20024  
Phone: 202-651-7085  
Fax: 202-651-7001

Rochelle Mayer  
Executive Director  
National Center for Education in Maternal and Child Health  
2000 15th Street North, Suite 701  
Arlington, VA 22201-2617  
Phone: (703)524-7802  
Fax: (703)524-9335  
Education, Children's and health advocate.

Heather McCalbe  
Association of Care of Children's Health  
7910 Woodmont  
Suite 300  
Bethesda, MD 20814  
Phone: 301-654-6549  
Fax: 301-986-4553

Frank Newman  
Education Commission of the States  
707 17th Street, Suite 2700  
Denver, Co 80202-3427  
Phone: 303-299-3600  
Fax: 303-296-8332

**Ron Pollak**  
Executive Director  
Families USA  
1334 G Street, NW  
Washington, D.C. 20005  
Phone: 202-737-6340  
Fax: 202-347-2417

**Carol Weber Rohde**  
Executive Director  
Resources for Child Caring  
450 North Syndicate  
Suite #5  
St. Paul, MN 55104  
Phone: 612-641-0305  
Fax: 612-645-0990

Nationally recognized as a source of leadership and innovative work. Is firmly committed to the child care and early educational needs of Minnesota and local community. Mail in and member of the Coalition for America's Children.

**Donna Cohen Ross**  
Center on Budget and Policy Priorities  
Phone: 408-1080

**Belle Sawhill**  
Urban Institute  
Recommended by Carnegie.

**Patricia Seigel**  
Executive Director  
California Child Care Resource and Referral Network  
111 New Montgomery Street, Suite 700  
San Francisco, CA 94105  
Phone: 415-255-4021  
Fax: 415-882-6233

First child care resource and referral organization in the United States. Has a reputation for their parenting and educational resources for children 0-5. Recommended by OPL and Carnegie.

Deborah Stark  
4727 Bayfield Road  
Harwood, MD 20776  
Phone: 301-889-0430  
Fax: 301-889-0429

Wife of Congressman Pete Stark. Former Head Start worker.

Barbara Weinstein, Coordinator  
Children's Consortium  
Post Office Box 21847  
Fort Lauderdale, FL 33335  
Phone: 305-720-1000  
Fax: 305-724-3876

Statewide consortium that deals with a host of children's issues. Very active in educating the public on children's issues. Runs activities in the state surrounding child development.

YMCA of the USA  
726 Broadway  
New York, NY 10017  
Phone: 212-210-3080  
Fax: 212-922-1676  
Service organization

## **PROGRAMS**

- \* Betty Bumpers  
Every Child By Two  
Immunization program

- \* Dr. Carolyn Lindeman  
Music Educators National Conference  
1806 Robert Fulton Drive  
Reston, VA 20191

Urged by Boxer as is a close friend. Largest arts education organization in the world--70,000 members.

- \* Lynda Robb  
President  
Reading is Fundamental, Inc.  
Programs and Planning  
600 Maryland Ave., SW  
Suite 600  
Washington, D.C. 20024-3220  
Phone: 202-287-3220  
Fax: 202-287-3196

- \* Nancy Safer  
Executive Director  
The Council for Exceptional Children  
Phone: 703-250-4935  
Fax: 703/250-4935

This organization does extensive research. They were recommended by the Department of Education as the best disability group with a handle on research practices related to infant and toddlers with disabilities.

Argentiana Dazilla-Luevano  
The Family Place

Per HHS. Active working relationship with over 60 public and private agencies in the Washington, DC area to do better by the more than 500 low-income families that come through its doors each year.

Christine Benaro  
CEO  
First Book  
1319 F Street, NW  
Suite 500  
Washington, D.C. 20004  
ph: 202/393-1222

Betsy Dew  
Director  
The Family Institute  
Virginia  
Phone: 703-866-4769  
Fax: 703-866-4197

Developed and piloted a training program on the newest brain development research for home visitors. Plan to extend to home day care providers. Includes 250 programs in 36 states and DC.

Hannah Achtenberg Kinn  
Executive Director  
The League Center  
30 Washington Street  
Brooklyn, NY 11201  
Phone: 718-643-5300  
Fax: 718-237-2793

National model. Oldest (43 years) day treatment program for autistic and severely impaired children. Work with AIDS and crack/alcohol addicted children and victims of neglect/abuse. Focus on Treatment of the whole child and family partnership and communications.

Edward Pitt, M.S.W  
Fatherhood Project  
Family Work Institute  
330 Seventh Avenue  
New York, NY 10001  
Phone: 212-465-2044  
Fax: 212-465-8637

Social worker with expertise on father's relationships with their young children and community strategies for encouraging responsible fatherhood regardless of marital status.

James Renier  
Chair  
Success by Six  
United Way of America  
701 North Fairfax Street  
Alexandria, VA 22306  
Phone: 703-638-7850  
Fax: 703-549-9152

Popular program called, "Success by Six." Good example of nonprofit-corporate partnership as this program was originally developed by Honeywell.

Pam Walker  
Project ECHO  
Fremont County, CO

For 20 years volunteers and professionals in the area have formed partnerships to provide a host of family and health services.

**PARENTS**

Noel Hunter  
930 E Cloverland  
Ironwood, MI 49938

Mail in. Son diagnosed as having brain lesions. Doctors said he should be "vegetable" - through working/teaching/singing to him, he is now in a special Pre-K class.

Lisa Sullivan  
Head Start Parent  
Connecticut

Success story recommended by HHS. Current intern in the Connecticut House of Representatives. Now provided training to Head Start parents, staff and programs on parent involvement.

## **EDUCATORS**

Dr. Gene Carter  
Executive Director  
Association for Supervisory and Curriculum Development  
1250 Pitt Street  
Alexandria, VA 22314  
Phone: 703-549-9110  
Fax: 703-549-2891

Leads an 11,000 member organization that sets the pace for developing curriculum and other educational instruction materials.

Linda Darling-Hammond  
Executive Director  
Teachers College Columbia University  
525 West 120th Street  
New York, NY 10027  
Phone: 212-678-4142

Known nationally for knowledge and experience in teacher reform and certification and as the Executive Director of the National Commission on Teaching and America's Future.

Jane Hoffman  
14652 Beach Avenue  
Irvine, CA 92606  
Phone: 714-551-2392  
Fax: 714-552-5351

Also advocate. Known as the "Backyard Scientist". She has developed and sustained a program to teach science to 3 - 6 year --olds, by using everyday household items in safe, educational science experiments with parents. She has been noted in many education and science magazines.

P.J. Meara  
Principal  
Plumsted Township School District  
New Egypt Elementary School  
New Egypt, NJ 08533  
Phone: 609-758-6844  
Fax: 609-758-6868

Researching child development for the past twenty-three years. Has been a principal at a school which is changing from a poor rural to a moderate suburban. Has been working with experts and teachers to develop and implement programs that are effective in using programs based on early child development. The school has gone from on of the lowest to one of the highest scoring schools in the district. Mail-in.

## **FOUNDATIONS**

• Theresa Heinz  
Heinz Foundation

Bruce Anderson  
President  
Danforth Foundation

Douglas Nelson  
Executive Director  
Annie E. Casey Foundation

Susan Bales  
Benton Foundation  
1634 Eye Street, NW  
12th Floor  
Washington, D.C. 20006  
Phone: 202-638-5770  
Fax: 202-638-5771

Very active in programs in a range of children's issues including child development and learning.  
Bales is also the Co-chair for the Coalition for America's Children.

Colin Greer  
President  
The New World Foundation  
100 East 85th Street  
New York, NY 10028  
Phone: 212-249-1023  
Fax: 212-472-0508

Doris Haire  
President  
American Foundation for Maternal and Child Health  
439 East 51st Street  
New York, NY 10022  
Phone: 212-759-5510  
Fax: 212-935-0191

Nick Goodham  
Robert R. McCormick Tribune Foundation  
Also recommended by Carnegie.

Dr. William C. Richardson  
President and CEO  
W. K. Kellogg Foundation  
One Michigan Avenue East  
Battle Creek, MI 49017  
Phone: 616/968-1611  
Fax: 616/986-0413

Lead a community corporate initiative in Battle Creek aimed at providing parent information to all new parents of babies born in local hospital followed up with quarterly mailing of developmentally appropriate materials.

Stephen Schroeder, M.D.  
Robert Wood Johnson Foundation  
Per Barbara, Jeanne L.

Charles Walgren  
High/Scope Educational Research Foundation  
600 North River Street  
Ypsilanti, MI 48198  
Per the Department of the Interior.

## **CORPORATE SECTOR**

**Tom Tollworthy  
President**

**Barnes and Noble**

Barnes and Noble have demonstrated their interest in early learning and development working in partnership with other nonprofit organizations and programs. They have made significant contributions to the FirBooks project.

**Aetna Life and Casualty**

Inaugurated a "Health Beginning" prenatal program available to all employees and their dependents.

**RELIGIOUS**

Michael Lemmons  
Congress of National Black Churches  
Recommended by Carnegie.

Rev. Eileen Lindner  
National Council of Churches  
Recommended by Carnegie.

Rev. Kenneth Smith  
Chicago Theological Seminary  
Recommended by Carnegie.

Ann Tuey  
Director  
Episcopal Conference for Children  
Chicago, IL  
Phone: 847-835-1410  
Fax: 847-835-1452

The Episcopal Church has been steadily increasing their activities and developing programs in child care and development, and parenting education and services.

**ENTERTAINMENT/MEDIA/AUTHORS**

\* Daniel Goldman  
Author, *Emotional Intelligence*

\* Jeff Jacobs  
President  
Harpo Entertainment, Inc.  
Chicago, IL  
Oprah's Company, which is active in early development issues.

Pamela Abrams  
Editor in Chief  
*CHILD*  
110 Fifth Avenue  
New York, NY, 10011  
Phone: 212-463-1311  
Possibly Susan Lapinski, articles editor

Ann Murphy  
Editor in Chief  
*Parents*  
685 Third Avenue  
New York, NY 10017  
212-878-8751  
Possibly Diane Debrovner, senior editor.

Meredith Wagner  
Senior Vice President, Public Affairs  
Lifetime Television Network  
309 West 49th St., 17th floor  
New York, NY 10019  
Phone: 212-424-7126

Cathy Trost  
Director  
Casey Journalism Center for Children and Families  
8701-B Adlephi Road  
Adelphi, MD 20783-1716  
Phone: 301-445-4971  
Fax: 301-445-9659

## 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 develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants.... We already know we should start teaching children before they start school."*

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

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

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

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

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

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

**Broad Participation Across the Country.** The morning session of the conference will be broadcast by satellite to over 80 locations across the country. The satellite conferences will be co-hosted by regional federal agencies, local officials, and children's and other organizations.

## CLINTON ADMINISTRATION EFFORTS TO SUPPORT THE DEVELOPMENT OF AMERICA'S YOUNGEST CHILDREN

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

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

Recent scientific research has demonstrated that experiences during the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. Nurturing and stimulating children in the first years of life actually help their brains develop and prepare them for the challenges of school and later life. President Clinton is committed to giving America's children the opportunity to live up to their God-given potential by investing in research, supporting parents and caregivers, and strengthening programs that provide early intervention to disadvantaged families.

### PROTECTING OUR CHILDREN'S HEALTH

***Supported Over 90% of all Children's Research.*** In fiscal year 1995, the federal government spent an estimated \$2 billion on research and development directly related to children and youth -- over 90% of all funding of children's research. Spending on children's health research at The National Institutes of Health (NIH) increased 25% between 1993 and 1997, and this year NIH will spend \$904 million on research on young children alone. This research has contributed to the recent advances in understanding early learning and language development.

***Increased participation in WIC program.*** WIC Supplemental Nutrition Program provides nutrition packages, nutrition education, and health referrals to low-income pregnant women, infants, and children. Over the past four years participation has expanded by 1.7 million from 5.7 to 7.4 million women, infants, and children. The increase in the President's budget proposal fulfills his commitment to achieving full participation in WIC by the end of 1998. Research shows that WIC prenatal services save Medicaid much more than they cost by reducing health care expenses in the first 60 days after birth.

