

FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE DEMOCRATIC GOVERNOR'S ASSOCIATION
NATIONAL POLICY FORUM ON CHILDREN
LOS ANGELES, CALIFORNIA
MAY 19, 1997

Thank you for inviting me to join all of you for this very important forum on children.

We're here today to talk about the future of our country. A future that begins with and depends on our children. Less than a year ago at the Democratic National Convention, I had the honor of speaking with you on this same topic. In Chicago, we shared ideas and exchanged information about how all sectors of society -- schools, churches, businesses, private foundations and national, state and local governments -- could work together to provide every single one of our children with opportunities to fulfill their God-given potentials at all stages of their lives.

I am delighted that we meet again to continue our discussion. Through this conference on children and through your own initiatives in your home states, you, the members of the Democratic Governors' Association, are sending a powerful message across the country that our children must continue to be a national priority.

I thank you for recognizing that the issues facing our children and families are among the most important ones we face as a people and as a nation. Investing in children, in their education, in their health, in their safety and in their well-being is not a luxury. It is essential. If we don't make these investments now, then we will all pay in higher prison, remedial education and health care costs down the road. If our children grow up unable to read, hobbled by preventable illness, unloved, or alienated from society, then we will leave behind a legacy of hopelessness and despair.

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In the months since we last met, many hopeful things have taken place to help our children and strengthen our families. Just last week, the President and Congress agreed on a balanced budget that goes a long way toward doing right by our children. Through significant boosts in education spending, children of all ages and backgrounds will have more and better opportunities for learning. More of our neediest children, for instance, will receive the benefits of Head Start and other early childhood education programs that ensure they arrive in our schools ready and eager to learn. And the balanced budget will enable the President to fulfill his promise of making sure that every 8-year old can read on his or her own, that every 12-year old can log on to the Internet, and that every 18-year old can graduate high school with a solid education and the opportunity to attend college.

But there is so much more we can do to make sure that our children grow up healthy in mind, body and spirit. I know that many of you are already blazing trails in your home states for the rest of the country to follow. Governor Miller's HOPE scholarships is serving as the model for the national program that will help students afford at least two years of community college. And Governor Hunt has played a leading role in raising the quality of teaching in the schools by chairing the National Board for Professional Teaching Standards. So I commend all of you on

your vision, energy and innovative spirits.

And I hope all of you will support and encourage your state legislatures to accept the President's call for national standards and testing in 4th grade reading and 8th grade math. As the nation's governors recognized at the 1989 Education Summit in Charlottesville, it is the most important thing we can do to improve our educational system. Raising standards raises expectations for all students. They will grow according to the expectations we have of them. And our children will never be able to know how high they can soar until we give them the right set of expectations.

I know many of you have worked hard to set statewide standards that are already improving student performance in your schools. But we need to do more. Today, 40 percent of our fourth graders can not read books on their own and American eighth graders score below the international average in math. What we need and what our children deserve are nationally-standardized tests that will measure the performance of every student, every school, every district so that parents and teachers will know how their children are doing compared to other students in other schools, other states, and other countries. Most importantly, these tests will help parents and teachers recognize where their students have fallen short and what they still need to learn.

~~There is no way national standards and testing can be characterized as a federal power grab.~~ From California to the Carolinas, reading is reading and math is math. No school board can change our alphabet. No state legislature can cook up new rules of algebra.

National standards are the best way we can ensure that no child leaves school without the solid foundation in the basics he or she needs to compete in the Information Age.

I'd also like to talk ~~today~~ about perhaps the only pre-requisite for our children's well-being that is even more fundamental than education. And that is health care. There is no way we can expect a child to concentrate on facts and dates and perform well on tests if he or she is always distracted by a chronic sore throat or a nagging headache or other ailments that have been left untreated because his or her parents cannot afford health insurance.

The United States is the only industrialized nation that does not extend basic health protection to its children. The statistics are shameful: At any point in time, ^{really} 10 million American children have no health insurance. More than 20 percent of our uninsured children do not have a regular source of health care. And one in five uninsured, sick children delays or does not receive needed care.

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The time is long overdue for America to address what I believe is an economic, social, and moral crisis. In the new balanced budget, the President has succeeded in making sure that as many as five million children currently living without health insurance can get the coverage and care they deserve. And there are several good bills making their way through Congress that will provide health coverage for all children.

I also know that in your own states many of you have not waited for federal action on children's health and are already implementing innovative reforms, whether through public-private partnerships in Colorado, school-based insurance in Florida, or the expansion of Medicaid eligibility in Vermont and Washington, that are making a difference in the lives of thousands of children and families. I hope you will share your experiences with each other so that we can find and support the best way to secure the health of children all across the country.

As many of you know, our children's earliest years are crucial. Researchers in recent years have found scientific evidence for what many parents had always suspected: Time spent talking, singing, and reading to an infant is crucial. It strengthens the bond between a parent and child, helps the child develop emotionally and intellectually and literally helps the baby's brain grow.

Last month, the President and I held a conference at the White House to give the leading experts in the field of early childhood development the opportunity to explain their discoveries and to put this body of knowledge at the service of our families, ~~day~~ ^{child} care workers, teachers, doctors and other adults who wield tremendous influence in our children's lives.

One of the most important concerns that emerged from that meeting was the quality of our child care system. Over the years, child care outside the home has begun to play a tremendous role in the social, intellectual and emotional development of our children. [Half of all mothers today return to work before their infants' first birthdays, not out of choice, but out of necessity.] Few families can make ends meet with just one salary. Today, the economic and social shifts which have made women valued and essential members of our workforce have also made child care a fact of life.

At the same time, our child care system is clearly not as strong as it must be to ensure the healthy development of all children and the peace-of-mind of their parents. The quality, affordability, and accessibility of child care in this country is uneven at best.

The demand for quality child care will only increase and become more urgent as welfare reform sends more parents back to the workplace. We cannot expect welfare recipients to ~~find~~ ^{find} ~~new meaning in a life of~~ work when they are forced to place their children in second-rate, cut-rate child care -- care that could slow their development, limit their intellectual growth and decrease their chances of escaping the underclass.

Our responsibility to improve the child care system is tremendous. That is why the President fought so hard to get Congress to add \$4 billion for child care to the welfare reform bill. And that is why state governments, who will now administer that money under the new law,

have to think very carefully about how they are going to spend it.

I think there are reasons to be optimistic. States are getting money for welfare reform based on the peak case load in 1994. Since then, however, the welfare rolls have decreased by 2.8 million people. So for a time, states may have extra funds that can be put into child care. This could give states an unprecedented opportunity to train more child care workers, to use funds to help even more people move from welfare to work, and to provide additional support for low-income workers to make child-care more affordable.

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I believe that if focused on child care, the welfare reform bill has the potential to create a more comprehensive quality system of child care than we have ever had before.

This fall, the President will convene a special conference at the White House to discuss the strengths and weaknesses of child care in this country and to find ways to translate that discussion into action.

So the challenges before us are many. The solutions are complex and not always readily available. But we can never lose sight of the reason for and the urgency of our work. Our children are not only our present and future -- they are a test of our humanity and our faith. We cannot afford to fail.

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In the months since we last met, many hopeful things have taken place to strengthen children and families. Just last week, the President and Congress agreed on a balanced budget that goes a long way toward doing right by our children. Through significant boosts in education spending, children of all ages and backgrounds will have more and better opportunities for learning. More of our neediest children, for instance, will receive the benefits of Head Start and other early childhood education programs that ensure they arrive in our schools ready and eager to learn. And the balanced budget will help the President fulfill his goal of making sure that every 8-year old can read on his or her own, that every 12-year old can log on to the Internet, and that every 18-year old can graduate high school with a solid education and the opportunity to attend college.

But there is much more we can do to make sure that our children grow up healthy in mind, body and spirit. I know that many of you are already blazing trails in your home states for the rest of the country to follow. You have taken leading roles, for instance, in our efforts to strengthen and improve our education system. And I commend you for your vision, energy and

innovative spirits.

I hope you will support and encourage your state legislatures to accept the President's call for national standards and testing in 4th grade reading and 8th grade math. As the nation's governors recognized at the 1989 Education Summit in Charlottesville, it is the most important thing we can do to improve our educational system. Raising standards raises expectations for all students. Our children will grow according to the expectations we have of them. And they will never be able to know how high they can soar until we give them the right set of expectations.

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There is no good reason why America, which is blessed with the most advanced and innovative medical talent and facilities in the world, can allow 10 million of our youngest and most vulnerable citizens to grow up without access to basic health care. There is no good reason why so many parents who are working very hard to make ends meet and build better lives, must dread their child's every cough, every scrape and every fall for fear that the slightest injury or illness could lead to an impossible choice between buying medicine for that sick child or food for the entire family.

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many as five million children currently living without health insurance can get the coverage and care they deserve. And there are several good bills making their way through Congress that build on the efforts many of you have already started in your home states.

These innovative reforms encompass a variety of strategies, beneficiaries and funding mechanisms. Public-private partnerships in Colorado, school-based insurance such as Healthy Kids in Florida, new state-funded child insurance programs such as Dr. Dynasaur in Vermont, or the expansion of Medicaid eligibility in Washington and Puerto Rico are truly making a difference in the lives of thousands of children and families. I hope you will share your experiences with each other so that we can find and support the best way to secure the health of children all across the country.

We are learning everyday more and more about the often simple, low-tech and low-cost things we as adults can do to prepare our children for the future. Researchers in recent years have found scientific evidence for what many parents had always suspected: Time spent talking, singing, and reading to an infant helps a child develop emotionally and intellectually -- and literally helps a baby's brain grow. During the first three years of life, the brain is a sponge, absorbing every bit of activity in its environment. It must rely on the stimulation of its surroundings -- a mother's loving voice, sunlight from a window, the warmth of being held against a parent's chest -- to help connect its cells to each other and "turn on" the child's capacity to learn, feel, communicate, and relate to others. And without proper stimulation and loving attention from adults in these early years, a child is far less likely to live up to his emotional and intellectual potential.

Last month, the President and I held a conference at the White House to give the leading experts in the field of early childhood development the opportunity to explain their discoveries and to put this body of knowledge at the service of our families, child care workers, teachers, doctors and other adults who wield tremendous influence in our children's lives.

One of the greatest concerns that emerged from that meeting was the quality of our child care system. Over the years, child care outside the home has begun to play a significant role in the social, intellectual and emotional development of our children. More and more mothers today return to work before their infants' first birthdays not out of choice, but out of necessity. Few families can make ends meet with just one salary. Today, the economic and social shifts which have made women valued and essential members of our workforce have also made child care a fact of life.

At the same time, our child care system is clearly not as strong as it must be to ensure the healthy development of all children and the peace-of-mind of their parents. The quality, affordability, and accessibility of child care in this country is uneven at best.

The demand for quality child care will only increase and become more urgent as welfare reform sends more parents back to the workplace. We cannot expect welfare recipients to go to

work when they are forced to place their children in second-rate, cut-rate child care -- care that could slow their development, limit their intellectual growth and decrease their chances of escaping the underclass.

Our responsibility to improve the child care system cannot be overstated. That is why the President fought so hard to get Congress to add \$4 billion for child care to the welfare reform bill. And that is why state governments, who will now administer that money under the new law, have to think very carefully about how they are going to spend it.

There are reasons to be optimistic. States are getting money for welfare reform based on the peak case load in 1994. Since then, however, the welfare rolls have decreased by 2.8 million people. So for a time, states may have extra funds that can be put into child care. This could give states an unprecedented opportunity to train more child care workers, to use funds to help even more people move from welfare to work, and to provide additional support for low-income workers to make child-care more affordable.

If we act wisely and creatively, a more comprehensive quality system of child care can become one of the welfare reform bill's most lasting legacies.

This fall, the President will convene a special conference at the White House to discuss the strengths and weaknesses of child care in this country and to find ways to translate that discussion into action.

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But there is ~~so~~ *still* much more we can do to make sure that our children grow up healthy in mind, body and spirit. I know that many of you are already blazing trails in your home states for the rest of the country to follow. You have taken leading roles in our efforts to strengthen and improve our educational system. Governor Miller's HOPE scholarships, for instance, is serving as the model for the national program that will help students afford at least two years of community college. And Governor Hunt has played a leading role in raising the quality of

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I'd also like to talk about perhaps the only pre-requisite for our children's well-being that is even more fundamental than education. And that is health care. We can't expect a child to enjoy the adventures of Harriet the Spy or absorb the principles of long division when he or she is always distracted by a chronic sore throat or a nagging headache or other ailments that have been left untreated because his or her parents cannot afford health insurance.

The United States is the only industrialized nation that does not extend basic health protection to its children. The statistics are shameful: At any point in time, nearly 10 million American children have no health insurance. More than 20 percent of our uninsured children do not have a regular source of health care. And one in five uninsured, sick children delays or does not receive needed care.

There is no good reason why America, which is blessed with the most advanced and innovative medical talent and facilities in the world, can allow 10 million of our youngest and most vulnerable citizens to grow up without access to basic health care. There is no good reason why so many parents who are working very hard to make ends meet and build better lives, must dread their child's every cough, every scrape and every fall for fear that any one of them could lead to an impossible choice between buying medicine for that sick child or food for the entire

family.

The time is long overdue for America to address what I believe is an economic, social, and moral crisis. In the new balanced budget, the President has succeeded in making sure that as many as five million children currently living without health insurance can get the coverage and care they deserve. And there are several good bills making their way through Congress that build on the efforts many of you have already started in your home states.

These innovative reforms encompass a variety of strategies, beneficiaries and funding mechanisms. But whether they are public-private partnerships in Colorado, school-based insurance such as Healthy Kids in Florida, new state-funded child insurance programs such as Dr. Dynasaur in Vermont, or the expansion of Medicaid eligibility in Washington and Puerto Rico, these efforts are truly making a difference in the lives of thousands of children and families. I hope you will share your experiences with each other so that we can find and support the best way to secure the health of children all across the country.

As many of you know, our children's earliest years are crucial. Researchers in recent years have found scientific evidence for what many parents had always suspected: Time spent talking, singing, and reading to an infant helps a child develop emotionally and intellectually -- and literally helps a baby's brain grow. During the first three years of life, the brain is a sponge, absorbing every bit of activity in its environment. It must rely on the stimulation of its surroundings -- a mother's loving voice, sunlight from a window, the warmth of being held against a parent's chest -- to help connect its cells to each other and "turn on" the child's capacity to learn, feel, communicate, and relate to others. And without proper stimulation and loving attention from adults in these early years, a child is far less likely to live up to his emotional and intellectual potential.

Last month, the President and I held a conference at the White House to give the leading experts in the field of early childhood development the opportunity to explain their discoveries and to put this body of knowledge at the service of our families, child care workers, teachers, doctors and other adults who wield tremendous influence in our children's lives.

One of the most important concerns that emerged from that meeting was the quality of our child care system. Over the years, child care outside the home has begun to play a significant role in the social, intellectual and emotional development of our children. More and more mothers today return to work before their infants' first birthdays not out of choice, but out of necessity. Few families can make ends meet with just one salary. Today, the economic and social shifts which have made women valued and essential members of our workforce have also made child care a fact of life.

At the same time, our child care system is clearly not as strong as it must be to ensure the healthy development of all children and the peace-of-mind of their parents. The quality, affordability, and accessibility of child care in this country is uneven at best.

The demand for quality child care will only increase and become more urgent as welfare reform sends more parents back to the workplace. We cannot expect welfare recipients to go to work when they are forced to place their children in second-rate, cut-rate child care -- care that could slow their development, limit their intellectual growth and decrease their chances of escaping the underclass.

Our responsibility to improve the child care system is tremendous. That is why the President fought so hard to get Congress to add \$4 billion for child care to the welfare reform bill. And that is why state governments, who will now administer that money under the new law, have to think very carefully about how they are going to spend it.

I think there are reasons to be optimistic. States are getting money for welfare reform based on the peak case load in 1994. Since then, however, the welfare rolls have decreased by 2.8 million people. So for a time, states may have extra funds that can be put into child care. This could give states an unprecedented opportunity to train more child care workers, to use funds to help even more people move from welfare to work, and to provide additional support for low-income workers to make child-care more affordable.

I believe that if we act wisely and creatively, a more comprehensive quality system of child care can become one of the welfare reform bill's most lasting legacies.

This fall, the President will convene a special conference at the White House to discuss the strengths and weaknesses of child care in this country and to find ways to translate that discussion into action.

So the challenges before us are many. The solutions are complex and not always readily available. But we can never lose sight of the reason for and the urgency of our work. Our children are not only our present and future -- they are a test of our humanity and our faith. We cannot afford to fail.

###

NEWS YOU CAN USE

Kids at risk

Uninsured children increasingly come from middle-class families

BY LOUISE LIEF

This is what life can be like for a child without health insurance. No climbing trees or monkey bars. No visits to friends' houses. No after-school soccer. No playing in the rain. Or snow. No roller skating. Bike riding only within a block of the house—and even then, anxious parents who worry about each snuffle or scraped knee.

Until she was 7, Lindsay Brandt lived in a straitjacket of prohibitions. Her parents' reactions may seem extreme, but a recent study found that about 12 percent of parents of uninsured children restrict play because of fears of injuries. Lindsay would gaze out the window of her Tarentum, Pa., home, watch her friends throw snowballs, and ask, "Why can't I go out too?" her mother, Scarlet Brandt, recalls. "What could I say? You can't keep telling them we don't have insurance." Eventually, she got health insurance through an innovative state-funded program for children.

Lack of health coverage used to be a problem primarily for the working poor, who often cannot afford or are not offered family coverage through work. Now it is creeping up the income ladder as companies, trying to control escalating insurance premiums, make it increasingly expensive for workers to include their families in their health care coverage. While costs vary widely depending on variables like plan type and company size, the average family plan purchased with the favorable group rates of the workplace costs \$456 a month, a portion of which is usually paid by the employer. Comparable coverage purchased by an in-

dividual family costs about \$570 a month.

The growth in numbers of uninsured children in Pennsylvania illustrates the problem. Over 40 percent of the state's 331,000 kids lacking health coverage come from families with incomes over \$36,816. They are the fastest-growing segment of uninsured children in the state. Pennsylvania, like some other states, has created a health insurance program for children like Lindsay Brandt to address the problem. But such state programs cannot match the existing demand for such insurance, and experts predict that the pool of uninsured will keep growing.

Rising numbers. The number of uninsured Americans is expected to increase to 45 million over the next five years, according to a recent American Hospital Association study. If current trends hold, 25 percent of them, or 11.25 million, will be children. Between 1987 and 1995, the share of children insured through a parent's workplace dropped from 66.7 percent to 58.6 percent, according to the Employee Benefit Research Institute. During roughly that same period, the amount deducted from a parent's monthly paycheck for health care coverage tripled from an average of \$32 to \$107.

Three decades ago, senior citizens faced a similar insurance crisis. As the number of uninsured seniors reached critical mass, Congress responded by creating Medicare, a national health insurance program for the elderly. Today, as Congress and the White House debate what to do about the nation's 10 million or more children who lack health insurance, there is no comprehensive, Medicare-type solution on the table. There are, however, at least 15 bills expected to be introduced this spring to expand children's health insur-



Like millions of other children, Ariana Gubba, 5, has

ance. Cost estimates range from \$10 billion to \$24 billion per year. Proposed solutions would subsidize premium costs through vouchers or tax credits, expand Medicaid (the federal-state health insurance program for the poor), or give grants to help state programs.

Depending on where you live, there may be a program to insure your children. Many states now offer low-cost "kids only" health insurance for parents who need it. Finding these programs is not easy. They are housed in different state or county agencies. Some are privately run. *U.S. News* has collected this information and come up with the first state-by-state listing of health insurance programs for uninsured children who are not eligible for

Most of America's 10 million uninsured children come from working families. By 2002, their numbers will grow to 11.25 million.

Medicaid. The list is available on our Web site: (<http://www.usnews.com>).

While most federal lawmakers agree that more children should be covered, there is no consensus on how to proceed. Some legislators propose paying to insure children by charging a higher "sin tax" on cigarettes. Many in the Republican-controlled Congress reject the idea of any new taxes, instead suggesting cuts in programs like Medicaid. A few scenarios

argue they will have to create some mechanism for negotiating lower group rates for the families who can't buy insurance through work. "We want to see some government agency sit down with several insurance companies and bargain over what's in the package," says Ron Pollack of Families USA Foundation, an organization for health care consumers that supported the 1994 Clinton health care plan. Despite uncertain funding prospects, Donna

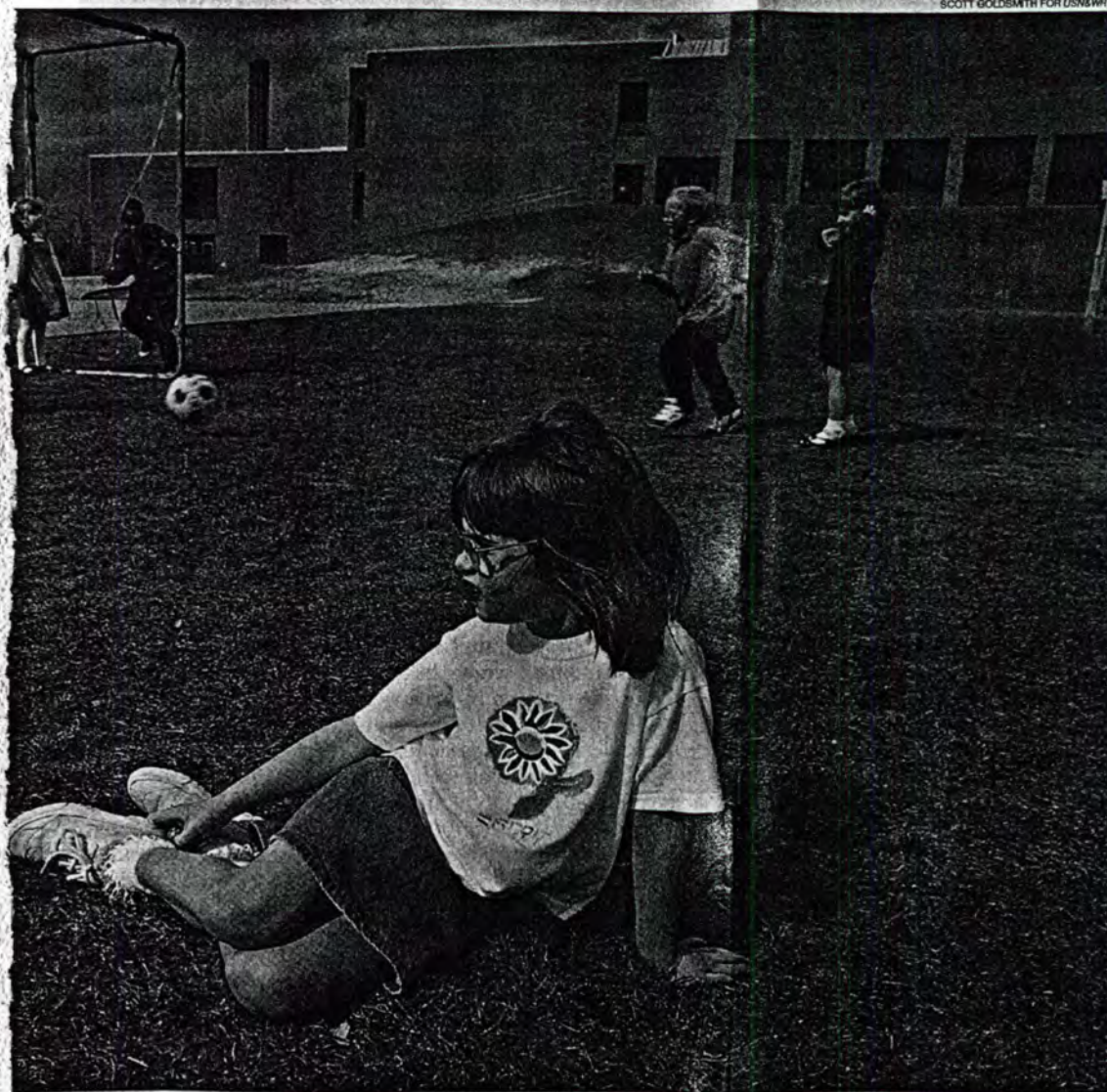
pose excruciating trade-offs: Some proposed cuts to insure children could affect the urgent medical needs of others, like elderly people in nursing homes.