***Raised Childhood Immunization Rates to an All-Time High.*** The President's Childhood Immunization Initiative focuses on five areas: 1) improving the quality and quantity of vaccination delivery services; 2) reducing vaccine costs for parents; 3) increasing community participation, education and partnerships; 4) improving systems to monitor diseases and vaccinations; and 5) improving vaccines and vaccine use. This initiative has achieved notable

success. In 1995, 75% of two-year olds were fully immunized -- an historic high. Funding for childhood immunization has doubled since fiscal year 1993.

***Protected the Medicaid Guarantee for 9 Million Children Under 6 Years Old.*** This Administration has protected and, preserved -- and now will improve on -- the guarantee of Medicaid coverage for 36 million Americans, including 9 million children under the age of 6. In 1995, the President vetoed the Republican Medicaid block grant proposal that would have ended the guarantee of coverage for up to 4 million children by 2002. At the same time, the President worked with states by granting 15 comprehensive Medicaid waivers and approving many more state plan amendments that improve and expand coverage for children.

***Seeks to Extend Health Coverage to Up to 5 Million Children.*** Although this Administration has made great strides in protecting the health of America's neediest children, there is still much to be done. In 1995, more than 10 million American children, 80% of whom have working parents, had no health insurance. The President's budget takes three important steps to address the problem of children who lack health insurance coverage:

- 1) Provides annual grants to states to cover health insurance premiums for families of workers who are in-between jobs;
- 2) Utilizes state partnership grants to help working families who are not eligible for Medicaid to purchase private insurance for their children; and
- 3) Expands Medicaid coverage by allowing states to continue Medicaid coverage for up to one year even if family income changes, intensifying outreach to children who are currently eligible but not enrolled, and continuing current law expansions of coverage to reach poor children between the ages of 13 and 18.

***Fighting Pediatric AIDS.*** In 1994, the National Institutes of Health released new research showing that the use of the drug AZT by HIV-infected pregnant women can reduce the risk of transmission from mother to child by two-thirds. In response, the Food and Drug Administration quickly approved changes in labeling indications for AZT to include HIV-infected pregnant women and, in 1995, the Centers for Disease Control began recommending routine HIV counseling and voluntary HIV testing for all pregnant women. In addition, the President has consistently supported investment through Title IV of the Ryan White CARE Act, which provides grants for coordinated HIV services and access to research for children, women and families. Since 1994, \$113 million has been appropriated under Title IV, with 59 organizations in 26 states, Puerto Rico and the District of Columbia receiving support.

***Protecting Mothers and Children.*** Due to the Clinton Administration's comprehensive strategy to increase access to prenatal care, the preliminary estimate for the U.S. infant mortality rate (the rate at which babies die before their first birthday) is at an historic low of less than 8 deaths per 1,000 live births in 1995, and the proportion of mothers getting early prenatal care is at a record high of 81%. In addition, the President spearheaded legislation requiring insurance companies to cover at least 48 hour hospital stays following childbirth. In 1970, the average length of stay for an uncomplicated delivery was four days, but by 1992 it had declined to two days. This legislation ensures that mothers and babies do not leave the hospital before they and their doctors decide they are ready. The Administration is ensuring that the health needs of mothers and

children are met by providing over \$1 billion in FY 97 for Title V Maternal and Child Health Programs. The Maternal and Child Health Block Grant, one of the Title V programs, serves approximately 17 million women, infants and children, in partnership with states. In addition, Title V programs provide comprehensive care for children with special health needs, meet nutritional and development needs of mothers and children and help reduce infant mortality.

***Preventing Sudden Infant Death Syndrome (SIDS).*** The Clinton Administration launched the Back to Sleep public education campaign to send the message to parents and health professionals that putting babies to sleep on their backs can reduce the risk of Sudden Infant Death Syndrome. Largely as a result of this campaign, SIDS deaths dropped by 30% between 1992 and 1995.

## **PROMOTING EARLY LEARNING**

***Increased participation in Head Start, created Early Head Start for 0-3 year olds, and improved program quality.*** For more than thirty years, Head Start has been one of our nation's best investments. President Clinton has made improving and expanding Head Start a priority because Head Start ensures that low-income children start school ready to learn. Over the past five years, funding for the program has increased by 80%, and in fiscal year 1997 Head Start will serve 800,000 low-income children five years old and younger. Initiated in 1994, there are now 143 *Early Head Start* programs across the country, expanding the proven benefits of Head Start to low-income families with children under three. Over the last three years, the Clinton Administration has also invested significantly in improving program quality and providing local programs with the resources they need to attract and retain high quality teachers. The President's 1998 budget proposal provides a \$324 million increase in Head Start's budget so that it will remain on course to serve 1 million children by 2002.

***Improved Support for Infants and Toddlers with Special Needs.*** Under the Individuals with Disabilities Education Act (IDEA), the Infants and Families Program supports the continuing efforts of states to implement high quality statewide early intervention services for infants and toddlers with disabilities. Over the past four years, funding for the program has increased by 48% or \$102.5 million. During the same period, the number of children served increased by 21.5%. An estimated 191,000 children will be served in fiscal year 1998.

***Enhanced Family Literacy Program.*** Even Start Family Literacy is a family-focused grant program to improve the educational opportunities for children and their parents in low-income areas by integrating family literacy activities, including early childhood education, adult education, and parenting education. Since 1993, funding for Even Start has increased by over 40% to support programs in every state and the District of Columbia.

***Providing Funding for Parent Resource Centers in 42 States.*** In addition to involving parents in the development of state and local education plans, the President's Goals 2000 program provides funding to establish parent resource centers that help parents learn how to help their children meet high standards. The centers provide training, distribute resource materials, and support a variety of programs that strengthen family involvement in education. In fiscal year 1997, funding is available for support centers in 42 states, 14 more than in 1996.

***Promoting Parents as First Teachers.*** The President's America Reads Challenge, a campaign to ensure that every child can read well by the end of the third grade, includes Parents as First Teachers Challenge Grants to fund proven local, regional and national programs that provide assistance to parents to help their children become successful readers. The grants can be used to expand successful programs such as the Home Instruction Program for Preschool Youngsters (HIPPO) and the Parents as First Teachers (PAT) program. They will also fund national and regional networks to share information on how parents can help children to read.

## **IMPROVING CHILD CARE**

***Increased Child Care Funding.*** Since 1993 federal funding for child care has increased by \$1 billion, providing services for over 660,000 children -- 65% of whom are under 5 years of age. The newly established Child Care and Development Fund (CCDF) has made available \$2.9 billion to states. The new fund, authorized and expanded by the new welfare law, will assist low-income families working their way off welfare to obtain child care so they can work or attend school.

***Improved Child Care in Public Housing.*** The Early Childhood Development Program helps to provide quality child care for families living in public housing communities, as well as families who are homeless or at risk of becoming so. The program allows parents or guardians who live in public housing to get and keep jobs by ensuring that their children are cared for. In 1996, \$21 million was awarded to public housing sites across the country -- three times more than in 1994.

***Providing High Quality Child Care for Military Families.*** Under the Clinton Administration, the Department of Defense has made important strides to improve the quality of child care for the children of the men and women who serve our country. Since 1992, the number of military child care facilities that are accredited by the independent National Association for the Education of Young Children has risen from 55 to 466. Currently, 72% of military child care programs are accredited, as compared to only 7% of other child care facilities nationwide.

## **SAFEGUARDING THE ENVIRONMENT**

***Controlling Childhood Lead Poisoning.*** The Administration has launched a major new effort to control childhood lead poisoning. The program requires landlords and sellers of older homes to notify prospective tenants and buyers about lead-based paint hazards, provides grants to states to control lead-based paint hazards in low-income privately-owned homes, and offers technical assistance to ensure that lead hazard control work is done safely and efficiently. The 1997 interim report evaluating the HUD Lead-Based Paint Hazard Control grant program shows that median dust levels on interior window sills were reduced by 85%. In addition, the number of children suffering from lead poisoning dropped from 1.7 million in the late 1980s to about 930,000 in the mid-1990s.

***Protecting Our Children's Environment.*** Because their bodies are still developing, children are among the most vulnerable to pollution in the air, water and soil. In 1995, the Clinton Administration began requiring that children receive first consideration when EPA assesses

environmental hazards and sets public health standards. In addition, the Clinton Administration has strengthened environmental protections for children by: proposing to strengthen air quality standards for soot and smog to protect children from air pollution, particularly those with asthma; speeding the clean-up of two-thirds of the nation's toxic waste sites to protect the 10 million children under age 12 who live within four miles of a toxic waste dump; strengthening drinking water protections to ensure that drinking water is free of microbial contaminants; expanding families' right to know about environmental health risks that infants and children face to help them make informed decisions about their children's exposure to these risks; issuing advisories about contaminated fish so parents can protect children from cancer-causing PCBs; and educating parents about the effects of second-hand smoke, which annually results in 7,500 to 15,000 hospitalizations of infants and children under 18 months of age.

## **STRENGTHENING FAMILIES**

***Passed Family and Medical Leave.*** The President fought for the passage of the Family and Medical Leave Act (FMLA) that allows workers to take up to 12 weeks unpaid leave to care for a newborn or adopted child, to attend to their own serious health needs, or to care for a seriously ill parent, child or spouse. In June 1996, President Clinton proposed expanding FMLA to allow workers to take up to 24 unpaid hours off each year for school and early childhood education activities, routine family medical care, and additional activities related to caring for an elderly relative. Last week, the President asked Federal agencies to implement his expanded leave policy immediately for Federal workers.

***Improved Children's Television.*** The President announced a breakthrough agreement with the media and entertainment industry to develop a television ratings system to enable parents to protect their children from violence and adult content. In addition, the Administration has given parents greater control over what their children watch on television by requiring the installation of anti-violence screening chips ("V-chips") in all new televisions.

***Reducing Child Abuse and Domestic Violence.*** The Administration created the Safe Streets/Safe Kids initiative to make community responses to child abuse and neglect more comprehensive and coordinated in an effort to break the cycle of early childhood victimization and later delinquency. The Administration also put in place a nurse home visitation program for low-income first-time mothers. Studies have shown that home visitation programs are successful -- for example, reducing cigarette smoking during pregnancy by 25% and reducing mistreatment of children from birth to age 2 by 80 percent. The Clinton Administration has also taken significant steps to reduce domestic violence. For example, the Rural Domestic Violence and Child Victimization Enforcement Grant Program helps law enforcement agencies, courts community organizations and businesses to work toward early identification, intervention and prevention of domestic violence and child victimization in rural areas. Finally, the President is committed to finding stable and permanent homes for children who cannot remain safely at home. As a result, the Administration announced Adoption 2002, a plan to double the number of children adopted or placed in permanent homes each year by the year 2002.

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

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

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

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

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

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

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

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

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

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

## MORNING PANEL PARTICIPANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## AFTERNOON PANEL PARTICIPANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT & LEARNING**  
**April 17, 1997**

**THE PRESIDENT & MRS. CLINTON**  
**THE VICE PRESIDENT & MRS. GORE**

Dr. John Lawrence Aber  
Director, National Center for Children in Poverty

Dr. Duane F. Alexander  
Director, National Institute of Child Health & Human Development

Ms. Sheila Pegues Amaning  
Co-Chair, Early Childhood PTA

Ms. Carolyn Becraft  
Deputy Assistant Secretary of Defense for Personnel Support, Families  
and Education

Ms. Helen Benham  
Scholastic, Inc.