To offer children affordable coverage, legislators will have to do more than simply raise money. Some

Shalala, secretary of health and human services, predicts a plan for children's health insurance will be in the federal budget by October 1.

Some worry that if the federal government supports states' efforts to insure children, that might accelerate the trend by employers to drop dependent care coverage. States that offer subsidized children's coverage haven't seen any greater rate of decline in employers offering family coverage than have states that don't offer such programs. In any event, even if Congress does nothing, health care analysts predict employers will continue to drop dependent coverage, or increase its cost to workers, as health care costs rise.

More uninsured children will probably mean more visits to the hospital emergency room, one of the most expensive places to receive medical treatment. Dr. Joseph Zanga, an attending physician at the Medical Center of Louisiana and president-elect of the American Academy of Pediatrics, can rattle off cases that should never have gotten as far as an



no health insurance. Her activity is restricted, her play sidelined by her parents' fear of injury.

emergency room, like the frightened 7-year-old whose chest ached with each gasp for breath. The boy's asthma could have been treated early with an inhaled bronchodilator like Albuterol for about \$30. But the family had no insurance and waited until the boy was in the midst of a full-blown asthma attack before seeking treatment. He ended up hospitalized for several days at a cost of \$1,000 a day, money that will be recouped by raising hospital charges for insured patients.

Carol Calfee is a former elementary school teacher who saw what a lack of health insurance meant in the classroom. Children with vision problems couldn't see the blackboard. Those with chronic ear infections had trouble hearing her instructions. "One little girl coughed all year," she recounts. Calfee is now the Santa Rosa county manager for Florida Healthy Kids, a project that insures 31,000 of that state's 750,000 uninsured children.

Across the country, 38 states have public, private, or hybrid programs that attempt to cover uninsured kids. Pennsylvania's state-funded insurance program for children, called CHIP, and the Caring Program, a private-sector plan, discovered how dramatically kids' health improved once they had insurance. Formerly, children with diseases such as asthma, bronchitis, and diabetes went untreated. One third of parents delayed seeing a doctor even if their child was sick. After getting insurance, that number dropped to 2 percent, according to an impact study by the University of Pittsburgh Graduate School of Public Health.

How it started. A group of clergymen in Pittsburgh first initiated the Caring Program in 1985 to cover the children of thousands of steelworkers who lost their jobs when the local steel industry collapsed. They began with community donations, plus grants and in-kind contributions by the local Blue Cross Blue Shield network. As a private charity, the program grew incrementally, first offering a limited benefits package that



Delayed care can lead to a costly health crisis. Visits to this pediatric emergency room at the Medical Center of Louisiana in New Orleans have more than doubled over the past three years.

emphasized preventive care like basic checkups, slowly adding town after town.

The charitable program got a boost in 1993 when the state created CHIP, the kids-only insurance program—funded with a new 2-cent cigarette tax—that offered a greatly expanded benefits package, including such things as hospitalization and dental care. Enrollment has risen dramatically, but both programs today only insure 60,000 of Pennsylvania's 331,000 uninsured children. The program costs about \$51 million, including family contributions. Meanwhile, the private Caring Program, which now supplements the CHIP program in Pennsylvania, has been replicated in 20 states. In Massachusetts and New York, like Pennsylvania, it evolved into state-funded programs.

As with most state and private programs, CHIP and the Caring Program control enrollment by setting income limits for free or subsidized premiums. In Pennsylvania, their \$37,718 eligibility ceiling for a family of four is unusually generous.

But even though many states are expanding Medicaid eligibility for children or creating children's health insurance programs, market forces continue to create tens of thousands more uninsured families even in solidly middle-class income brackets. In February, Pennsylvania's Caring Program joined the ranks of state programs in Florida, New York, Massachusetts, and Tennessee and announced it would also offer low-cost "kids only" health insurance policies with no income restrictions. These families pay the full premium. Families in upper-income brackets may need these policies for children with "pre-existing conditions," chronic diseases that can render a child uninsurable. For the most part, children, a relatively healthy bunch, are less expensive to insure than adults. The cost of the

Family coverage purchased through the workplace costs \$5,472 a year. Bought by an individual family, health insurance comes to \$6,840 a year.

Caring Program policy for families earning over \$37,718 is \$95 a month per child with a family cap of \$263 for comprehensive coverage with no deductibles or copayments. Private coverage would cost \$213 per month per child, have copayments and deductibles, and exclude dental, hearing, and vision benefits.

The new program may rescue the Brandt family. When they first joined the CHIP program in 1993, their income was \$19,000 a year, low enough for Lindsay and Chad to qualify for free care. Now that their income is \$30,000 a year, they pay a subsidized premium for the children's coverage. Eleven-year-old Lindsay was recently diagnosed with hemiplegic migraines, a potentially life-threatening condition. She takes medication and needs

SCOTT GOLDSMITH FOR US&W



A state program helps the Brandt kids stay insured.

batteries of expensive diagnostic tests. Many private insurers would refuse to cover Lindsay because they would consider her illness a pre-existing condition. The Caring Program, like most state-funded and private philanthropic programs, does not exclude children with pre-existing conditions. If their income continues to rise, the Brandts will still be able to insure Lindsay by paying the full premium.

The solution for children may come faster, but be more modest, than the one that helped seniors. It took almost two decades of debate before Medicare, enacted in 1965, ensured that no elderly person in America would go without basic health care. Politicians, including President Clinton and a bipartisan group of senators, are hoping that half the children who need health insurance will get coverage by the year 2002.

With Mary Brophy Marcus

HEALTH WATCH

RED LIGHT, GREEN LIGHT

Fertility guess

In England, computer technology has made its way into the bedroom as a new method of contraception. For some couples, it has replaced things like condoms and diaphragms and has given those who use the rhythm method, or natural birth-control practices, a more reliable way to predict when it's safe to have sex. Since last October, British pharmacies have been selling a small computer called Per-

sona, which monitors a woman's hormone levels and registers a red light on days that she's fertile and a green light when she's not. There's also a yellow light that signals iffy days, when there may be a slight chance of conceiving.

Persona is made by Bedford-based Unipath Ltd., which has been selling ovulation predictor kits and home pregnancy tests in the United States for years. The new pocket-size Persona relies on data logged in its memory about the cycles of thousands of women as well as chemical information the user gives it by inserting her own urine test sticks eight days a month. It begins U.S. clinical trials in June, though the product will very likely not be available here until about 2000.

The Persona is easy to use. It is 95 percent reliable, the same as a condom, for women with cycles as short as 23 days or as long as 35 days. And it is approved by the Roman Catholic Church. (Persona will be sidling onto Irish drug-store shelves this month.) Persona is being marketed only for contraceptive use, but Jacqueline Darroch Forrest of the U.S.-based Alan Guttmacher Institute says there's no reason why women trying to get pregnant couldn't use it to track fertile days. In England, a month's supply of urine test sticks currently costs the equivalent of about \$15, and the monitor runs about \$75.

But could it win the hearts of American women the way it has captivated some Brits? Dennis Barbour, president of the Association of Reproductive Health Professionals, believes it's a vast improvement over less scientific natural family planning, which is used by 932,000 women. But he thinks eight days a month of urine samples may be too much of a has-



sle for American women. "They prefer no-fuss birth-control methods," says Barbour. —Thomas K. Grose and Mary Brophy Marcus

RESTAURANT FARE

Heart healthy?

Is McDonald's grilled Chicken Classic low fat or just lower in fat than the portly Big Mac? Would a cardiologist OK it for his patients? It's touted as a healthful choice by its maker, and, in fact, it has only 4 grams of fat (minus the mayo), but hypertension sufferers might want to skip its 500 milligrams of sodium and nix the side of fries. Starting May 2, the Food and Drug Administration says that doubting diners can ask restaurant chefs to back up the nutritional claims of menu items marked healthful—usually noted with a heart or words like "low fat" and "heart healthy."

They'll have to present a recipe or other reference that lists information like calorie, fat, cholesterol, sodium, and fiber counts. "We're asking restaurants to provide what packaged-food companies have since 1993," says FDA spokesperson Judith Foulke. A 2,000-calorie daily diet can include 65 grams of fat, says the FDA, about the amount in a Big Mac, large fries, and a chocolate shake. —M.B.M.

GEORGE MATTEI-ENVISION



Heart-healthy meal

1ST STORY of Level 1 printed in FULL format.

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LENGTH: 753 words

HEADLINE: Orrin Hatch To the Rescue

BYLINE: E. J. Dionne Jr.

BODY:

So who do you think said the following about the plight of poor kids without health insurance?

"One of every three children in this country is uninsured. Ten million children are uninsured . . . these are the poorest of the poor working families. . . . And we must help these working poor families who are frantic about what to do with their children."

The options are (a) Sen. Ted Kennedy, (b) Sen. Paul Wellstone, (c) President Clinton, or (d) Hillary Rodham Clinton.

Okay, it's a trick question. The answer is none of the above. That scourge of liberals, Sen. Orrin G. Hatch, Republican of Utah, said the words recently on ABC's "This Week."

If you think it odd that Orrin Hatch is playing the role of Hubert H. Humphrey or Robert F. Kennedy as the friend of poor children, so does he. "I think they would resent that," he said with a laugh during an interview this week. Then he thought for a moment and added: "Hubert would not. Hubert had very high hopes for me."