Mrs. Carol Berman  
Zero to Three National Center

Ms. Julie Bernas-Pierce  
Blind Babies Foundation

Hon. Sheldon C. Bilchik  
Administrator, Office of Juvenile Justice & Delinquency Prevention  
Department of Justice

Ms. Barbara "Bobbi" Blok  
Executive Director, Washington Child Development Council

Dr. Thomas Berry Brazelton  
Professor of Pediatrics, Harvard Medical School

Mr. David V.B. Britt  
President & CEO, Children's Television Workshop

Mr. James Larry Brown  
Director, Center on Hunger, Poverty & Nutrition Policy, Tufts University

Dr. John Bruer  
President, James S. McConnell Foundation

Mr. Shannon Romandos Bryant  
Student Team Leader, Jumpstart

Mr. Patrick Butler  
Vice President, The Washington Post Company

Hon. Jane L. Campbell  
Cuyahoga County Commissioner

Rev. (Dr.) Joan Brown Campbell  
General Secretary, National Council of Churches

Ms. Joy Carlson  
Director, Children's Environmental Health Network

Hon. (Gov.) Lawton M. Chiles  
Governor of Florida

Dr. Harry T. Chugani  
Director, PET Center, Children's Hospital of Michigan

Dr. Donald Cohen  
Director, Yale University Child Study Center

Dr. Jordan J. Cohen  
President, Academy of American Medical Colleges

## WHITE HOUSE CONFERENCE

2.

- Ms. Janice Cox  
President, Georgia State Parent Teacher Association
- Mr. Dwayne Crompton  
Executive Director, KCMC-Early Child Development Corporation
- Ms. Judsen Culbreth  
Editor-in-Chief, Working Mother
- Ms. Sharon Darling  
President, National Center for Family Literacy
- Dr. Ezra C. Davidson  
Professor & Chairman, Dept. of OBGYN, Charles R. Drew University  
of Medicine & Science
- Dr. Karen Davis  
President, The Commonwealth Fund
- Hon. (Rep.) Rosa DeLauro  
D/Connecticut
- Ms. Barbara Dellinger  
Director for Charlotte/Mecklenburg, Head Start
- Ms. Deborah Eaton  
President, National Association for Family Child Care
- Ms. Marian Wright Edelman  
President, Children's Defense Fund
- Ms. Isela Flores
- Ms. Yolia Flores Aguilar  
Los Angeles, CA
- Dr. Henry W. Foster  
Acting President, Meharry Medical College
- Ms. Ellen Galinsky  
Co-President, Family & Work Institute
- Hon. (Dr.) John H. Gibbons  
Director, Office of Science & Technology Policy
- Ms. Ellen Gilbert  
International Creative Management
- Hon. Daniel Glickman  
Secretary of Agriculture
- Mrs. Katharine Graham  
Chairman of the Board, The Washington Post Company
- Ms. Sarah Greene  
Chief Executive Officer, National Head Start Association, Partnership Project
- Dr. Stanley Greenspan  
Clinical Professor of Psychiatry & Pediatrics, George Washington Medical School
- Ms. Elinor Guggenheimer  
Child Care Action Campaign
- Dr. Megan Gunnar  
University of Minnesota
- Ms. Margaret Hale  
Executive Director, West Virginia Kids Count
- Ms. Martha D. Haley  
Director, Public Affairs, Lifetime Television
- Dr. David Alan Hamburg  
President, Carnegie Corporation of New York

**WHITE HOUSE CONFERENCE**

**3.**

Dr. Robert E. Hannemann  
President, American Academy of Pediatrics

Hon. (Sen.) Thomas R. Harkin  
D/Iowa

Mr. Irving Harris  
Chairman, The Harris Foundation

Mr. William Harris  
KidsPAC, Head Start

Dr. Jane M. Healy  
Author

Ms. Judith Nolte Heimer  
Editor-in-Chief, American Baby Magazine

Mrs. Teresa Heinz  
Chairman, Heinz Family Foundation

Ms. Harriet Meyer Horwitz  
Executive Director, Ounce of Prevention Fund

Mr. Jeffrey Jacobs  
President, Harpo Entertainment, Inc.

Ms. Eloise Jenks  
President, National Association of WIC Directors

Ms. Judith Marie Jerald  
Brattleboro, VT

Dr. Gloria Johnson-Powell  
Judge Baker Children's Center

Ms. Judith E. Jones  
Director, Free to Grow

Hon. Elena Kagan  
Office of Domestic Policy, The White House

Dr. Elaine C. Kamarck  
Office of the Vice President

Hon. (Sen.) Edward M. Kennedy  
D/Massachusetts

Dr. Patricia Kuhl  
Professor & Chair, Department of Speech & Hearing Sciences  
University of Washington

Dr. J. Ronald Lally  
Director, Center for Child & Family Studies, WestED

Dr. Philip J. Landrigan  
Director, Office of Children's Environment Health, EPA

Mr. Arnold Langbo  
Chairman of the Board & CEO, Kellogg Corporation

Mr. Ralph S. Larsen  
Chairman and CEO, Johnson & Johnson

Dr. David M. Lawrence  
CEO, Kaiser Permanente Medical Care Program

Ms. Geraldine B. Laybourne  
President, Disney/ABC Cable Networks

Ms. Dolores Leckey  
Executive Director for the Secretariat, Catholic Conference

Dr. Arthur Leibowitz  
Chief Medical Officer, AETNA US Healthcare

**WHITE HOUSE CONFERENCE**

4.

Dr. Michael Levine  
Program Officer, Carnegie Corporation of New York

Mr. David Llederman  
Executive Director, Child Welfare League of America

Dr.Carolynn Lindeman  
National President, Music Educators National Conference

Dr. Evelyn Gruss Lipper  
Associate Professor of Clinical Pediatrics, Cornell Medical Center

Ms. Melissa Ludtke  
Author

Dr. Shirley M. Malcom  
Director of Education, American Association for the Advancement of Science

Rear Admiral Larry R. Marsh  
Bureau of Naval Personnel

Mr. Lawrence A. McAndrews  
President & CEO, National Association of Children's Hospitals

Dr. Bruce McEwen  
President, Society for Neuroscience, Rockefeller University

Ms. Gail McGovern  
AT&T

Mr. Matthew Melmed  
Executive Director, Zero to Three National Center for Infants

Hon. (Gov.) Robert J. Miller  
Governor of Nevada

Dr. Evelyn K. Moore  
Executive Director, National Black Child Development Institute

Dr. Herbert L. Needleman  
University of Pittsburgh Medical School

Dr. David Olds  
University of Colorado

Dr. Bruce Perry  
Senior Fellow, CIVITAS Initiatives

Dr. Carol Brunson Phillips  
Executive Director, Council for Early Childhood Professional Recognition

Dr. Deborah Phillips  
Director, Board on Children, Youth & Families, National Academy of Sciences

Dr. Bruce Ramirez  
The Council for Exceptional Children

Mrs. Michele Singer Reiner  
Castlerock Entertainment

Mr. Robert Reiner  
Castlerock Entertainment

Ms. Barbara Reisman  
Executive Director, Child Care Action Campaign

Mr. James J. Renier  
Renier & Associates

Ms. Nan H. Rich  
National President, National Council of Jewish Women

Dr. Julius Richmond  
Professor of Health Policy, Emeritus, Harvard University Medical School

Mr. John E. Riggan  
Chairman of the Board, National Association of Child Advocates

Hon. Richard W. Riley  
Secretary of Education

Ms. Geraldine Robinson  
The Children's Museum

Dr. Gloria Rodriguez  
President and CEO, Avance Family Support & Education Program

Ms. Susan Roman  
Executive Director, American Libraries Association Services to Children

Hon. (Gov.) Roy R. Romer  
Governor of Colorado

Mr. Edward F. Rover  
Charles A. Dana Foundation

Ms. Esperanza Segura

Mr. Rudy Segura

Honorable Donna E. Shalala  
Secretary of Health & Human Services

Dr. Carla J. Shatz  
Professor of Neurobiology, Howard Hughes Medical Institute

Mr. Jack Shifrel  
Community Advocate

Ms. Marilyn Smith  
Executive Director, National Association for the Education of Young Children

Mr. Marshall Smith  
Acting Deputy Secretary of Education

Mr. Richard M. Smith  
Editor-in-Chief & President, Newsweek, Inc.

Dr. Mary Susan Stine  
Section Chief of Developmental Medicine, DuPont Hospital for Children

Ms. Maria Gregory Taylor  
Parent Education Specialist, Parents as Teachers Program

Ms. Inez Moore Tenenbaum  
President, South Carolina Center for Family Policy

Ms. Ruth Tracy  
Navajo Chapter Coordinator, Pilot Parents

Mr. Thomas Van Coverden  
President and CEO, National Association of Community Health Centers

Dr. Harold Varmus  
Director, National Institutes of Health

Hon. Melanne Verveer  
Assistant to the President & Chief of Staff to the First Lady

Ms. Yasmina Vinci  
Executive Director, National Association of Child Care Resource  
and Referral Agencies

Mr. David Walker  
Executive Director, North Carolina Partnership for Children

Ms. Claudia Wayne  
Executive Director, National Center for the Early Childhood Workforce

Mr. Melvin Wearing  
Chief of Police, City of New Haven

Dr. Betsy Weaver

President & CEO, Parent's Plus, Inc.

**WHITE HOUSE CONFERENCE**

6.

- Ms. Bernice S. Weissbourd  
President, Family Focus
- Dr. Miriam Westheimer  
Executive Director, HIPPI USA
- Dr. Clarissa Leister Willis  
Executive Director, Southern Early Childhood Association
- Ms. Mildred Winter  
Executive Director, Parents as Teachers National Center, Inc.
- Ms. Marti Worshtil  
College Park, MD
- Dr. Ernst L. Wynder  
President, American Health Foundation
- Dr. Edward Zigler  
Professor of Psychology, Yale University
- Dr. Barry Zuckerman  
Professor & Chairman of Pediatrics, Boston Medical Center

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

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

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

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

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

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

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

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

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

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

April 16, 1997

## CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING

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

### I. PURPOSE

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

### II. BACKGROUND

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

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

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

WR  
FMLA  
HC  
Immuniz.

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

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

### III. PARTICIPANTS

#### Briefing Participants:

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

#### Morning Panel Participants:

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

#### Afternoon Panel Participants

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

### IV. PRESS PLAN

Open.

### V. SEQUENCE OF EVENTS FOR FIRST PANEL

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

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

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

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

**VI. REMARKS**

Morning Panel: Opening and closing remarks prepared by Speechwriting.  
 Afternoon Panel: Closing Remarks prepared by Speechwriting

**VII. ATTACHMENTS**

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

## FIRST PANEL OUTLINE OF EVENTS

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

**David Hamburg, President of the Carnegie Corporation of New York**

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

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

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

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

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

Dr. Shatz will explain brain development and wiring.

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

Dr. Kuhl will discuss how infants learn language.

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

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

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

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

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

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

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

**Dr. T. Berry Brazelton, Harvard Medical School**

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

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

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

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

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

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

The President then thanks participants and makes closing remarks.

## MORNING PANEL SEQUENCE OF SPEAKERS

Mrs. Clinton makes welcoming remarks.

The President makes remarks.

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

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

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

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

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

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

*The President asks a question.*

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

*The First Lady asks a question.*

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

*The President asks a question.*

*The First Lady asks a question.*

The President will make closing remarks.

## MORNING PANEL PARTICIPANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SECOND PANEL**

(Suggested questions are for POTUS unless otherwise indicated)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The President will thank participants and make closing remarks.

**AFTERNOON PANEL SEQUENCE OF SPEAKERS**

Mrs. Gore will make welcoming remarks.

The Vice President will make remarks

The First Lady will introduce panelists.

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

*The President asks a question.*

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

*The Vice President asks a question.*

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

*Mrs. Gore asks a question.*

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

*The President asks a question.*

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

*The President asks a question.*

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

*The President asks a question.*

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

The President will thank Governor Miller and make closing remarks.

## AFTERNOON PANEL PARTICIPANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **PRESIDENT CLINTON'S CHILDREN'S HEALTH INITIATIVE**

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

### **Strengthening Medicaid for Poor Children**

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

### **Building Innovative State Programs for Children in Working Families**

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

### **Continuing Coverage for Children Whose Parents are Between Jobs**

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



ASSOCIATION OF  
AMERICAN  
MEDICAL COLLEGES

2450 N STREET, NW, WASHINGTON, DC 20037-1127  
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Jordan J. Cohen, M.D., President

April 17, 1997

The President  
The White House  
Washington, DC 20500

Dear Mr. President:

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

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

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

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

Sincerely,

Jordan J. Cohen, M.D.  
President

## CLINTON ADMINISTRATION'S SAFE START INITIATIVE

### Announcement

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

### The Problem

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

### The Safe Start Initiative

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

DRAFT

DATE

MEMORANDUM FOR THE SECRETARY OF DEFENSE

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

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

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

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

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

age facilities.

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

## CLINTON ADMINISTRATION EFFORTS TO SUPPORT THE DEVELOPMENT OF AMERICA'S YOUNGEST CHILDREN

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

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

Recent scientific research has demonstrated that experiences during the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. Nurturing and stimulating children in the first years of life actually help their brains develop and prepare them for the challenges of school and later life. President Clinton is committed to giving America's children the opportunity to live up to their God-given potential by investing in research, supporting parents and caregivers, and strengthening programs that provide early intervention to disadvantaged families.

### PROTECTING OUR CHILDREN'S HEALTH

***Supported Over 90% of all Children's Research.*** In fiscal year 1995, the federal government spent an estimated \$2 billion on research and development directly related to children and youth -- over 90% of all funding of children's research. Spending on children's health research at The National Institutes of Health (NIH) increased 25% between 1993 and 1997, and this year NIH will spend \$904 million on research on young children alone. This research has contributed to the recent advances in understanding early learning and language development.

***Increased participation in WIC program.*** WIC Supplemental Nutrition Program provides nutrition packages, nutrition education, and health referrals to low-income pregnant women, infants, and children. Over the past four years participation has expanded by 1.7 million from 5.7 to 7.4 million women, infants, and children. The increase in the President's budget proposal fulfills his commitment to achieving full participation in WIC by the end of 1998. Research shows that WIC prenatal services save Medicaid much more than they cost by reducing health care expenses in the first 60 days after birth.

***Raised Childhood Immunization Rates to an All-Time High.*** The President's Childhood Immunization Initiative focuses on five areas: 1) improving the quality and quantity of vaccination delivery services; 2) reducing vaccine costs for parents; 3) increasing community participation, education and partnerships; 4) improving systems to monitor diseases and vaccinations; and 5) improving vaccines and vaccine use. This initiative has achieved notable

success. In 1995, 75% of two-year olds were fully immunized -- an historic high. Funding for childhood immunization has doubled since fiscal year 1993.

***Protected the Medicaid Guarantee for 9 Million Children Under 6 Years Old.*** This Administration has protected and, preserved -- and now will improve on -- the guarantee of Medicaid coverage for 36 million Americans, including 9 million children under the age of 6. In 1995, the President vetoed the Republican Medicaid block grant proposal that would have ended the guarantee of coverage for up to 4 million children by 2002. At the same time, the President worked with states by granting 15 comprehensive Medicaid waivers and approving many more state plan amendments that improve and expand coverage for children.

***Seeks to Extend Health Coverage to Up to 5 Million Children.*** Although this Administration has made great strides in protecting the health of America's neediest children, there is still much to be done. In 1995, more than 10 million American children, 80% of whom have working parents, had no health insurance. The President's budget takes three important steps to address the problem of children who lack health insurance coverage:

- 1) Provides annual grants to states to cover health insurance premiums for families of workers who are in-between jobs;
- 2) Utilizes state partnership grants to help working families who are not eligible for Medicaid to purchase private insurance for their children; and
- 3) Expands Medicaid coverage by allowing states to continue Medicaid coverage for up to one year even if family income changes, intensifying outreach to children who are currently eligible but not enrolled, and continuing current law expansions of coverage to reach poor children between the ages of 13 and 18.

***Fighting Pediatric AIDS.*** In 1994, the National Institutes of Health released new research showing that the use of the drug AZT by HIV-infected pregnant women can reduce the risk of transmission from mother to child by two-thirds. In response, the Food and Drug Administration quickly approved changes in labeling indications for AZT to include HIV-infected pregnant women and, in 1995, the Centers for Disease Control began recommending routine HIV counseling and voluntary HIV testing for all pregnant women. In addition, the President has consistently supported investment through Title IV of the Ryan White CARE Act, which provides grants for coordinated HIV services and access to research for children, women and families. Since 1994, \$113 million has been appropriated under Title IV, with 59 organizations in 26 states, Puerto Rico and the District of Columbia receiving support.

***Protecting Mothers and Children.*** Due to the Clinton Administration's comprehensive strategy to increase access to prenatal care, the preliminary estimate for the U.S. infant mortality rate (the rate at which babies die before their first birthday) is at an historic low of less than 8 deaths per 1,000 live births in 1995, and the proportion of mothers getting early prenatal care is at a record high of 81%. In addition, the President spearheaded legislation requiring insurance companies to cover at least 48 hour hospital stays following childbirth. In 1970, the average length of stay for an uncomplicated delivery was four days, but by 1992 it had declined to two days. This legislation ensures that mothers and babies do not leave the hospital before they and their doctors decide they are ready. The Administration is ensuring that the health needs of mothers and

children are met by providing over \$1 billion in FY 97 for Title V Maternal and Child Health Programs. The Maternal and Child Health Block Grant, one of the Title V programs, serves approximately 17 million women, infants and children, in partnership with states. In addition, Title V programs provide comprehensive care for children with special health needs, meet nutritional and development needs of mothers and children and help reduce infant mortality.

***Preventing Sudden Infant Death Syndrome (SIDS).*** The Clinton Administration launched the Back to Sleep public education campaign to send the message to parents and health professionals that putting babies to sleep on their backs can reduce the risk of Sudden Infant Death Syndrome. Largely as a result of this campaign, SIDS deaths dropped by 30% between 1992 and 1995.

## **PROMOTING EARLY LEARNING**

***Increased participation in Head Start, created Early Head Start for 0-3 year olds, and improved program quality.*** For more than thirty years, Head Start has been one of our nation's best investments. President Clinton has made improving and expanding Head Start a priority because Head Start ensures that low-income children start school ready to learn. Over the past five years, funding for the program has increased by 80%, and in fiscal year 1997 Head Start will serve 800,000 low-income children five years old and younger. Initiated in 1994, there are now 143 *Early Head Start* programs across the country, expanding the proven benefits of Head Start to low-income families with children under three. Over the last three years, the Clinton Administration has also invested significantly in improving program quality and providing local programs with the resources they need to attract and retain high quality teachers. The President's 1998 budget proposal provides a \$324 million increase in Head Start's budget so that it will remain on course to serve 1 million children by 2002.

***Improved Support for Infants and Toddlers with Special Needs.*** Under the Individuals with Disabilities Education Act (IDEA), the Infants and Families Program supports the continuing efforts of states to implement high quality statewide early intervention services for infants and toddlers with disabilities. Over the past four years, funding for the program has increased by 48% or \$102.5 million. During the same period, the number of children served increased by 21.5%. An estimated 191,000 children will be served in fiscal year 1998.

***Enhanced Family Literacy Program.*** Even Start Family Literacy is a family-focused grant program to improve the educational opportunities for children and their parents in low-income areas by integrating family literacy activities, including early childhood education, adult education, and parenting education. Since 1993, funding for Even Start has increased by over 40% to support programs in every state and the District of Columbia.

***Providing Funding for Parent Resource Centers in 42 States.*** In addition to involving parents in the development of state and local education plans, the President's Goals 2000 program provides funding to establish parent resource centers that help parents learn how to help their children meet high standards. The centers provide training, distribute resource materials, and support a variety of programs that strengthen family involvement in education. In fiscal year 1997, funding is available for support centers in 42 states, 14 more than in 1996.

***Promoting Parents as First Teachers.*** The President's America Reads Challenge, a campaign to ensure that every child can read well by the end of the third grade, includes Parents as First Teachers Challenge Grants to fund proven local, regional and national programs that provide assistance to parents to help their children become successful readers. The grants can be used to expand successful programs such as the Home Instruction Program for Preschool Youngsters (HIPHY) and the Parents as First Teachers (PAT) program. They will also fund national and regional networks to share information on how parents can help children to read.

## **IMPROVING CHILD CARE**

***Increased Child Care Funding.*** Since 1993 federal funding for child care has increased by \$1 billion, providing services for over 660,000 children -- 65% of whom are under 5 years of age. The newly established Child Care and Development Fund (CCDF) has made available \$2.9 billion to states. The new fund, authorized and expanded by the new welfare law, will assist low-income families working their way off welfare to obtain child care so they can work or attend school.

***Improved Child Care in Public Housing.*** The Early Childhood Development Program helps to provide quality child care for families living in public housing communities, as well as families who are homeless or at risk of becoming so. The program allows parents or guardians who live in public housing to get and keep jobs by ensuring that their children are cared for. In 1996, \$21 million was awarded to public housing sites across the country -- three times more than in 1994.

***Providing High Quality Child Care for Military Families.*** Under the Clinton Administration, the Department of Defense has made important strides to improve the quality of child care for the children of the men and women who serve our country. Since 1992, the number of military child care facilities that are accredited by the independent National Association for the Education of Young Children has risen from 55 to 466. Currently, 72% of military child care programs are accredited, as compared to only 7% of other child care facilities nationwide.

## **SAFEGUARDING THE ENVIRONMENT**

***Controlling Childhood Lead Poisoning.*** The Administration has launched a major new effort to control childhood lead poisoning. The program requires landlords and sellers of older homes to notify prospective tenants and buyers about lead-based paint hazards, provides grants to states to control lead-based paint hazards in low-income privately-owned homes, and offers technical assistance to ensure that lead hazard control work is done safely and efficiently. The 1997 interim report evaluating the HUD Lead-Based Point Hazard Control grant program shows that median dust levels on interior window sills were reduced by 85%. In addition, the number of children suffering from lead poisoning dropped from 1.7 million in the late 1980s to about 930,000 in the mid-1990s.

***Protecting Our Children's Environment.*** Because their bodies are still developing, children are among the most vulnerable to pollution in the air, water and soil. In 1995, the Clinton Administration began requiring that children receive first consideration when EPA assesses

environmental hazards and sets public health standards. In addition, the Clinton Administration has strengthened environmental protections for children by: proposing to strengthen air quality standards for soot and smog to protect children from air pollution, particularly those with asthma; speeding the clean-up of two-thirds of the nation's toxic waste sites to protect the 10 million children under age 12 who live within four miles of a toxic waste dump; strengthening drinking water protections to ensure that drinking water is free of microbial contaminants; expanding families' right to know about environmental health risks that infants and children face to help them make informed decisions about their children's exposure to these risks; issuing advisories about contaminated fish so parents can protect children from cancer-causing PCBs; and educating parents about the effects of second-hand smoke, which annually results in 7,500 to 15,000 hospitalizations of infants and children under 18 months of age.

## **STRENGTHENING FAMILIES**

***Passed Family and Medical Leave.*** The President fought for the passage of the Family and Medical Leave Act (FMLA) that allows workers to take up to 12 weeks unpaid leave to care for a newborn or adopted child, to attend to their own serious health needs, or to care for a seriously ill parent, child or spouse. In June 1996, President Clinton proposed expanding FMLA to allow workers to take up to 24 unpaid hours off each year for school and early childhood education activities, routine family medical care, and additional activities related to caring for an elderly relative. Last week, the President asked Federal agencies to implement his expanded leave policy immediately for Federal workers.

***Improved Children's Television.*** The President announced a breakthrough agreement with the media and entertainment industry to develop a television ratings system to enable parents to protect their children from violence and adult content. In addition, the Administration has given parents greater control over what their children watch on television by requiring the installation of anti-violence screening chips ("V-chips") in all new televisions.