Humphrey would be proud of Hatch. With his friend Ted Kennedy, Hatch is the co-sponsor of a bill that would increase cigarette taxes 43 cents a pack to raise \$ 30 billion over five years. (Read his lips: new taxes.) Of that, \$ 20 billion would go to provide health coverage to about half of the poor children without insurance. Most of their parents work and are not eligible for Medicaid. The other \$ 10 billion would go to deficit reduction.

The Senate Republican leader, Trent Lott, was livid when Hatch rounded up Republican co-sponsorship for the Kidcare health bill. Lott is agitated that in a non-election year, Republicans would do things they were forced to do in 1996, such as raise the minimum wage or guarantee health coverage for people who change jobs. "This is not last year," Lott snapped. Does this mean the Republicans didn't believe in the things they did to win an election? Heavens!

Lott doesn't alarm Hatch, who says things about poverty many Democrats are scared even to think. "We make \$ 134,000 a year," Hatch says of his fellow senators. "I hear complaints from senators all the time" about how hard it is to get by on that sum. "If it's difficult for us who earn \$ 134,000, what is it like for people to work for \$ 25,000 a year?"

The Washington Post, April 18, 1997

Unlike so many of his colleagues, Hatch faces up to the fact that parents who "can't put food on the table" can't afford health coverage. And employers of uninsured low-wage workers aren't about to boost their labor costs 20 percent or more by buying insurance.

Senators find it easy to relate to people with whom they've shared problems. Sen. Pete Domenici (R-N.M.), whose daughter suffered from mental illness, crusaded to pass a provision requiring health insurance policies to cover mental illness. Domenici is a fine man, and his concern for mental health is admirable. But what about working parents whose kids have no health coverage at all? That means no coverage for ear infections, or broken legs, or pneumonia, or heart conditions, or cancer. Will senators' kids have to be stripped of health insurance entirely before Congress understands what such families go through?

Hatch is too collegial to answer that question, but he predicts his colleagues will get the message. "I think we'll pass this bill in the end."

Low-income working families, says Hatch, face "a choice between dropping employment to get Medicaid eligibility or staying employed and getting no health insurance." Some choice. Don't politicians say all the time that people should stay off welfare and keep working? No wonder Hatch says this bill is "the most conservative thing in the world."

Many conservatives fear that Kidcare is a foot in the door for national health insurance. One can only hope they are right. It's irrational to have a health system, so brilliant in many respects, that leaves about 40 million people without basic coverage.

President Clinton made many mistakes in pushing for universal coverage, but his goal was right. He's endorsed Hatch-Kennedy, but how hard will he fight for it? Hubert Humphrey would be surprised if a conservative Republican showed more spunk for expanding health coverage than a Democratic president. Clinton should get over the trauma of losing his last health care fight and join the new one.

And if Trent Lott wants to fight this bill, how can the president resist being on the right side of the question: Don't kids deserve the same health coverage their grandparents get? You can bet their grandparents think so.

LANGUAGE: ENGLISH

LOAD-DATE: April 18, 1997

It's also a very proud day for all of us who have had a chance to work on this bipartisan agreement. Without a real spirit of cooperation and a very positive attitude, it clearly would not have happened. The team that's up here with me now -- Bob Rubin, Frank Raines, Gene Sperling, Janet Yellin, John Hilley, Jack Lew -- have all done a magnificent job in trying to move this forward in a very positive manner.

I also have nothing but the highest admiration and respect for all of the people, both the principals and the staff, in the Congress who worked on this -- Senator Daschle, Senator Lautenberg, Congressman Spratt, Tom Keane, Bruce King on the Democratic side. On the Republican side, the Majority Leader, Mr. Lott, Speaker Gingrich, John Kasich, Chairman Domenici, Bill Hoagland and Rick May all just could not have been more cooperative. It really was the positive attitude of these people that made this happen.

What I think that we in the White House are happiest about is that we have finally now had the chance to really drive a stake into the heart of fiscal irresponsibility. We will now be able to balance the budget by the year 2002, but we'll also not just balance the budget, but we will balance the budget in the right way, by protecting the values of the American people.

This balanced budget will continue to do those things that are necessary to grow the economy. It will continue to invest in education, in training, so our kids will have the skills they need to compete for those high-wage-paying jobs in the global marketplace. It will continue to invest in early childhood programs, so our kids are prepared to enter school ready to learn. And the President will

definitely, because of the firm commitments in this budget, be able to deliver on his promise that every 8-year-old will be able to read, every 12-year-old will be able to log on to the Internet, and every 18-year-old will be able to graduate from high school with a diploma that means something and have the opportunity to go on for two additional years of education.

This balanced budget agreement also allows us to extend the life of the Medicare trust fund, out to the year 2008, solving the short and intermediate-term problems associated with Medicare. It will also provide health care insurance for five million additional kids. It will help us move a large number of folks from welfare to work, to implement the welfare reform legislation that was passed last year. It will restore disability and health care benefits to legal immigrants. It will protect our environment by cleaning up 500 toxic waste dumps and by allowing us to implement the Brownfields initiative. And, lastly, it will provide tax relief to hard-working Americans while ensuring that the cost of these tax cuts will not explode in the out-years, causing fiscal irresponsibility to return.

I truly believe this has been a great day for this country, a great day for America. I'm very proud to have had a chance to be a part of the team. And now I'd like to bring on Frank Raines, who will answer any questions that you might have.

Frank.

MR. RAINES: I don't have anything to add to what Erskine has said. Why don't we just go to any questions you've got and each of us will answer them.

Q When you gentlemen and lady stood before us two weeks ago, you insisted that the bulk of these tax cuts would go to the middle class. Now, many of your Democrats are saying one of two things -- either that's not going to happen and it's going to be a disproportionate tax cut for the wealthy, or, number two, you simply cannot deliver on all the tax cuts that have been promised, and thus, what's going to happen is that in the budget committee -- or in the tax-writing committees, that's where the real work is going to get hashed out, and the Republicans control those. Number one, can you assure us that the bulk of this goes to the middle class? And, number two, can you assure us of anything at this point?

SECRETARY RUBIN: Yes, I think -- you have the document. I think one thing we can certainly assure you of is that there is a very good framework now to create a tax cut that's good for the American people. In terms of the distribution, we've got a \$35 billion education tax credit. There surely is going to be a large child tax credit -- I shouldn't say "surely," but it would seem very likely given that the President has strongly proposed a child tax credit and the Republicans -- the majority of Congress has proposed a child tax credit. So if you put the expenditures on tax cuts together in the budget, far the greater part of those expenditures will be on tax cuts that are directed toward middle income people.

Q What's the value of those two tax cuts?

SECRETARY RUBIN: Wolf, nobody -- the only provision with respect to the specifics of the tax cut that exists right now in the agreement is roughly \$35 billion for the education tax cut. The rest is going to have to be worked out in the committees and the administration working with the committee. So nobody knows what the numbers are. But if you look at what the President's proposal was with respect to child tax credit, and you look at the majority in Congress, and you take those numbers -- anything on that spectrum --and you add it together with the education tax credit, that is going to be the predominant portion of the total tax cut.

Q And what will be the value, approximately, ballpark, of the estate tax relief and the capital gains tax cut?

SECRETARY RUBIN: Wolf, there are no specifics that have been agreed to beyond the agreement, as Erskine said, that we've had an affordable tax cut for the first five years with a net of \$85 billion, and that we would have a total tax cut on a net basis of \$250 billion -- that's on a net basis -- and that within the context of the first five years there would be roughly \$35 billion for the education tax cut. Those are the only specifics with respect to the tax cuts that have been agreed upon.

Q What kind of capital gains tax cut do you imagine? What sort of road-based capital gains tax cut would you look for?

SECRETARY RUBIN: I don't know -- I think it is likely there will be a capital gains tax cut because that is something that the majorities in Congress have wanted to have from the very beginning. What its specifics will be, it seems to me, is something we need to work together with the committees on and get a capital gains tax cut as well as a total tax cut program that's good for the American people.

I think what's happened here, though, is really very positive, because what you have is a framework that is affordable. You have a framework that prevents an explosion in the outer years, and, therefore, protects the fiscal responsibility of this program. And you have specifically set forth the commitment to include roughly \$35 billion in education tax credit. And then there are additional savings with respect to the list of relatively small tax cuts, such as the Brownsfield, that people said they would work to create. And those are the only specifics in the agreement, but you have a very good framework and now we need to work together to get a tax cut for the American people.

Q I just don't see how the numbers quite add up to produce the kind of -- I mean, you have all these things that they say will be part of it and I don't quite see how you get a broad-based capital gains tax cut as part of that deal. Doesn't it kind of put the Republicans in a box, they have to make a choice --

SECRETARY RUBIN: I think we all need to work -- you've got a lot of proposal that have been advocated by a lot of people. They can't all be fully accommodated, and I think what we need to do is all work together to get a tax cut that meets the interests of the American people, and most importantly, it's got to fit within this context.

Frank, did you want to add something?

MR. RAINES: Remember, this is a budget agreement, it's not a detailed tax bill. And the budget has done what a budget is supposed to do -- it's provided the parameters. We know how big the tax cut will be in the first five years, and over 10 years. The items that we know will be in there are the President's education tax credits, and we're working on the additional items that we've proposed. The committee is obviously going to have to fill in the

rest, but that's usual -- is that the committees have work to do here and they have far more demand than they've got room to deal with, and they're going to have to work that out. But that's traditional in every tax bill.

Q Right, except the difference is that what you're doing, though, is you're telling us and you're telling the American people, this is a tax cut, the bulk of which, or a lot of which, will go to the middle class, and, in fact, you can't really say that, can you?

SECRETARY RUBIN: It seems to me all you can say at this point is what is likely to happen, but when you consider that the President has advocated, and has included in his budget, a substantial child tax credit, the congressional majority proposed a child tax credit that was larger, it seems to me likely -- though, as you say, no specifics are set yet -- that you're going to have a substantial child tax credit, which the President believes you should have. If you take a substantial child tax credit and you add together the education tax credit, that will be -- if it works out that way that will be the bulk of the money that's spent on tax cuts, and that does go to middle-income Americans.

Q Could you tell us, Mr. Secretary, what the administration's position is on the estate tax relief? It's \$600,000 per estate now. What would you be willing to see it go up to? And on capital gains it's 28 percent; how low would you, the administration, like to see that capital gains tax rate go?

SECRETARY RUBIN: Wolf, I think it is likely that you will have both capital gains and estate tax provisions in this legislation. Beyond that, I think that the only thing that I can tell you is that we're going to work with the committees to develop proposal that are in the interests of the American people. And beyond that, I don't think anybody can say what the specifics will be. This is the beginning of a process.

Q But you said in the past, you and the President have both said that you believe in targeted capital gains tax cuts, not a broad capital gains tax cut. Is there any condition placed on the capital gains tax cut?

SECRETARY RUBIN: There was no condition placed on capital gains. I'll just repeat what I said before, Mike. There are no conditions with respect to the capital gains tax cut. Clearly, there are going to be a lot of different views as to what its content ought to be and we all need to work together, and that's what we are committed to doing.

Q Mr. Bowles, you mentioned that the Medicare trust fund would remain viable through 2008 under this agreement. There are critics who feel that the outcoming baby boomer generation will



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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 16, 1997

REMARKS BY THE PRESIDENT ON BUDGET AGREEMENT

The Rose Garden

11:25 A.M. EDT

THE PRESIDENT: Good morning. Less than two weeks ago, the Vice President and I joined with leaders of Congress in announcing a truly historic agreement, a bipartisan agreement to balance the federal budget for the first time in nearly three decades. We knew that only by finishing the job of putting our fiscal house in order could we keep our economy thriving for all Americans. And I knew that because of all the progress we've made in the last four and a half years, we could balance America's books while protecting America's values and preparing the American people for the 21st century. Last night, we took the next significant step toward writing the spirit and substance of that agreement into the law.