***Reducing Child Abuse and Domestic Violence.*** The Administration created the Safe Streets/Safe Kids initiative to make community responses to child abuse and neglect more comprehensive and coordinated in an effort to break the cycle of early childhood victimization and later delinquency. The Administration also put in place a nurse home visitation program for low-income first-time mothers. Studies have shown that home visitation programs are successful -- for example, reducing cigarette smoking during pregnancy by 25% and reducing mistreatment of children from birth to age 2 by 80 percent. The Clinton Administration has also taken significant steps to reduce domestic violence. For example, the Rural Domestic Violence and Child Victimization Enforcement Grant Program helps law enforcement agencies, courts community organizations and businesses to work toward early identification, intervention and prevention of domestic violence and child victimization in rural areas. Finally, the President is committed to finding stable and permanent homes for children who cannot remain safely at home. As a result, the Administration announced Adoption 2002, a plan to double the number of children adopted or placed in permanent homes each year by the year 2002.

## 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 develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants.... We already know we should start teaching children before they start school."*

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

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

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

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

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

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

**Broad Participation Across the Country.** The morning session of the conference will be broadcast by satellite to over 80 locations across the country. The satellite conferences will be co-hosted by regional federal agencies, local officials, and children's and other organizations.

**WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT & LEARNING**  
**April 17, 1997**

**THE PRESIDENT & MRS. CLINTON**  
**THE VICE PRESIDENT & MRS. GORE**

Dr. John Lawrence Aber  
Director, National Center for Children in Poverty

Dr. Duane F. Alexander  
Director, National Institute of Child Health & Human Development

Ms. Sheila Pegues Amaning  
Co-Chair, Early Childhood PTA

Ms. Carolyn Becraft  
Deputy Assistant Secretary of Defense for Personnel Support, Families  
and Education

Ms. Helen Benham  
Scholastic, Inc.

Mrs. Carol Berman  
Zero to Three National Center

Ms. Julie Bernas-Pierce  
Blind Babies Foundation

Hon. Sheldon C. Bilchik  
Administrator, Office of Juvenile Justice & Delinquency Prevention  
Department of Justice

Ms. Barbara "Bobbi" Blok  
Executive Director, Washington Child Development Council

Dr. Thomas Berry Brazelton  
Professor of Pediatrics, Harvard Medical School

Mr. David V.B. Britt  
President & CEO, Children's Television Workshop

Mr. James Larry Brown  
Director, Center on Hunger, Poverty & Nutrition Policy, Tufts University

Dr. John Bruer  
President, James S. McConnell Foundation

Mr. Shannon Romandos Bryant  
Student Team Leader, Jumpstart

Mr. Patrick Butler  
Vice President, The Washington Post Company

Hon. Jane L. Campbell  
Cuyahoga County Commissioner

Rev. (Dr.) Joan Brown Campbell  
General Secretary, National Council of Churches

Ms. Joy Carlson  
Director, Children's Environmental Health Network

Hon. (Gov.) Lawton M. Chiles  
Governor of Florida

Dr. Harry T. Chugani  
Director, PET Center, Children's Hospital of Michigan

Dr. Donald Cohen  
Director, Yale University Child Study Center

Dr. Jordan J. Cohen  
President, Academy of American Medical Colleges

**WHITE HOUSE CONFERENCE**

**2.**

- Ms. Janice Cox  
President, Georgia State Parent Teacher Association
- Mr. Dwayne Crompton  
Executive Director, KCMC-Early Child Development Corporation
- Ms. Judsen Culbreth  
Editor-in-Chief, Working Mother
- Ms. Sharon Darling  
President, National Center for Family Literacy
- Dr. Ezra C. Davidson  
Professor & Chairman, Dept. of OBGYN, Charles R. Drew University  
of Medicine & Science
- Dr. Karen Davis  
President, The Commonwealth Fund
- Hon. (Rep.) Rosa DeLauro  
D/Connecticut
- Ms. Barbara Dellinger  
Director for Charlotte/Mecklenburg, Head Start
- Ms. Deborah Eaton  
President, National Association for Family Child Care
- Ms. Marian Wright Edelman  
President, Children's Defense Fund
- Ms. Isela Flores
- Ms. Yolie Flores Aguilar  
Los Angeles, CA
- Dr. Henry W. Foster  
Acting President, Meharry Medical College
- Ms. Ellen Galinsky  
Co-President, Family & Work Institute
- Hon. (Dr.) John H. Gibbons  
Director, Office of Science & Technology Policy
- Ms. Ellen Gilbert  
International Creative Management
- Hon. Daniel Glickman  
Secretary of Agriculture
- Mrs. Katharine Graham  
Chairman of the Board, The Washington Post Company
- Ms. Sarah Greene  
Chief Executive Officer, National Head Start Association, Partnership Project
- Dr. Stanley Greenspan  
Clinical Professor of Psychiatry & Pediatrics, George Washington Medical School
- Ms. Elinor Guggenheimer  
Child Care Action Campaign
- Dr. Megan Gunnar  
University of Minnesota
- Ms. Margaret Hale  
Executive Director, West Virginia Kids Count
- Ms. Martha D. Haley  
Director, Public Affairs, Lifetime Television
- Dr. David Alan Hamburg  
President, Carnegie Corporation of New York

**WHITE HOUSE CONFERENCE**

**3.**

Dr. Robert E. Hannemann  
President, American Academy of Pediatrics

Hon. (Sen.) Thomas R. Harkin  
D/Iowa

Mr. Irving Harris  
Chairman, The Harris Foundation

Mr. William Harris  
KidsPAC, Head Start

Dr. Jane M. Healy  
Author

Ms. Judith Nolte Heimer  
Editor-in-Chief, American Baby Magazine

Mrs. Teresa Heinz  
Chairman, Heinz Family Foundation

Ms. Harriet Meyer Horwitz  
Executive Director, Ounce of Prevention Fund

Mr. Jeffrey Jacobs  
President, Harpo Entertainment, Inc.

Ms. Eloise Jenks  
President, National Association of WIC Directors

Ms. Judith Marie Jerald  
Brattleboro, VT

Dr. Gloria Johnson-Powell  
Judge Baker Children's Center

Ms. Judith E. Jones  
Director, Free to Grow

Hon. Elena Kagan  
Office of Domestic Policy, The White House

Dr. Elaine C. Kamarck  
Office of the Vice President

Hon. (Sen.) Edward M. Kennedy  
D/Massachusetts

Dr. Patricia Kuhl  
Professor & Chair, Department of Speech & Hearing Sciences  
University of Washington

Dr. J. Ronald Lally  
Director, Center for Child & Family Studies, WestED

Dr. Philip J. Landrigan  
Director, Office of Children's Environment Health, EPA

Mr. Arnold Langbo  
Chairman of the Board & CEO, Kellogg Corporation

Mr. Ralph S. Larsen  
Chairman and CEO, Johnson & Johnson

Dr. David M. Lawrence  
CEO, Kaiser Permanente Medical Care Program

Ms. Geraldine B. Laybourne  
President, Disney/ABC Cable Networks

Ms. Dolores Leckey  
Executive Director for the Secretariat, Catholic Conference

Dr. Arthur Leibowitz  
Chief Medical Officer, AETNA US Healthcare

**WHITE HOUSE CONFERENCE**

4.

- Dr. Michael Levine  
Program Officer, Carnegie Corporation of New York
- Mr. David Liederman  
Executive Director, Child Welfare League of America
- Dr.Carolynn Lindeman  
National President, Music Educators National Conference
- Dr. Evelyn Gruss Lipper  
Associate Professor of Clinical Pediatrics, Cornell Medical Center
- Ms. Melissa Ludtke  
Author
- Dr. Shirley M. Malcom  
Director of Education, American Association for the Advancement of Science
- Rear Admiral Larry R. Marsh  
Bureau of Naval Personnel
- Mr. Lawrence A. McAndrews  
President & CEO, National Association of Children's Hospitals
- Dr. Bruce McEwen  
President, Society for Neuroscience, Rockefeller University
- Ms. Gail McGovern  
AT&T
- Mr. Matthew Melmed  
Executive Director, Zero to Three National Center for Infants
- Hon. (Gov.) Robert J. Miller  
Governor of Nevada
- Dr. Evelyn K. Moore  
Executive Director, National Black Child Development Institute
- Dr. Herbert L. Needleman  
University of Pittsburgh Medical School
- Dr. David Olds  
University of Colorado
- Dr. Bruce Perry  
Senior Fellow, CIVITAS Initiatives
- Dr. Carol Brunson Phillips  
Executive Director, Council for Early Childhood Professional Recognition
- Dr. Deborah Phillips  
Director, Board on Children, Youth & Families, National Academy of Sciences
- Dr. Bruce Ramirez  
The Council for Exceptional Children
- Mrs. Michele Singer Reiner  
Castlerock Entertainment
- Mr. Robert Reiner  
Castlerock Entertainment
- Ms. Barbara Reisman  
Executive Director, Child Care Action Campaign
- Mr. James J. Renier  
Renier & Associates
- Ms. Nan H. Rich  
National President, National Council of Jewish Women
- Dr. Julius Richmond  
Professor of Health Policy, Emeritus, Harvard University Medical School
- Mr. John E. Riggan  
Chairman of the Board, National Association of Child Advocates

**WHITE HOUSE CONFERENCE**

**5.**

Hon. Richard W. Riley  
Secretary of Education

Ms. Geraldine Robinson  
The Children's Museum

Dr. Gloria Rodriguez  
President and CEO, Avance Family Support & Education Program

Ms. Susan Roman  
Executive Director, American Libraries Association Services to Children

Hon. (Gov.) Roy R. Romer  
Governor of Colorado

Mr. Edward F. Rover  
Charles A. Dana Foundation

Ms. Esperanza Segura

Mr. Rudy Segura

Honorable Donna E. Shalala  
Secretary of Health & Human Services

Dr. Carla J. Shatz  
Professor of Neurobiology, Howard Hughes Medical Institute

Mr. Jack Shifrel  
Community Advocate

Ms. Marilyn Smith  
Executive Director, National Association for the Education of Young Children

Mr. Marshall Smith  
Acting Deputy Secretary of Education

Mr. Richard M. Smith  
Editor-in-Chief & President, Newsweek, Inc.

Dr. Mary Susan Stine  
Section Chief of Developmental Medicine, DuPont Hospital for Children

Ms. Maria Gregory Taylor  
Parent Education Specialist, Parents as Teachers Program

Ms. Inez Moore Tenenbaum  
President, South Carolina Center for Family Policy

Ms. Ruth Tracy  
Navajo Chapter Coordinator, Pilot Parents

Mr. Thomas Van Couverden  
President and CEO, National Association of Community Health Centers

Dr. Harold Varmus  
Director, National Institutes of Health

Hon. Mélanne Verveer  
Assistant to the President & Chief of Staff to the First Lady

Ms. Yasmina Vinci  
Executive Director, National Association of Child Care Resource  
and Referral Agencies

Mr. David Walker  
Executive Director, North Carolina Partnership for Children

Ms. Claudia Wayne  
Executive Director, National Center for the Early Childhood Workforce

Mr. Melvin Wearing  
Chief of Police, City of New Haven

Dr. Betsy Weaver

President & CEO, Parent's Plus, Inc.

**WHITE HOUSE CONFERENCE**

**6.**

**Ms. Bernice S. Weissbourd**

President, Family Focus

**Dr. Miriam Westheimer**

Executive Director, HIPPI USA

**Dr. Clarissa Leister Willis**

Executive Director, Southern Early Childhood Association

**Ms. Mildred Winter**

Executive Director, Parents as Teachers National Center, Inc.

**Ms. Marti Worshtil**

College Park, MD

**Dr. Ernst L. Wynder**

President, American Health Foundation

**Dr. Edward Zigler**

Professor of Psychology, Yale University

**Dr. Barry Zuckerman**

Professor & Chairman of Pediatrics, Boston Medical Center

THE WHITE HOUSE

WASHINGTON

April 16, 1997

**MEMORANDUM FOR: INTERESTED PARTIES**

**FROM: KRIS BALDERSTON**

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

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

- These are not just "conference-watching" sessions. In nearly every case, the local organizers have replicated the East Room program. They will watch the morning session via satellite and create their own panel sessions of local experts to discuss early childhood issues in the afternoon. Many plan to develop their own local action plans.
- Each of the satellite sites will distribute White House materials and collect the names of their participants so that we can send each of the attendees a final report. Most of the sites are planning to send the White House a 1-2 page summary of their own proceedings for inclusion in the White House document.
- There is genuine excitement in the regions about participating in this conference. The Regional Administrators note that the local respondents immediately jumped on the opportunity to participate and help organize it. Anecdotally, we have learned that 600 people are planning to attend the Phoenix conference, 300 in Kansas City, 350 in New York City, 200 in San Francisco, 150 in South Texas, and 250 in Philadelphia. In most cases organizers expect an average of approximately 100-150 participants. As you look through the sites, you will note that many of the satellite sessions are being held in hospitals, universities, high schools, and federal buildings.