I want to begin by thanking Chairman Domenici, Chairman Kasich, Senator Lautenberg and Congressman Spratt for their hard work and their earnest commitment to sticking with this very difficult process to put our balanced budget agreement in writing. I know from my own negotiating team that we would not be here today without their good faith and good efforts. And I am deeply grateful to them.

I also want to thank the congressional leadership who supported this process. And I'd like to thank the people who are

here -- the Vice President; Erskine Bowles, who's still a pretty good negotiator even though he's left his beloved private sector; Secretary Rubin; Deputy Secretary Summers; OMB Director Frank Raines; NEC Director Gene Sperling; our CEA Chair, Janet Yellen; and John Hilly, who handles our congressional relations and had one the most difficult and demanding jobs of his life in the last few weeks; OMB Deputy Director Jack Lew.

I'd like to also thank all the people who are here from OMB, Treasury, and perhaps from other agencies who were the team that put the numbers together that made this agreement possible. Thank you. You ought to give yourselves a hand. You did a great job. Thank you. (Applause.)

We have finalized a detailed description of the agreement reached two weeks ago. The document is already before the relevant congressional committees who are now moving the balanced budget resolution through the legislative process at an expedited pace. This agreement will keep in place the economic strategy that has served our nation so well for the last four and a half years.

When I took office, I was determined to reverse the failed policies of the past. Back then, we faced growing deficits as far as the eye could see. It was a time of economic stagnation and high unemployment. We moved quickly in 1993 to put in place a policy of invest and grow -- cut the deficit, invest in our people, open new markets around the world through tough trade agreements.

We are now in the fourth year of the disciplined, tough, five-year economic strategy we put in place in 1993. The results of the strategy are now clear and no longer subject to

reasonable debate: 12 million new jobs, the highest economic growth in a decade, the lowest unemployment in 24 years, the lowest inflation in 30 years, the largest decline in income inequality since the 1960s. And the deficit has been cut already by 77 percent. Our economy is now the envy of the world.

That progress has brought us to this rare moment in history and made it possible for us to balance the budget in a way that balances our values. America needs a balanced budget that is in balance with our values; that protects Medicare and Medicaid, education and the environment; that gives tax relief to working families, and that prepares our people for the 21st century. That is exactly what this budget does.

What is important about the agreement is not only what it does on a spreadsheet, but what it will do for our families and our future. It keeps our fundamental commitments to our parents, preserving and protecting Medicare for at least a decade, without steep premium increases. Because of this agreement, 5 million American children will have health care who

do not have it today. The agreement protects our air, our water and our land for future generations.

I'm especially pleased that it includes the funds to clean up 500 of our most dangerous toxic waste sites and to go forward with our commitment to preserve and restore the Florida Everglades. It helps to move people from welfare to work by providing tax incentives to businesses to hire welfare recipients, and support for community service jobs in areas of high unemployment. It restores unwise cuts made last year and restores fair treatment to immigrants who legally come to America for the promise it provides. It gives middle class families tax relief to help sell a home, raise their children and send those children to college. In each of these ways it honors our values.

At the very heart of this agreement, however, is its historic investment in education. This agreement includes the most significant increase in education funding in 30 years. Even more important, it provides the largest single increase in higher education since the G.I. Bill in 1945, more than 50 years ago.

That landmark legislation gave opportunity to millions of Americans and gave birth to the American middle class. That was my goal for this budget: to dramatically expand opportunity through education and give all our children the tools they need to succeed in a new economy in a new century.

That is why I insisted that this balanced budget also be America's education budget. It not only puts our fiscal house in order, it opens the schoolhouse door wider than ever before -- with \$35 billion in tax relief for higher education, including our HOPE Scholarship tuition tax credit to make two years of education after high school as universal as a high school education is today, and tax deductions for all the costs of tuitions after high school.

It includes the largest increase in Pell Grant scholarships for deserving students in three decades. It helps to raise standards in our schools. It funds our America Reads challenge to make sure every 8-year-old can read independently. It helps to bring the information age to our schools so that we can meet the goal that the Vice President has worked so hard for, to connect all of our schools and libraries to the Internet by the year 2000.

All across America last year, I said I wanted a nation in which every 8-year-old would be able to read, every 12-year-old could log on to the Internet, every 18-year-old could go to college, every adult could keep on learning for a lifetime. This balanced budget takes a major stride toward these goals.

This is not only the first balanced budget in a

generation; it is an American balanced budget that protects our values for future generations.

So I say to all members of Congress of both parties, take this balanced budget agreement and write it into law. If we stay true to this historic agreement, if we have the courage to eliminate the deficit while dramatically expanding opportunity through education, we will enter the 21st century stronger and better prepared for the challenges and the opportunities that lie ahead.

Thank you very much. (Applause.)

Q Mr. President, two weeks ago, we were told that there was a deal and there was much hoopla. We came to find out at that point that -- if I may use the egg analogy -- that the shell was relatively thin. How much thicker is the shell now, and can this egg still crack up, so to speak?

THE PRESIDENT: Well, first of all, I think we did have a deal two weeks ago. And I think the fact that we've reached agreement in writing on the details is evidence that there was one.

But when you agree on broad principles and you have long hours of negotiations, there's still some difficulties involved in writing the details of the agreement down, making sure everybody remembers it the same way, that you've got the kind of accord you need. So this is a huge step forward because now we have a much more detailed committed to writing.

Wolf?

Q Mr. President, I wonder now that the Senate has rejected Senate Daschle's compromise proposal on the late-term abortion procedure, I wonder if there is any way that you think language could be crafted that would avoid your having to veto Senator Santorum's legislation once again?

THE PRESIDENT: Well, of course. I have nothing to add to what I have said on this all along. What I need to do is to be convinced that no woman will be grievously harmed by this legislation, and that no woman will be put in the position, for example, of being so harmed that she will never be able to have further children because of this legislation. You know what my concerns are; I've made them abundantly clear.

I must say, I regret that Senator Daschle's legislation did not pass because it would have reduced the number of abortions by far, far more -- light-years more than the Santorum bill. The Santorum bill may not reduce the number of abortions by one.

So what we don't want to do is to, in effect, not

reduce the number of abortions in the third trimester, which the Supreme Court permits us to do, and which I've invited the Congress to do ever since I got here, and at the same time put a lot of women's health at risk in a way that is unwise and unconstitutional.

Q Mr. President, what are your thoughts on Mobutu losing power in Zaire?

THE PRESIDENT: Well, I want to make a couple of points on it. It does appear that he has left Kinshasa. The United States position is clear: We want to see a transition to a genuine democracy. The second point I want to make is that President Mandela of South Africa has done a superb job of exercising leadership in this area, and the United States is supporting him and his efforts. And I want the whole world to get behind the leadership that Nelson Mandela is showing there

and to do what we can to support Africa in taking one of the largest and most important nations in Africa and promoting a democratic transition. That is what I think is important.

Thank you very much.

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11:35 A.M. EDT

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the road than we are at the present time. Do I think it's likely there will be a capital gains tax cut proposal in the agreement? Yes, I do think so.

Q But what if it became mostly the President's --

SECRETARY RUBIN: You can raise a zillion hypotheticals; I'm not going to respond to them at this point because I truly think -- we all want to work together. We are entering this in a very -- just the same spirit this thing has gone on so far, a bipartisan spirit of getting to a tax package that is good for the American people.

MR. SPERLING: Can I just -- just one reason why it would be logical to infer what the Secretary of Treasury said is that if you look at what Senator Lott put out for their initial tax package proposal, which was \$193 billion over five years, \$109 billion of their proposal when they were choosing themselves was the child tax credit. The fact that the child tax credit was a core part of the contract, a core part of S-2, and that not only has the President supported it, but many major leading Democrats in Congress have supported it -- actually, -- was probably the first proposal; Congressman Gephardt has proposed it -- I'm just saying that it would be very, very unlikely that the tax credit that has the broadest impact on American families and they've supported they would want to pull back. So that's just very logical to infer that everybody would have an interest in having that kind of tax credit.

I just wanted to mention just one or two numbers that we might not have gotten on our domestic discretionary. One of the most important things in it is on the Pell Grants, which goes to nearly 4 million low-income people going to college. We are very happy that there is an agreement to take our expansion which goes from \$5.9 billion in fiscal year '97 to \$7.6 billion in fiscal year '98, a \$1.7 billion -- or 29 percent increase in a single year.

And this will mean that over a two-year period, over 3, nearly 4 million low-income people going to college will be getting \$500 more per year. And, as part of our plan, we would bring on a few hundred thousand new people who are older students who previously had not been eligible. Other things that were agreed to were our levels in Head Start, which was an 8 percent increase of \$324 million, a nearly 10 percent increase in the EPA operating budget, which would be \$293 million, and a doubling of our Technology Literacy Challenge, which is the new initiative that the President has, which is designed to be part of our goal to make every 12-year-old technologically literate.

Q The Lott-Gingrich letter still uses the figure of \$500 per child. I assume, Mr. Secretary, from your comments, your not comfortable seeing that kind of figure just yet.

SECRETARY RUBIN: No, that was our child tax cut proposal, too.

Q But are you certain it's going to be \$500 per child? You're not comfortable saying that, are you?

SECRETARY RUBIN: I'm very comfortable -- that was our proposal, and it was also their proposal. I agree with Gene. It seems to me, if both sides have proposed it, it's very likely to happen.

Q Except there was one significant difference --

SECRETARY RUBIN: Unless you get some third party --

Q But yours phased in in a while and also kind of --

SECRETARY RUBIN: No, you all are trying to get -- with all due respect -- we have a budget agreement, we have a very good framework. It got bipartisan agreement. It is fiscally responsible. It precludes an explosion in the out-years. It has a specific with respect to the education tax credit. Then it says, people will work together to do a bunch of things, and we have now got to work on the specifics. That all has to work out as a result of the process of the committees and the administration working together.

Q What will be the cap on the \$500 per child tax credit, as far as income per family?

SECRETARY RUBIN: Wolf, I can honestly say that I do not know. (Laughter.)

Q Let me put this another way, with the tax cuts --

MR. RAINES: You're not going to get us to write the tax bill standing before you. The Congress of the United States has a legislative process. This is a budget agreement. It is the most far-reaching and the most detailed budget agreement in history, but it is not legislation. Congress has to enact legislation, and on the tax bill there are lots of details that they will be filling in and that you will have more than enough opportunities to look at those, and we will be participating with them, with our ideas as to how they should be filled in.

Q With respect to these specific cuts, is everything in this document agreed upon, for example the student loans? You say you're going to save \$1.7 billion and \$1 billion will come from the guarantee agencies. Has that been agreed upon by the Republican leadership?

MR. RAINES: I can comfortably say, everything in this document -- (laughter) -- every word, every number has been agreed upon as part of the agreement. This is the specifics you were looking for; they are right here, 26 pages of specifics that lay out what the budget agreement is.

Q Let me posit this a different way. Obviously, if the White House didn't have some concerns about how this tax portion of the legislation is going to get written, it would not have insisted on a two-tiered approach, whereby you do the tax cuts separate from the budget process. That assures you some level -- for example, the veto threat. So my question is, is it not accurate to say that it was because you were worried about how the tax cut portion gets written that you want to do it separately? And number two, if you are to a degree concerned about that, what are your concerns? I mean, what would cause the President to veto a tax cut bill? Or if not -- I mean, at some level you have to have some concerns.

MR. RAINES: Let me put it this way. Actually, I believe the first person to suggest separating the tax bill was the Speaker, and so I don't think it's accurate to say that this is either a Democratic or a Republican idea. It is what both sides agreed to as the appropriate way to go, and I think they have very good reasons to support and we have very good reasons to support it.

The President has already said that he will sign a bill that comports with the parameters of the agreement, he will not sign a bill that doesn't comport. And when he sees the bill, he will know whether or not it comports with the agreement or not.

But this is not -- there is no mystery here. This is an area in which it's clear both Democrats and Republicans on the Ways and Means Committee and the Finance Committee have said that it is their job to fill in the details of the tax bill. We respect that and the agreement respects that. And we expect to work with them, both Democrats and Republicans, to put together a tax bill that meets the aspirations of the American people. And I think that that's -- the important thing here is that what is often the most contentious part of a tax bill, which is how big will it be, how will it be paid for, and whether or not the President's priorities will be respected -- that's all in this agreement. There is a lot more to be done, but from our perspective this is an outstanding agreement on taxes and sets a framework for us to move forward in a fiscally responsible way.

The one thing we know won't happen this time is what happened in 1981, where a tax bill grew and grew and grew and people -- their compromises came from adding to the tax cuts. Here, people are going to have to make tough decisions because they've only got so much allowed to them. And so I think we're going to see probably one of the most responsible efforts at cutting taxes that we've seen in recent years.

Q One non-budget question, Mr. Bowles, I just wanted to follow up on the question I asked you earlier. Are you saying that the President's spokesman has some information about this abortion initiative that you as the Chief of Staff do not?
(Laughter.)

MR. BOWLES: What I am saying, Mara, is I spent all day yesterday, until around midnight, in conferences with people going over this budget. I haven't talked to the President about the vote this morning. Michael has and I'm sure Michael can answer your question with a little bit more specificity than I can.

Q Mr. Raines, one other subject you're working on is the District bailout package and memorandum of understanding is to be signed today by the Mayor. What are you going to do to navigate that through the Congress and are there any hurdles that you foresee, you know, bringing it to fruition?

SECRETARY RAINES: Well, I'm going to be meeting with the Mayor and the head of the City Council and Dr. Brimmer this afternoon. They have, in fact, already signed the MOU. I will sign it this afternoon in a meeting with them. And we will plot strategy for going forward and having this enacted.

One of the things I think we're particularly proud of is that this agreement specifically protects the elements of the President's plan relating to the District of Columbia -- in taxes, in Medicaid. And, therefore, we have, included in the agreement, the room for the President's proposal. We now have to work to move as rapidly as we can to get that enacted into law. And the fact that we've got this agreement I think is very good, because it provides a framework and support around the President's proposal to ensure that we don't have this proposal lost among the competing demands that face Congress.

Q Councilman Norton was very disappointed in what she called the public spat between you and the City Council. Are you going to avoid that as you go down the road?

SECRETARY RAINES: I don't think there was a public spat between me and --

Q Well, over the memorandum of understanding, there was, because they rejected it initially and then they had to come around.

SECRETARY RAINES: Well, I don't think I had a spat -- if they took a little longer to come around to agreeing than might have otherwise been the case. I would have preferred that we had an agreement earlier. It would have given us more weeks to work the legislation through the process. But this is a democracy and we support home rule and these are elected officials and they have to

have the right to work through a very complicated proposal and make up their mind. They took that time and they now agreed to the MOU and we are all working hand in hand. So it would be surprising on something this complicated if everybody agreed on every detail. But I think what's really surprising to many is that we now have this

agreement, after all of the concerns were expressed and worked through. And now we can move forward in a united way to get the President's plan enacted.

MR. TOIV: Thank you, everybody.

MR. SPERLING: There's one point -- I'm sorry, we just

--

Q You've got a few more numbers? (Laughter.)

MR. SPERLING: Yes, there's one thing -- because this was, I think, misreported repeatedly over the last two weeks and I think it's an important point to make, which is that of the \$225 billion in the assumptions that were changed at the end by CBO, about \$120 billion had already been assumed in the budget negotiations. In other words, Chairman Kasich and Chairman Domenici had already assumed the revenues would be about \$120 billion higher.

Of the remaining \$105 billion, perhaps around \$40 billion was used to relieve various provisions to increase bipartisan support. But the main point is that about 80 percent, or over 80 percent of the \$225 billion had already been assumed or was used for deficit reduction -- over 80 percent. It was a very small portion that was used at the end for highways, to get rid of the Medicaid per capita cap, to make this bill a little more popular and increase its bipartisan support. But, again, it was only a small fraction of the \$225 billion that was used at the end. The overwhelming majority was already incorporated in the balanced budget plan.

Q Could you just talk about the minimum wage for work

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MR. SPERLING: Actually, Mike is going to address that when he gets out. Thank you.

Q When is Mike coming out?

MR. TOIV: Mike will be out very shortly, very shortly.

END

12:49 P.M. EDT

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not be adequately protected, that decisions on them, on that generation have been postponed. What assurances, if any, are there that they will be taken care of?

MR. BOWLES: I think the answer to that is the same answer we have given all along. Within the context of a balanced budget agreement we wanted to solve the short and intermediate-term problems associated with the Medicare trust fund and extend the life of it out at least for a decade. We have done that.

We do need, and we have said all along, it should be a two-step process, and we need a bipartisan process now to address the long-term needs associated with both Medicare and Social Security.

Q What is the President going to do to address that?

MR. BOWLES: He'll be announcing that at the appropriate time.

Q This is a non-budget question. Could you explain why so few Democrats voted for the abortion alternative that the President supported?

MR. BOWLES: I cannot, but I'm sure that when Mike comes out he'll be prepared to answer that.

Q Mr. Bowles, on the legal immigrants, did both sides agree to restore everything that was there before, or are these still some things missing?

MR. RAINES: On legal immigrants, the President had said last year when he signed the welfare bill that he thought the bill had gone too far and it dealt with legal immigrants unfairly. What the agreement is is to restore benefits to disabled immigrants who were in the country as of the date when the President signed the bill, which is a restoration for the most needy that we believed was an unfair provision of the welfare reform bill. And so it is a movement in the right direction. It does not have restoration for everyone who were excluded in this agreement. But it picks up everyone from that time or anyone who has become eligible and is currently receiving benefits who are disabled legal immigrants.

There are a couple other provisions that we -- just to focus your attention on -- which will just give you the framework of this. We've got in gross savings in this agreement \$320 billion, \$1.2 trillion over 10 in gross savings. The net savings are \$204 billion, \$906 billion over 10 years, after taking into account the tax cuts. But also some numbers that I think you've shown interest in before, those immigrant provisions that we just talked about, the five-year total is \$9.7 billion to restore those benefits. We have \$1.5 billion to restore benefits under the food stamp program. All \$3 billion that we requested for welfare to work is included in this

agreement. Children's health, \$16 billion for the new children's health program to cover up to five million new kids. We've got \$1.7 billion of environmental efforts for Superfund and land acquisition and another \$1.5 billion offsetting the impact of any premium increases on low income elderly.

So these are numbers that we talked to you before about and I just wanted to reiterate to you that these have been achieved in the agreement.

Q Has the President decided when he wants to submit fast track legislation to Congress? This may not actually a question for you, but maybe for Mr. Bowles or Mr. Sperling, Mr. Rubin.

MR. BOWLES: We have not made that decision yet. As the President has said, we do want to do it this year, but we have not made a decision on the timing. The President is -- we have a recommendation that we are preparing to submit to the President; he has not received it yet. He will probably receive it today and will make a decision in the not-too-distant future.

Q Does that recommendation call for submission of this legislation in either June or September?

MR. BOWLES: It calls for submitting it this year, absolutely.

Q Erskine, while we have you up there, maybe you could explain so we -- there seems to be a little controversy in Tuskegee that the President didn't go to Tuskegee to make this formal apology on behalf of the federal government, but instead forcing the survivors to come up here. And that was, supposedly, at least some of the critics have been suggesting, that was a sign of disrespect. Was there consideration of the President going to Tuskegee, and if so, why didn't he go there instead of inviting everybody up here?

MR. BOWLES: Wolf, I believe that we felt that people would really be honored to have a chance to come to the White House. Most people in America really look forward to the chance to come to a Rose Garden ceremony, and we thought this was a way we could really honor these people in the highest and best way. And that was the reason we decided to do it here.

Q But it's in the East Room, not the Rose Garden.

MR. BOWLES: The East Room, too.

Q But part of their concern, I think, was due to the extreme age of some of the survivors, whether it would be a hardship on them to make the trip.

MR. BOWLES: Our hope is that they will be honored.

This is a chance for us to honor them. It's a chance for us to issue an apology. It's something that we wanted to do in the best way we possibly could, and we thought doing it here at the White House would honor that kind of commitment.

Q Just going back to the fast track issue, the President repeatedly called in public for fast track authority. What is the delay? Why not submit the legislation, just go ahead and do it? Can you enlighten us on that?

MR. BOWLES: We may submit to legislation -- we will submit to legislation this year. We have not made a decision as to when we will submit it. We will make a recommendation to the President. That recommendation will probably go in today, and I don't want to guess when we will make -- what the outcome of that recommendation will be.

Q What is holding it up, is my question. Why is there a delay? Because he's been saying for months --

MR. BOWLES: We've been consulting with members of Congress; there are a number of very difficult issues involved with it, as you well know. We want to make sure that when we go we have the best opportunity of getting it passed.

Q Can you tell us what the issues are? (Laughter.)

MR. BOWLES: I'm not going to get into it until after the President has a chance to review the legislation.

Q I just want to get back on capital gains with Secretary Rubin. You know the politics of tax cuts as well as anyone, and the \$35 billion for the President's education tax cut kind of puts the Republicans in a box if they want to deliver both a child tax credit for the social conservatives and a capital gains tax cut for their business backers. And if they decided that they would rather go with a broad-based capital gains tax cut and -- on the child tax credit, as long as it kept the President's \$35 billion for education tax cuts, would that be acceptable to the administration? Mostly a capital gains --

SECRETARY RUBIN: I hear you. Let me respond this way if I may. I don't think anybody has put anybody in a box. I think that Frank said it very well -- this is a budget process; there are a lot of views as to what the rest of the tax cut ought to be over and above the \$35 billion. The letter itself says that the House and Senate leadership will seek to include various proposals. This is distinguishable from the language on the education, which was "it was agreed that the package must include," and then it goes on to say "we'll seek to include various proposals in the administration's '98 budget as well as various pending congressional tax proposals."