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

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

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

**WHITE HOUSE CONFERENCE ON EARLY LEARNING AND DEVELOPMENT**  
**QUESTIONS AND ANSWERS**

**GENERAL QUESTIONS ON THE CONFERENCE**

**Q. What will be discussed at the conference?**

The conference will highlight new research on brain development in very young children and discuss what it means for parents, caregivers and policy makers. We now know that children's earliest experiences actually affect the development of their brains and are essential to their ability to learn, develop, and reach their full potential. This conference will be a call to action to all members of society -- including the business, faith and health communities, the media, child care providers and government -- to use this information to strengthen America's families.

**Q. What kind of impact do you expect this conference to have?**

We hope that this conference will mark the beginning of a national dialogue on how best to support, stimulate, and nurture children in the first years of life. That means a national dialogue on how to provide high quality, affordable child; how to make sure children have health insurance; and how to give them early educational opportunities. We also hope to send a simple message to parents and caregivers: that they should read to, sing to, play with and talk to children in the earliest years.

**Q. How can the President reconcile his interest in early childhood development with the fact that he signed a welfare bill that will throw over a million children into poverty?**

The President signed welfare reform because he believes that we need to end the cycle of dependency and help all Americans take responsibility for their own lives. The President believes -- and all the evidence suggests -- that children who grow up in households and communities where there's work will be far better off in the long run than those who don't. The welfare bill dramatically expanded the availability of child care for people moving from welfare to work, while preserving health, safety and other quality standards for child care.

**Q. Doesn't this new research mean that women should stay home?**

No. What the research suggests is that we should support all parents, those who work outside the home and those who don't. There are terrifically engaged parents who go to work, and there are parents who stay home but don't know or chose to spend time talking, reading and singing to their children. A recent report indicates that children in quality child care settings do just as well as children whose mothers stay home. What's most important is that children are surrounded by loving, nurturing caregivers who understand the importance of the first few years of life.

**Q. Doesn't this new research mean that we can stop investing in children once they reach the age of three?**

No. It would be nonsensical to stop spending money on things like crime prevention, schools, and job training. But we now know that early childhood is a critical time in children's development. Investments early can reduce the need for investments later, and we ought to set our priorities with that in mind.

**Q. Given the new research, do you see an enhanced role for government in the lives of young children?**

There are certainly things that government can do. The President fought for Family and Medical Leave so that workers can take leave to care for a newborn or adopted child, and he has proposed to expand FMLA to allow people to take up to 24 hours off each year for things like finding child care or school activities. The President has also expanded Head Start and created Early Head Start, increased participation in WIC, and raised immunization rates. But parents are responsible for raising their children. The purpose of this conference is to share information about what we can all do to enhance our children's development and learning, and to highlight model community efforts that are working across the country to support children and families.

**Q. Isn't this conference just about government intruding into the family?**

No. Parents raise children but, like it or not, children are influenced by businesses, schools, the media, and the government, to take just a few examples. This purpose of this conference is to share information about what we can all do to enhance our children's development and learning. The conference will also highlight model community efforts that provide voluntary assistance to parents and children, although most of these local initiatives do so with financial support from the federal government.

[NOTE: DOJ supports the New Haven Police initiative; AVANCE receives funding from Early Head Start, Even Start, and Family Preservation; and The Ounce of Prevention receives Early Head Start and Head Start funding.]

**Q. Will there be a report on the conference?**

Yes. There will be a report coming out of the conference that digests the research and its practical applications, summarizes the recommendations of the panelists, and provides a resource guide for parents, caregivers, and policymakers. We are also putting together a web page devoted to the conference that will be accessible through the White House home page.

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

No. Rob Reiner is working on an important effort -- a national engagement campaign involving foundations, corporations and media to spread the word about the significance of the first few

years of life. The President and the First Lady support his efforts and believe they complement the White House Conference, but the two are separate.

**Q. Why aren't any Republicans participating in the Conference?**

We invited the three Republican and three Democratic members of the NGA's Children's Task Force and asked both its co-chairs to participate in the afternoon roundtable discussion. None of the Republicans were able to attend. We also invited key Republican and Democratic Members of Congress, and one Republican will attend.

**Q. A number of Members of Congress have sent a letter to the President urging him to devote at least one-third of the discussion to the development of the brains of fetuses. Will you do this?**

Brain development before birth is a relevant topic. In fact, one of the panelists has done extensive work in this area. It will surely be discussed at the conference.

## QUESTIONS ON POLICY INITIATIVES

### Department of Defense

**Q. You are holding the military child care system up as a model. Why is it so good?**

The military child care system is noted for its high quality standards, including a high percentage of accredited centers; a strong oversight and enforcement system, that includes a 1-800 hot line for parents to report concerns; mandatory training for child care providers; relatively generous wages and benefits tied to continued training and education; a system of linking up and providing needed support to individual home care providers; and sufficient funding to make quality child care affordable.

**Q. Isn't the military child care system so good because the military spends so much to fund it?**

Experts agree that the military child care system is the best in the country for a number of reasons. It is true that the military recognizes that quality child care costs more than most parents can afford to pay and, therefore, the Department of Defense provides sufficient funding so that parents can afford the fees.

[NOTE: The military pays 50% of child care costs with appropriated funds. Parents pay according to a sliding scale based on income. Last year the average weekly fee was \$65 per week.]

In addition, the military child care system is noted for its high quality standards, including a high percentage of accredited centers; a strong oversight and enforcement system, that includes a 1-800 hot line for parents to report concerns; mandatory training for child care providers; relatively generous wages and benefits tied to continued training and education; and a system of linking up and providing needed support to individual home care providers.

**Q. What are you doing to ensure that all Americans have access to affordable child care?**

The President has proposed a \$500 per child tax credit, expanded the Earned Income Tax Credit to help working families with children and, in the welfare reform law, increased federal funding for child care by \$1 billion, providing services for over 660,000 children -- 65% of whom are under 5 years old.

**Q. Why should the military use their resources to help civilian child care providers?**

There's no doubt that the military's first priority is protecting the national security and supporting its own service members. This initiative will not undermine that mission. Much of this can be done without a significant expenditure of dollars. One piece of evidence that that is true is that the military is already reaching out to civilian child care providers in their communities, though in a less comprehensive, coordinated way. This initiative will also benefit the military by providing workers for its child care centers and by increasing the number of available spaces.

### Health Care

**Q. Many Congressional Republicans say they are opposed to new entitlements. How are you going to convince them to expand health care coverage?**

The President's children's health proposal is not a new entitlement, but a capped program which gives states the flexibility to design innovative ways to extend health coverage to uninsured children. This carefully targeted investment has been fully paid for in the President's balanced budget. Moreover, we have seen enormous interest from both Republicans and Democrats in expanding health care for children, and we are optimistic that we will be able to pass a children's health bill this year.

**Q. Couldn't you reach these children more effectively through an existing mechanism such as the Medicaid program, the tax code, or an existing discretionary program?**

The President wants to pass bipartisan legislation that will extend health care coverage to up to five million uninsured children. He is willing to consider any ideas that will enable us to reach this goal.

**Q. Is it really worth cutting \$22 billion from Medicaid and implementing a per capita**

**cap just to expand coverage to a few more children?**

First of all, the President has proposed \$7 billion in net savings in Medicaid, which represents a reduction of about 1% off of the current Medicaid baseline over the next five years. Also, the President's plan to expand coverage to more children is not paid for solely from our savings in Medicaid. Moreover, because under a per capita cap States would get more dollars when they cover additional children and because children are relatively inexpensive to cover, we believe that this policy may well provide States with positive incentives to extend health care coverage to more children.

**Q. Does the President support the Kennedy-Hatch children's health care bill which finances children's health care expansions by increasing the tobacco tax?**

First of all, the President is delighted that there is so much bipartisan interest in expanding health coverage to children, and he will continue to work with Senators Kennedy and Hatch and others in Congress to pass a balanced budget this year that extends health care coverage to more uninsured children.

While the Hatch-Kennedy bill pays for new expansions by increasing the tobacco tax, the President has a proposal which would expand coverage to millions of additional children and is paid for in the context of his balanced budget plan. Regardless of the source of financing, assuring a significant commitment for children's health care will continue to be a top priority for the President.

That being said, studies of State excise tax increases indicate that they can have significant public health benefits, particularly for children and adolescents, because the increased cost can discourage them from starting and continuing to smoke.

**Q. The Hatch-Kennedy children's health coverage bill seems to be losing support even by some of its cosponsors because of the tobacco tax financing. Are you concerned about these recent developments?**

No piece of legislation in this town experiences smooth sailing throughout the legislative process. The President continues to be very encouraged by the strong bipartisan support for an investment in children's health coverage. In addition to the Hatch-Kennedy bill, a number of others in Congress are coming forward with proposals to expand children's health insurance. Just this week, Nancy Johnson joined the list of Republicans who have put forth proposals on to expand children's health care coverage. And we expect there will be many more. This should be a major priority for this Congress, and it is a top priority for the President.

Safe Start

**Q. What is Safe Start?**

Safe Start is a program designed to change the way law enforcement officers respond to children who are the victims of or witnesses to violence. The program will provide training on early childhood development to community police officers, prosecutors, probation and parole officers, school personnel and mental health providers. It prepares the people on the frontline to respond better to the needs of children who have been exposed to violence, and to intervene in time to prevent any further evidence.

**Q. How much will this program cost?**

In fiscal year 1997, the Department of Justice will spend \$700,000 of already appropriated funds on the program.

**Q. How many individuals and communities will be reached by Safe Start?**

Safe Start builds on a program that is already in place. In addition to providing additional intensive training and technical assistance to the four communities already taking part in the program, the Department of Justice will involve four additional communities and will provide training on early childhood development to 20,000 law enforcement and other professionals in more than 50 communities.

**Q. Is President Clinton trying to turn police officers into social workers?**

No. New Haven Police Chief Wearing -- part of the panel at today's conference -- is a cop's cop, who rose up the ranks from detective to police chief. He will tell you that his department's partnership with the Yale Child Study Center helps stop the cycle of violence by providing early intervention to children who are exposed to violence and who, if left untreated, would be more likely to become violent offenders themselves.

**Early Head Start**

**Q. Aren't many more children eligible for Early Head Start than are being served?**

We estimate that nearly 3 million children ages 0 to 3 are eligible for Early Head Start while only 23,000 are currently served. However, Early Head Start is a very new program. The first Early Head Start grants were awarded in October 1995. The President's 1998 budget would nearly double the number of children and families served, from 18,000 in fiscal year 1995 to 35,000 in fiscal year 1998. The President is committed to continuing to support this program.

**Q. Have the organizations who will receive this new funding been selected?**

No. Today, we are announcing a competition for this funding. The Department of Health and Human Services expect to announce the new grantees in September.

### **Ready\*Set\*Read Kits**

#### **Q. How were the kits developed?**

Fifty reading, literacy and early childhood groups worked with the Department of Education on the basic design for the kits. The materials were then developed by researchers from the Early Childhood Technical Assistance Center, and finally a working group of families, caregivers and early childhood administrators reviewed and commented on them.