We've all got to work together now to come up with a sensible tax package, and you're trying to take us much further down



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Subject: 1997-5-16 briefing on budget agreement

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 16, 1997

**PRESS BRIEFING BY
CHIEF OF STAFF ERSKINE BOWLES,
SECRETARY OF TREASURY BOB RUBIN,
DIRECTOR OF OMB FRANK RAINES**

**DIRECTOR OF THE NATIONAL ECONOMIC COUNCIL GENE SPERLING
AND CHAIR OF THE COUNCIL OF ECONOMIC ADVISORS JANET YELLIN**

The Briefing Room

12:19 P.M. EDT

MR. TOIV: Welcome to the White House on this very happy day. We have briefing on the budget today. First we will have remarks from Erskine Bowles, the Chief of Staff, of course, and we'll also have available to answer questions Gene Sperling, the President's Senior Economic Adviser. We'll have Frank Raines, Director of OMB; Bob Rubin, Secretary of the Treasury; Larry Summers, Deputy Secretary of Treasury; Jack Lew, Deputy OMB Director; Janet Yellin, Chair of the CEA; and Chris Jennings will be able to answer health-related questions. And I'll get out of the way.

MR. BOWLES: Thank you very much, Barry. Clearly, as the President said a few minutes ago, this is a very proud day for America. It's especially a proud day for this President and for those folks who made that very tough vote back in 1993 that has enabled us to reduce the deficit by 77 percent, from \$290 billion all the way down to \$67 billion.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR DEMOCRATIC GOVERNORS' ASSOCIATION
CHICAGO, ILLINOIS
AUGUST 27, 1996

Thank you Governor Caperton for your kind introduction. And let me thank you and Governor Dean both for the wise and visionary leadership you are bringing to this organization and to your home states.

I want to thank you, the Democratic Governor's Association, for inviting me to participate in this conversation about our children and our future. I know you've had an interesting and exciting discussion today and I am proud that many members of my husband's cabinet could join you.

As some of you may know, I've just come from a luncheon honoring Jane Addams and the women who are serving our country in her spirit. This morning, this city dedicated a park in her honor. It is an honor long overdue. More than one hundred years ago, Jane Addams saw the many and disturbing problems of the newly industrializing world she lived in -- soul-crushing poverty, ruthless discrimination against newly-arrived immigrants, elderly people left destitute on the streets.

Most of all she saw children -- young children working in unsafe factories; children neglected by parents struggling to make ends meet; undernourished, poorly-clothed children playing in rotting trash heaps because they had no place else to go; children and future citizens of this country whose opportunities were limited by the circumstances into which they were born. But Addams, who easily could have shrugged her shoulders and ignored all of these problems, did something about them. She created a village.

Through Hull House, thousands of families and children living in one of Chicago's poorest neighborhoods were given the chance to make something of their lives. A kindergarten and nursery were built to take care of children whose parents had to work in the factories. Hull House offered printing, metalwork and other trade instruction. Through the music school, art gallery, and theater, children and adults found rich worlds of creative expression. Addams led movements that resulted in the passage of child labor laws and juvenile justice system. But Hull House was by no means a one-woman operation -- people from all sectors of society and all stations of life came together to make a difference.

I believe the spirit of compassion, commitment, and civic cooperation that flourished and still flourishes at Hull House can guide us today. Though the obstacles are different, our fundamental challenge as we head toward a new millennium, remains the same: How do we as a

community and a nation take responsibility for giving each and every single one of our children the opportunity to fulfill his or her God-given potential.

Sometimes the challenges can seem overwhelming: All across America, children are exposed to crime in the streets and violence on the airwaves; they are tempted by the lure of tobacco, alcohol, and drugs; they are growing up with the burdens of poverty, illiteracy, and poor health; they are contending with the pressures of competing in a new and fast-paced global economy.

My husband often says that there's no problem in America that isn't being solved somewhere in this country. In my travels across the country these past four years, I have met people in cities large and small who have stopped wringing their hands, and are rolling up their sleeves to get the job done for our children.

Nobody is doing -- or can do -- it alone. Every sector of society -- schools, churches, businesses, private foundations, and government must work together to do right by children.

I have met parents, teachers, and community members working to create vibrant, first-class public schools in some of the poorest neighborhoods across America: In Philadelphia, in Corpus Christi, and in the San Fernando Valley.

Companies across America are beginning to recognize that family-friendly policies can actually help, not hurt, the bottom line. The Haggard Apparel Company in Dallas, for example, offers to pay 100 percent of employees' medical expenses during pregnancy if they seek prenatal care during the first trimester. Fel-Pro, an automotive product manufacturer based not far from here in Skokie, offers day care, emergency home care for their workers' sick dependents, tuition reimbursements, college scholarships, and subsidized tutoring for children.

In Kansas City, an entire community -- parents, schools, churches, city council, the media has banded together to create a safer, more nurturing environment for all of the city's children. There, city employees are allowed to take up to four hours of paid leave to participate in school activities, whether or not they have children of their own. Volunteers from all over the city staff programs that give young people productive alternatives to violence and gangs. The city's newspaper dedicated many pages of newsprint to exploring a whole variety of children's issues, from child care to child safety to child health to family values.

And throughout Kansas city, I saw billboards asking citizens the question: "Is it good for the children?" It's a question all Americans, as parents, business leaders, politicians, teachers, should ask themselves before making decisions for their families, their communities, and their country.

For too long, issues affecting children have been considered "soft" issues, issues that are marginal to the weighty political debates and deliberations of our country. But issues affecting

children and families are the hardest issues we face as a nation. They are just as central to our future success and prosperity as national budgets, defense strategies, and trade agreements. We need to make it clear to every American that investing children, in their education, their health, their safety, and their well-being, is not a luxury. It is central to what our nation and people will be.

As governors and state officials, you have a direct impact in the lives of so many children and families. And, as the wife of a former member of the DGA, I know you take this responsibility to our children seriously. You have been leaders in embracing new ideas, in abandoning outdated programs, and forming alliances between government and all sectors of the community to secure opportunities for our children. Through your successes, you have shown all of us the crucial role state governments can play in making sure our children thrive.

All of us can learn from your hard work and insights. Recently, an idea that began at the Governor's Mansion in Georgia led to the President's new initiative to make two years of community college universally available to Americans willing to work hard. Governor Miller's HOPE scholarships, which guarantee tuition assistance to college and trade school students who maintain B-averages, inspired the President's scholarships of the same name.

In the fields of education, economic security, the environment, health care, and crime -- topics so crucial to the well-being of our children -- each of you has brought important progress to your home states. From child care in West Virginia to pre-kindergarten in Georgia to charter schools and higher academic standards in Colorado to School-to-Work in Kentucky to strong juvenile crime laws in Nevada to rigorous environmental law enforcement in Washington to health care purchasing alliances in Florida, these are just a few of the initiatives you and your colleagues are developing to help children and their parents at all stages of life.

But these initiatives are just the tip of the iceberg. We can do more. We can do more by exchanging ideas and pooling information, just as all of you are doing today. This year, I had the privilege of participating in several conferences -- one of them hosted by my good friend Governor Roy Romer -- that focused exclusively on the needs of children. These conferences were special because they weren't just gatherings of academic experts discussing the problems facing our children; they were meetings that brought together a wide variety of citizens -- including parents and children themselves -- to share ideas that work and that have made positive differences in the lives of children.

If we are going to put children first, then we all need to take responsibility. We need all Americans to understand that when it comes to children, we all have experience -- and we all can claim a kind of expertise. We have all been children. We all love our children. We all have visions and aspirations for what they can become.

Lady Bird Johnson once said that children are likely to live up to what you believe of them. Let us commit ourselves to making sure that every single child in this country, whether

it's the son of a Wall Street stockbroker, the daughter of Ohio schoolteachers, or an orphaned child growing up in foster care in Chicago, knows in his or her soul that America believes he can become anything he wants to be, and that we will help make his dreams come true.

Thank you.

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Making Change to Attain Balance

Budget Accord Gives Clinton an Asset Instead of Liability

By John F. Harris

Washington Post Staff Writer
Sunday, May 4 1997; Page A01
The Washington Post

President Clinton let out a broad smile in the Oval Office Friday afternoon and traded high-fives with Vice President Gore. They were celebrating the start of Clinton's second term, three months overdue. The budget accord that he and Republican congressional leaders crafted last week gives him the chance, according to his political confidants and even some opponents, to reinvigorate a presidency that lost momentum with astonishing speed after his November victory because of the mushrooming controversy over Democratic fund-raising.

The scandal does not go away, but now at least it takes place within the context of a significant policy achievement. The agreement, if Clinton and the Republicans continue their collaboration long enough to get it enacted, likely will be the single most dominant feature of Clinton's domestic legacy, according to several of his aides as well as presidential scholars.

The deal fulfills several of the key pledges Clinton made in his bid for reelection. It eliminates the deficit in five years while still leaving enough money for Clinton's plans to expand access to higher education, soften the blow on the Medicare and Medicaid programs, and restore benefits to legal immigrants that had been slashed during last year's overhaul of welfare.

But Clinton got this only by acceding to Republican premises that he previously vilified. The deal includes a significant share of the tax cuts the GOP wanted, and scales back agencies in a way that Clinton never contemplated when he spoke to Congress in February 1993 and declared, "Tonight I want to talk to you about what government can do because I believe government must do more."

"I think it's an important achievement, but it's a shared achievement," said University of Wisconsin political scientist Charles O. Jones, who has written about Clinton's presidency. "Everybody has learned that they will do better with legislative production instead of gridlock."

It was also an achievement produced with a markedly different style of presidential leadership than Clinton showed in his first term. During earlier budget battles, in 1993 and 1995, current and former aides recalled, Clinton was a hovering, omnipresent figure. He wanted to make

all the calls himself, edit legislative language himself, and regularly exploded in profane frustration when things weren't going well.

This time, he was more detached. Although he made numerous phone calls at key points along the way -- including a telephone barrage last week to Republican leaders and wavering Democrats on Capitol Hill -- he left the day-in, day-out negotiations to others. Chief of Staff Erskine B. Bowles supervised the process. Aides such as national economic adviser Gene Sperling and budget director Franklin D. Raines carried out most of the direct talks.

"There is more of a sure-footedness there," said White House senior adviser Rahm Emanuel, who has been with Clinton since joining his first presidential campaign in 1991. "There is not a back-and-forth. . . . There's a poise that comes from knowing what his goals were and what he wanted."

This clarity about goals was another critical break with the past. The budget talks of 1995 and 1996 dragged on sullenly through two government shutdowns before finally collapsing in failure. All through this time, fierce debates raged within the administration about whether the object should be to strike a deal with Republicans or to avoid a deal and put the blame on GOP extremism. Clinton himself, according to aides, was ambivalent: He complained regularly that he had gotten no credit for passing the Democratic deficit reduction package of 1993, and was now ready to make Republicans pay.

But Clinton had no such ambivalence this time, and there was scarcely a whiff of internal debate at the White House. "Our marching orders since December were very clear: We were supposed to try to create a bipartisan atmosphere that would produce a bipartisan agreement," said Sperling.

The atmosphere in the talks was far less poisonous than in the past. "In '95 our sense was that many things we believed in were under severe attack, that we had no choice -- we had to fight back and fight back hard," Sperling said. "This year the sense was that the differences . . . were bridgeable."

That sense apparently prevailed on both sides. One participant in the talks recalled that once House Budget Committee Chairman John R. Kasich (R-Ohio) objected to a point by exclaiming "that's the craziest idea" he had heard, before catching himself and apologizing for his intemperance.

The talks had few leaks, and unlike those of 1995 and 1996, were not punctuated by public accusations that either side was bargaining in bad faith.

White House officials yesterday were predicting that this civility would be the model for the future. "This launches a process that's got to move forward," said White House press secretary Michael McCurry. "We've got the road map now, and [the White House and Republicans] will develop more confidence that they can work together on other issues."