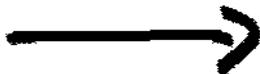
#### **Q. How and when will these kits be distributed?**

In May, kits will be mailed to families served by early childhood programs across the country like Even Start, Foster Grandparents, and Learn and Serve Early Childhood Programs. It will also be available to the public through the Department of Education's toll-free number at 1-800-USA-LEARN and will be available on the Internet through the Department of Education's home page. The kits are available in Spanish and English.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17 8:30 am

SUBJECT: Early Child Development Conference Remarks

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McCURRY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BOWLES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McGINTY	<input type="checkbox"/>	<input type="checkbox"/>
McLARTY	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
PODESTA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RUFF	<input type="checkbox"/>	<input type="checkbox"/>
MATHEWS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RAINES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	REED 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ECHAVESTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LEWIS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMANUEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YELLEN	<input type="checkbox"/>	<input type="checkbox"/>
GIBBONS	<input type="checkbox"/>	<input type="checkbox"/>	STREETT	<input type="checkbox"/>	<input type="checkbox"/>
HALE	<input type="checkbox"/>	<input type="checkbox"/>	SPERTING	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HERMAN	<input type="checkbox"/>	<input type="checkbox"/>	HAWLEY	<input type="checkbox"/>	<input type="checkbox"/>
HIGGINS	<input type="checkbox"/>	<input type="checkbox"/>	VERVEER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HILLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RADD	<input type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>Waldman</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BERGER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Fagan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Comments to Carolyn Curiel

RESPONSE: \_\_\_\_\_

'97 APR 16 PM8:17

**PRESIDENT WILLIAM J. CLINTON  
OPENING REMARKS  
WHITE HOUSE CONFERENCE ON  
EARLY CHILD DEVELOPMENT AND LEARNING  
APRIL 17, 1997**

I want to begin by thanking our First Lady, my wife, Hillary, for bringing together the scientists, doctors, sociologists and other experts whose work is the basis for our discussion today. And because our subject will have enormous impact on the lives of all Americans, we are also being joined by satellite by thousands of people at more than 80 sites around our country. Today, we have brought a village to the White House.

There have been many White House conferences, but this one is different. It's about helping America's future by giving our youngest children the opportunity to develop their fullest potential. And it's about supporting, in every way we can, the efforts of parents. We've begun that job, with the Family and Medical Leave Act, and with our proposed expansion to allow parents time to attend parent-teacher conferences, find child care or care for an elderly relative. We gave parents the V-chip and a TV ratings system so they could better control what their children watch. We took on the tobacco industry to stop their ads from reaching children. We're working to bring down juvenile crime and violence. Government doesn't raise children. Parents do. But these actions show we can and must do more to support families and relieve some of the stress on parents.

Now, we can help parents by sharing what we have learned from new scientific research about how very young children learn and develop. We are devoting this entire day to this project -- but this is only a start. We must look at the practical implications of this research for parents, care givers, policy makers and others who can have an impact in the lives of children. And we must continue to work in this area in the months and years ahead.

Make no mistake: What we are undertaking is exciting and enormous and important to America's future. The research that brings us here has opened a new frontier. Great exploration is not new to America; we have always sought to expand our horizons, but that has usually meant looking outward, far away from home. This great exploration takes us as close to home as we can be, to examine a mystery that we hold in our very arms -- our babies.

Thanks in large part to federally funded research, we are discovering that the earliest years of life make the biggest difference, that they are also a critical window of opportunity for developing peak emotional and intellectual potential. Every child needs proper nutrition and access to health care and a safe home and environment. And every child needs teaching and touching, reading and playing, singing and talking. How we care for our youngest children affects how they will do in school and in life.

My Administration has been committed to supporting this research and to build on it -- to

take concrete steps to move toward optimum development for America's children. Today, I want to share with all of you some steps that we are taking now.

First, we want to improve the quality of child care. That is a great challenge, and it will take years to accomplish. We must consider carefully a range of proposals to make sure that child care is both high-quality and affordable. I look forward to working with the Congress on this effort, which might include a proposal for additional tax credits to make child care better and more available to everyday Americans.

It might surprise some people, but the model for child care is the military's system, which many experts consider to be the best in the country. But we should not be surprised, because we know that anything the American military undertakes, it can do well. The man responsible for administering the Navy's child care system, Rear Admiral Larry Marsh, is here today. The military should be proud of its achievement: a child care system with high standards, including a high percentage of accredited centers; a strong enforcement system with unannounced inspections. Parents have a toll-free number to call to report concerns they may have. Training is mandatory. Wages and benefits are good, so staff tends to stay on. I am proud that the military places such importance on helping the families of the men and women who serve our country.

We want this kind of quality to extend beyond the military. So today, as just one step in addressing the scarcity of good and affordable child care, I am issuing an executive memorandum, asking the Department of Defense to share its success. I want the military to partner with civilian child care centers and help them to improve quality and become accredited; provide training to civilian child care providers; share information they have on how to operate successfully; and work with State and local governments to give on-the-job training in child care to people moving from welfare to work.

[Child care is vitally important. With so many two-worker families, parents should feel secure in knowing that their child is the best set of hands next to their own. For that reason, this fall, we will be holding another White House conference, devoted to child care.]

Second, we are working to boost our children's development by extending health care to as many as 5 million uninsured children by the year 2000. We can do that with our Children's Health Initiative in my balanced budget proposal. It would strengthen Medicare for poor children, provide coverage for working families through innovative State programs, and continue health coverage for children of workers between jobs. I am very pleased that the Association of American Medical Colleges announced today that they are supporting our initiative.

Third, we place a great importance on early education. So, today, I am announcing an expansion of Early Head Start enrollment by one-third next year. Early Head Start is something we created in 1994, and it has been a great success in bringing Head Start's nutritional, educational and other services to families with children age 3 and younger and to pregnant women. Today, we are requesting new Early Head Start programs to accomplish this expansion.

And, to help parents and care givers to teach the very young, we have developed a tool kit. It's called the "Ready, Set, Read" Kit -- part of our America Reads Challenge. It gives tips on stimulating activities for young children. It's going out to early childhood programs across our country and we'll have a hotline number to call for anyone else who wants a kit.

Fourth, we must protect the safety of children where they live, play and go to school. And in particular, we must do more to help young children who are victims of abuse and violence. Today the Department of Justice is establishing a new program called Safe Start, which is based on efforts in New Haven, Connecticut, which you will hear about this afternoon. This program will train police officers, prosecutors, probation and parole officers and mental health professionals in child development, so that they will be better equipped to handle situation involving young children. This will go a long way toward keeping our kids safe.

It will take a partnership across our national community to help our kids reach their full potential. But the toughest job will always belong to parents. They are the first teacher and the main nurturer. Being a parent is a joy, but the challenges never quit. It is not a job you can walk away from, it is not one you can show up late for, and you dare not fall asleep on this job. The world moves too fast, and that means more worry for parents. Work demands compete with family demands. Finding a balance has never been more difficult. Parents need and deserve our help. We need to come together to help them.

There is so much science to be discussed today that I want to come back to the bottom line. The more we understand, think about and focus on the earliest years, the more we will really assist children and our whole society. These are the years that count.

A generation ago, a child development pioneer, Selma Fraiberg, said: "The experiences of the first 3 years of life are almost entirely lost to us, and when we attempt to enter into a small child's world, we come as foreigners who have forgotten the landscape and no longer speak the native tongue." It's true that a small child doesn't speak our language yet. But a child, no matter how young, understands a gentle touch, a smile, a loving voice. Babies understand so much more than we have understood about them. Now, we can begin to close the gap.

Today America takes a bold step across the threshold to the next century. This conference is about doing the best by our children, by giving every child the opportunity to develop to the fullest of their God-given potential, by using teaching and nurturing to lift up the very young. Together we are venturing into a new field of wonder and reason. And what we begin today may affect generations of Americans to come.

Thank you all for being a part of this great effort.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16 ACTION/CONCURRENCE/COMMENT DUE BY: 4/17 10:30 am

SUBJECT: Closing Remarks - 1st + 2nd session - Early Child Care

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McCURRY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BOWLES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McGINTY	<input type="checkbox"/>	<input type="checkbox"/>
McLARTY	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
PODESTA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RUFF	<input type="checkbox"/>	<input type="checkbox"/>
MATHEWS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SMITH	<input type="checkbox"/>	<input type="checkbox"/>
RAINES	<input type="checkbox"/>	<input type="checkbox"/>	REED	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ECHAVESTE	<input type="checkbox"/>	<input type="checkbox"/>	LEWIS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMANUEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YELLEN	<input type="checkbox"/>	<input type="checkbox"/>
GIBBONS	<input type="checkbox"/>	<input type="checkbox"/>	STREETT	<input type="checkbox"/>	<input type="checkbox"/>
HALE	<input type="checkbox"/>	<input type="checkbox"/>	SPERLING	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HERMAN	<input type="checkbox"/>	<input type="checkbox"/>	HAWLEY	<input type="checkbox"/>	<input type="checkbox"/>
HIGGINS	<input type="checkbox"/>	<input type="checkbox"/>	VERVEER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HILLEY	<input type="checkbox"/>	<input type="checkbox"/>	RADD	<input type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>Waldman</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BERGER	<input type="checkbox"/>	<input type="checkbox"/>	<u>Kagan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

*Comments to Laura Capps*

RESPONSE:

'97 APR 16 PM9:01

PRESIDENT WILLIAM J. CLINTON  
FIRST SESSION  
EARLY CHILDHOOD DEVELOPMENT AND LEARNING CONFERENCE  
CONCLUDING TALKING POINTS

I'd like to thank Dr. David Hamburg, Dr. Donald Cohen, Dr. Carla Shatz, Dr. Patricia Kuhl, Dr. Ezra Davidson, Dr. T. Berry Brazelton, and Dr. Deborah Phillips for participating this morning.

Your research demonstrates that the earliest years of a child's life are a critical window of opportunity for emotional and cognitive development. I'm committed to continuing this research: Increased NIH funding by 23% in the past four years, balanced budget proposal increases it further; the federal government has supported over 90% of all children's research.

Now we must turn this latest research into action by providing parents with the tools they need to nurture their children and help them to develop. After lunch we will hear from representatives from model parenting and child development programs from across the country who are already helping parents in this way.

I'd like to say a special thank you to the thousands of you who are joining us today by satellite at over 80 sites around the country. Your participation has helped to make this a truly national conference. I challenge you to continue this discussion with one another and explore the ways in which your community can build on these remarkable discoveries.

PRESIDENT WILLIAM J. CLINTON  
SECOND SESSION  
EARLY CHILDHOOD AND DEVELOPMENT CONFERENCE  
CONCLUDING TALKING POINTS  
APRIL 17, 1997

'97 APR 16 PM9:01

**Thank You:** The First Lady, the Vice President, Mrs. Gore, Gov. Miller, Mr. Arnold Langho, Dr. Gloria Rodriguez, Ms. Sheila Amaning, Police Chief Melvin Wearing, Ms. Harriet Meyer, and Mr. Rob Reiner.

**It's time to leave this table and carry on the mission of enhancing the development of our children.** It is up to us to expand upon the work that doctors, scientists and social workers in this field have devoted their lives to. We must educate parents, because above all it's parents who raise children; we must encourage our teachers to implement the findings and practices discussed here today; we must challenge our communities to share the responsibility and provide the tools to support parents and enhance early childhood development.

**This conference has laid out the necessary pieces for improving the well being of our children . . . and the picture that will emerge from our work is one that will include a brighter future for every American child.** I thank all of you for being a part of this conference -- truly a first of its kind.

# "I Am Your Child"

## Early Childhood Public Engagement Campaign Description

### Funders

AT&T Foundation  
The California Wellness Foundation  
Carnegie Corporation of New York  
The Commonwealth Fund  
The Charles A. Dana Foundation, Inc.  
The Harris Foundation  
The Teresa & H. John Heinz III Foundation  
IBM Corporation  
Johnson & Johnson  
W.K. Kellogg Foundation  
John D. & Catherine T. MacArthur Foundation  
A.L. Mailman Family Foundation, Inc.  
Robert R. McCormick Tribune Foundation  
The Travelers Foundation

Prominent entertainers, media, foundations, corporations, and child development experts have established an unprecedented public awareness and engagement campaign to focus on new and compelling evidence about the importance of the first three years of life.

This effort builds on research evidence presented in *Starting Points*, the seminal 1994 report by Carnegie Corporation of New York that concludes that "how children function from the preschool years all the way through adolescence, and even adulthood, hinges in large part on their experiences before the age of three."

The report points out that our nation has inadvertently neglected these crucial years and that this neglect has led to a variety of troubling conditions that should be improved.

The goals of the campaign are to help reverse these troubling trends by:

- raising public awareness about the importance of the first three years of life;
- working with national, state and community leaders to improve programs and policies for young children and their families.
- connecting families with young children to the information, resources and services they need;

Campaign founders represent an unusual collaboration that includes entertainment talent—spearheaded by Rob Reiner and Michele Singer Reiner, and by Ellen Gilbert from International Creative Management (ICM)—and a broad range of experts from the early childhood fields, including professionals in child development, early childhood care and education, parent education and family support, and children's health, coordinated by Ellen Galinsky and Nina Sazer O'Donnell of the Families and Work Institute.

## National Media

Called "I Am Your Child," **An Hour-Long ABC Prime Time Special** is being produced by Rob Reiner, Michele Singer Reiner and their production team. It is scheduled to air during the week of April 21, 1997. It will feature music, comedy and a documentary created by New Screen Concepts about a community that has mobilized on behalf of young children and their families. The program will be hosted by Tom Hanks, and will feature Robin Williams, General Colin Powell, Arnold Schwarzenegger, Bruce Willis, Demi Moore, Billy Crystal, Rosie O'Donnell, Carl Reiner, Mel Brooks, and other stars. *Good Morning America* will feature the campaign continuously during the week of the prime time special, as will many local ABC affiliates.

**Newsweek Special Edition.** Newsweek magazine will publish a special edition that will coincide with the show's airing.

**Public Service Announcements (PSAs).** Two broadcast public service announcements (PSAs) will be produced by Edge Creative (creators of Coca Cola's ad campaigns) for television, radio and print media and distributed by The Advertising Council.

**Toll-Free Number and Written Fulfillment Material.** The prime time television special and the PSAs will include a toll-free number that viewers can call to obtain written fulfillment material. This material will include research-based information on how families can promote young children's school readiness and healthy development, along with state by state lists of parenting resources and services.

**A Video for New Parents** will focus on how families can encourage children's healthy development.

**A CD-ROM and On-Line Information** will address the questions that parents have about their young children. An on-line information service, available to all Internet users, will provide practical parenting information and linkages to resources.

**A Conference on Brain Development** was held in June 1996 in Chicago and a report from this conference, *Rethinking the Brain*, will be available in February 1997.

Materials from the campaign will be broadly distributed to policy makers, business leaders, national organizations, and state and local leaders.

## Public Policy

The campaign is stimulating bipartisan dialogue about federal, state, and local policy goals. To ensure that all young children get a decent start, the campaign has identified four key areas that constitute vital starting points for our nation. These areas are: the creation of comprehensive preventive health care for mothers, fathers and young children; the promotion of responsible, informed parenthood by expanding proven approaches; the wider availability of high-quality child care and early education; and the expansion of state and community mobilization efforts to reverse current patterns of neglect.

**The Rand Corporation** is conducting research on the long term economic benefits of effective policies and programs. A series of cost-benefit analyses on the impact of such programs on the prevention of child abuse, crime, welfare dependency and other outcomes will be released in Spring 1997.

**National "Summit" Meeting.** Campaign leaders are in discussion with the President, cabinet officials, and a bipartisan group of members of Congress and governors about the design of a national conference on the status of young children in America.

**The National Governors' Association.** A bipartisan task force of governors led by Bob Miller (Nevada) and George Voinovich (Ohio) will study federal and state policy options to strengthen programs and supports for families with young children.

**National Education Goals Panel.** A special briefing for the National Education Goals Panel, chaired by Governor James B. Hunt (North Carolina) will also take place.

**The National Conference of State Legislatures** is developing a leadership group of state legislators who will promote legislative action based on new evidence on brain research and the healthy development of young children. Campaign leaders will provide a briefing at the organization's national meeting in August 1997.

## Outreach to National Organizations

**Work with National Organizations.** National organizations are using their newsletters, journals, and other communications vehicles to publicize the campaign and inform their members about early childhood brain development. They are also encouraging their members to participate in state and local coalition activities. In addition, over four dozen national organizations, such as the American Academy of Pediatrics, American Library Organization, American Public Welfare Association and others, are participating in the campaign.

**Linkages to Business Leaders.** A business symposium will be conducted in collaboration with the Committee for Economic Development in April 1997. A report on innovative business supports for new and expectant parents will be produced for the symposium and will be widely disseminated.

### Other Collaborators

The Advertising Council,  
Inc.

Benton Foundation

Coalition for America's  
Children

Evolutionary Publishing,  
Inc.

National Governors'  
Association

New Screen Concepts

The Rand Corporation  
tcn

ZERO TO THREE:  
National Center for  
Infants, Toddlers and  
Families

## State and Community Action

**State and Local Campaign Coalitions** of business leaders, child advocates, and parents in forty-two states and communities are forming partnerships to strengthen programs and policies. Additional coalitions are continuing to form.

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For further information about the media campaign, please contact Ellen Gilbert, Vice President, Public Relations/Special Projects, International Creative Management, Inc. (ICM): (310) 550-4203, E-mail: egilbert@icm Talent.com

For further information about the outreach campaign, please contact the Families and Work Institute:

Ellen Galinsky, Project Director: (212) 465-2044,  
E-mail: emgalinsky@aol.com

Nina Sazer O'Donnell, Project Manager: (919) 477-7137,  
E-mail: nsazofwi@aol.com

### Expert Advisory Board

Judy Langford Carter, MA,  
Former Executive  
Director of Family  
Resource Coalition:

Jerlean Daniel, Ph.D.,  
Past President, National  
Association for the  
Education of Young  
Children;

Emily Fenichel, MSW,  
Associate Director of  
ZERO TO THREE

Deborah A. Phillips, Ph.D.,  
Director, Board on  
Children and Families

Barry Zuckerman, MD,  
Chairman, Department  
of Pediatrics, Boston  
University School of  
Medicine

0-3

**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 develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants.... We already know we should start teaching children before they start school."*

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

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 33% 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 Mathematics 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.

THE WHITE HOUSE

Office of the Press Secretary

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Embargoed For Release  
Until 10:06 A.M. EDT  
Saturday, April 12, 1997

RADIO ADDRESS OF THE PRESIDENT  
TO THE NATION

THE PRESIDENT: Good morning. Today, I want to talk about the toughest job any person can have. It's not a job you can quit, show up late for, or do just enough to get by. In every way, it's a lifetime commitment -- it's being a parent.

In our times, parenting has become an even greater challenge. The world moves faster, and parents rightly worry more about how to protect their children's health, their safety and their future. Jobs place more demands on mothers and fathers. Finding a balance between home and work takes more effort than ever.

Parents can use some help. And while government doesn't raise children, it can sometimes give parents the tools they need to make their jobs easier. That's why we fought for and won the V-chip and a ratings systems for TV, so parents can better protect their young children from unsuitable shows. That's we fought to keep the tobacco industry from advertising their products to children. And why we're fighting to keep streets safer and to reduce juvenile crime. All these help parents to do a better job with their children.

But there is still work to be done. Parents want to do right thing by their children from the very start. And giving our youngest children what they need to thrive from the very first days of life is something the First Lady has studied for a long time. In her book, "It Takes a Village," Hillary called on our nation to give its attention to new findings about the early years of children's lives that so often are overlooked in intellectual, social and emotional development.

Our administration has worked hard to better understand these early years. Since 1993, we increased funding for children's research at the National Institutes of Health by 25 percent -- or \$322 million -- and my balanced budget plan promotes further increases in funding. We expanded and improved Head Start, and we created an Early Head Start Program for children age three or younger so that they could get the stimulation they need at those critical times.

From our research, we know that from the very first days of life a child is developing emotionally and intellectually, and how he or she does in those first three years of life will help to determine how a child does later in school and in life. That's why we need to begin teaching and nurturing our children before they go to school.

We want to sort through our research and get it to parents and to care givers who work with children. So next week Hillary and I will bring together researchers, parents and other experts for the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

MORE

We will meet for a full day at the White House, with satellite hook-ups to more than 60 sites around our nation. This conference is an exciting and an enormous undertaking. It is a call to action to parents, to businesses, to care givers, the media, the faith community and the government, each to do their part to enhance the earliest years of life. It grows out of our commitment to find new ways to support parents and to help their children reach their God-given potential.

As part of that commitment, I also want to call today on the members of Congress to do their part to come to the aid of our families. They can do that very simply by passing my expansion of the Family and Medical Leave Act.

This bill would allow workers up to 24 hours of unpaid leave each year to fulfill certain family obligations. It could allow a worker to attend a parent-teacher conference, or take a child to the pediatrician, or to find quality child care, or to care for an elderly relative.

Families occasionally need these small pieces of time to take care of their own. More than 12 million American workers have taken leave for reasons covered by the Family and Medical Leave Act since it became the very first bill I signed into law in 1993. It was needed then, it's needed now and we need to improve on it. So I urge the Congress to act soon on this legislation. Don't ask people to choose ever between being good workers and good parents. We can help them to do both. Pass the expanded Family and Medical Leave Act.

I think this bill is so important that today I am asking all federal departments and agencies to make expanded Family and Medical Leave available to their workers immediately. Wherever possible, I want workers to have access right now to essential time off for family obligations.

I am committed to doing all we can to support families as they struggle to do right by their children. We know that the very earliest years will decide whether children grow up to become healthy and happy people. That's why we're giving parents time off to care for them, why we should extend the family leave law so millions more parents can have that opportunity and why we must focus all our science, education and public efforts to give our children the very best start in life.

Almost a century and a half ago, Oliver Wendell Holmes said, "A child's education should begin at least a hundred years before he was born."

What we do now can benefit generations of Americans to come. We can start with the smallest community -- the family. And from there we can rebuild and renew the best in America by beginning with the best of America, our children

Thanks for listening.

END

THE PRESIDENT AND MRS. CLINTON

*welcome you on the occasion of*

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



*Thursday, April 17, 1997*

## PROGRAM

### *Opening Remarks*

MRS. CLINTON

THE PRESIDENT

### *Morning Session*

DR. DAVID HAMBURG  
Carnegie Corporation of New York  
New York, New York

DR. DONALD COHEN  
Yale University  
New Haven, Connecticut

DR. CARLA SHATZ  
University of California, Berkeley

DR. PATRICIA KUHL  
University of Washington  
Seattle, Washington

DR. EZRA DAVIDSON  
Charles R. Drew University of Medicine and Science  
Los Angeles, California

DR. T. BERRY BRAZELTON  
Harvard Medical School  
Cambridge, Massachusetts

DR. DEBORAH PHILLIPS  
Institute of Medicine  
Washington, DC

### *Luncheon in the State Dining Room*

### *Afternoon Session*

MRS. GORE

THE VICE PRESIDENT

MRS. CLINTON

DR. GLORIA RODRIGUEZ  
Avance Family Support Program  
San Antonio, Texas

MS. HARRIET MEYER  
Ounce of Prevention  
Chicago, Illinois

MS. SHEILA AMANING  
Early Childhood PTA  
Charlotte, North Carolina

MR. MELVIN WEARING  
Chief of Police  
New Haven, Connecticut

MR. ARNOLD LANGBO  
The Kellogg Company  
Battle Creek, Michigan

MR. ROB REINER  
CastleRock Entertainment  
Los Angeles, California

GOVERNOR ROBERT J. MILLER  
Nevada

*"This conference is an exciting and an enormous undertaking. It is a call to action to parents, to businesses, to care givers, the media, the faith community and the government, each to do their part to enhance the earliest years of life. It grows out of our commitment to find new ways to support parents and to help their children reach their God-given potential."*

President Clinton

*"We're excited that so many people will be able to take part in this event. We all have a role to play in making sure parents have the tools they need to do the best job they can. We believe this Conference can make a valuable contribution."*

Mrs. Clinton