Those issues, McCurry and other aides said, include assembling majorities to implement the budget agreement; winning Senate approval of an expansion of the NATO alliance; and, further in the future, creating a bipartisan commission to address the soaring long-term costs of programs such as Medicare and Social Security.

But there is reason for skepticism about how long the new era of good feeling will last. White House aides have spoken of exceptional rapport that has grown up between Clinton and Senate Majority Leader Trent Lott (R-Miss.), such as during the negotiations that led to another presidential victory when the Senate ratified a global treaty banning chemical weapons. Yet Lott himself was a good bit less effusive.

"It's a tedious and evolving relationship," Lott said in answer to a reporter's question after the GOP budget ceremony in the Capitol Rotunda. "We don't agree politically. We're of different parties. But he's where he is and I'm where I am. The president of the United States and the majority leader of the United States Senate need to communicate and deal with each other in good faith."

For Clinton, it's not just the relationship with Republicans that matters. Last week's events demonstrated anew a capacity that has been one of Clinton's signal strengths as a politician: the ability to bridge the competing factions within his own party.

This time, Clinton relied on a good bit of luck. Earlier last week, liberal Democrats were in near revolt over what they feared was Clinton's abandoning of their principles in the budget accord. Yet even as Bowles and Sperling were meeting Thursday evening with angry House Democrats, they received word that the Congressional Budget Office's new economic forecasts had created a five-year windfall of more than \$200 billion, extra money that they used in part to satisfy liberal demands for more social spending.

Rep. Barney Frank (D-Mass.), who on Thursday was lambasting Clinton for caving to Republicans, on Friday was praising his talent for meeting people halfway. "He's not a sulker" when confronted with opposition, Frank said. "He may briefly yell and swear, but he doesn't take it personally and then he figures out what to do: 'How do I work this out?'. . . . Sometimes some of us think he's too conflict averse, but this [budget deal] may have been the right thing to do."

Al From, president of the centrist Democratic Leadership Council, said Clinton has found his voice politically because he learned to free himself from his party's liberal base. In 1995, after Clinton's party was dethroned and humiliated in the 1994 congressional elections, he lamented to several advisers that he had governed "too much like a prime minister," forever worrying about holding his partisan coalition together. From said Clinton appears to have taken the lesson to heart, and now recognizes the power of his presidential platform to define a more encompassing agenda. "It's understanding what national leadership is," he said, "as opposed to someone who's working just with the legislature."

Republicans, for their part, yesterday gloated that they are perfectly content with Clinton's new leadership style. Once congressional Republicans have a long-term budget agreement in hand, Rep. Bill Paxon (R-N.Y.) said, "the congressional election of '98 is for all intents and purposes over. . . . We have cleared the decks for other parts of our agenda," such as overhauling the tax system.

Some analysts raised another concern for Democrats: whether the agreement will leave any room for new proposals that cost money. As a practical matter, Clinton's domestic agenda may be mostly at a close,

with the exception of trying to influence policy through regulatory actions or through bully-pulpit exhortations.

"If you're looking at other kinds of substantial initiatives with significant price tags, it would be very difficult to do much beyond what will occur because of this year's budget agreement," said Robert Greenstein, of the Center on Budget and Policy Priorities.

Democratic National Committee Chairman Roy Romer said that the budget agreement in the end will liberate Democrats to begin a new season of activism on such priorities as investing in education and high technology. As long as the party was burdened with a reputation for fiscal irresponsibility, he said, it could never gain the public confidence for new attempts at progressive government.

And Romer, who often served as a listening post for the president after his confidence was shaken in the 1994 elections, said the budget deal should likewise prove liberating for Clinton: "I think he has confidence in two ways: One, he has shown he can bring his own party together, and two, he has shown he can negotiate with the other side."

Staff writer Helen Dewar contributed to this report.

THE BALANCED BUDGET DEAL

Dollar figures are totals over five years

TAXES

Total cuts of \$135 billion.

Total increases of \$50 billion.

Many middle-income families with young children would receive a credit of up to \$500 for each child, although details, including eligibility, have yet to be worked out.

Taxes on capital gains and inheritance would be reduced. Details of those provisions also remain to be determined.

Airline ticket tax would likely be extended instead of being allowed to expire.

EDUCATION

Largest increase in spending in 30 years.

Middle-income families would benefit from tax breaks for education and training after high school. Exact numbers must still be determined, but \$35 billion has been set aside for tax breaks for college students.

Maximum annual Pell grant award would increase from \$2,700 to \$3,000 and be available to nearly 350,000 more students.

An additional 200,000 preschool children would be admitted to Head Start, increasing enrollment to 1 million by 2002.

Clinton's \$5 billion plan to build schools would be abandoned, but his

plan recruiting 1 million reading tutors would be funded.

ENTITLEMENTS

Extends the solvency of Medicare by 10 years.

Lower payments to Medicare providers and other structural changes would help squeeze \$115 billion in savings.

Monthly Medicare premiums would increase an additional \$1 each year and by 2002 would be about \$4.50 higher than they would have been under already scheduled increases.

New benefits would be provided for preventive care of diabetes, breast cancer and colon cancer.

Cost of home health care would be shifted into a different trust funded by the general treasury rather than a dedicated payroll tax.

Clinton proposal imposing a per-person limit on Medicaid spending would be dropped.

Plans to lower cost-of-living adjustments for Social Security and other benefits would be left to federal economists and would not take effect until 1999.

WELFARE

Reverses some cuts made in last year's overhaul legislation.

Medical and disability benefits would be restored for legal immigrants already in the United States, but new arrivals would no longer be eligible.

Medicaid coverage for indigent children of legal immigrants would be restored.

Food stamps for about 1 million legal immigrants would not be restored as Clinton proposed, but more waivers would be allowed and more money provided to help them find work.

Tax credits would be provided to businesses to help them employ long-term welfare recipients.

OTHER INITIATIVES

Provides health care to children and cleans up pollution.

As many as 5 million low-income children without health insurance would now be covered at a cost of \$16 billion.

The cleanup of Superfund toxic waste sites and other contaminated areas would be accelerated.

@CAPTION: House and Senate budget chairmen John R. Kasich (R-Ohio) and Pete V. Domenici (R-N.M.) embrace at lectern during Capitol news conference on balanced budget.

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4/24/97 REVISED

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT EARLY CHILD DEVELOPMENT SYMPOSIUM
PRINCETON UNIVERSITY
PRINCETON, NEW JERSEY
APRIL 25, 1997**

Acknowledgments: Princeton, Woodrow Wilson School of Public and International Affairs, the New Jersey Legislature.

First, in the interests of saving a lot of people a lot of time, I do want to make one announcement: I cannot tell you where my daughter is going to college. Because, believe it or not, I do not know where my daughter is going to college.

I can tell you, however, that my good friend Eleanor Roosevelt, on behalf of her good friend Ellen Wilson, President Wilson's first wife, has been lobbying me heavily on behalf of this wonderful institution.

My husband and I have been thinking quite a bit about our daughter's childhood -- not just because she will be leaving us for college somewhere in the United States, but also because of the exciting national discussion that has begun about child development in the earliest years. Science now confirms what many parents have instinctively known all along -- that the song a father sings to his child in the morning, or a story a mother reads to her child before bed, help lay the foundation for a child's life, and, in turn, for our nation's future.

As many of you know -- for many of you were there or with us via satellite [including people at Rutgers] -- we held a conference at the White House last week to give the leading experts in the field of early childhood development -- the scientists, pediatricians, researchers, and others -- the opportunity to explain their discoveries and to put this invaluable body of knowledge at the service of America's families.

But not just America's families. This information is indispensable for anyone in the position of leaving an impression on a young child's growing mind -- day-care workers, teachers, doctors and nurses, television writers and producers, business leaders, Presidents and First Ladies, [pause] and state legislators.

So this morning, I would like to share a bit about what we learned at the conference last week, and then speak about where we might go next. How do we turn this body of knowledge into sound policy that will enable the next generation of Americans to live up to their God-given promise? What should the federal government do? And what can state governments do -- what, for example, can you in the New Jersey legislature do to see to it that our children get the right start in life, one that will enable them to grow into the good, productive citizens our country is going to need in the next century?

It is astonishing what we now know about the young brain and how children develop. Just 15 years ago, we thought that a baby's brain structure was virtually complete at birth. Now, we understand that it is a work in progress, and that everything we do with a child has some kind of potential physical influence on that rapidly forming brain. As one participant said at the conference, "nature and nurture don't compete -- they cooperate."

A child's earliest experiences, their relationships with parents and caregivers, the sights and sounds and smells and feelings they encounter, the challenges they meet, determine how their brains are wired. And that brain shapes itself through repeated experiences. The more something is repeated, the stronger the neuro-circuitry becomes. And those connections, in turn, can be permanent. In this way, the seemingly trivial events of our earliest months that we are unable to remember -- hearing a song or a story, getting a hug after falling down, knowing when to expect a smile -- are anything but.

Experiences in the first three years of life can determine how well a child can learn. When we speak, read, or play with an infant, we activate the connections in that child's brain that will one day enable her to think and read and speak and solve problems herself.

Experiences in the early years also have tremendous bearing on whether or not these children will grow up to be peaceful or violent citizens, focused or undisciplined workers, attentive or detached parents themselves -- for it is during this time that children learn to soothe themselves when they're upset, to empathize, to get along with others.

As the President said, “babies understand more than we have understood about them.” Well, I walked out of the East Room confident that we’re going to be able to close the gap.

If I were to summarize the conference, I would distill its lessons to four points.

First, the earliest years of a child’s life are critical. They cannot be overlooked, ignored, minimized, shoved to the side. The first three years can set the course for a lifetime.

Second, the activities that are the easiest, cheapest, and most fun to do with a child are also the best for his or her development -- playing games, reading, storytelling, just talking and listening. Bill and I loved reading to our daughter. We hope it was fun for her. But we had no idea back then that what we were doing was literally turning on the power in her brain, firing up the connections that would enable her to speak and to read.

Third, we have this information because of the work of scientists, doctors, and researchers. But we also have it because of the federal government. The government supports more than 90% of all children’s research. Since 1993, our investment in this work at the National Institutes of Health increased 25%. This year, NIH will spend \$904 million on research of young children. Without the commitment of our government, much of this critical information would remain undiscovered. We do have a role to play.

And fourth, not only do we know how the brain develops in the early years, we also know what we can do to support that development. There are programs out there that work.

Healthy Families America is one example. This national effort, with 16 programs in New Jersey, sees to it that at-risk children in at-risk families get help and guidance right from birth. Parents, many of whom are living under the intense pressure of poverty, are shown how to care for their children, to meet their infant’s physical and emotional needs. Home visitations are constant. The community is encouraged to get involved. The result? Fewer incidents of child abuse and neglect. Stronger bonds between parents and children.

States are devising their own cutting-edge initiatives to protect our youngest children. Minnesota's Early Childhood and Family Education Program provides parenting education through home visits. It also works to screen health and development problems for children under four. Ohio's Family and Children First Initiative marshals government and community groups to provide a full-range of health-care and child-care for infants and toddlers. In Colorado, there's a campaign to encourage parents to read to their children every day. And in Florida, child care, adoption, and abuse prevention programs work together in a comprehensive, integrated effort to promote the well-being of young children. The list goes on. These initiatives are backed by Republicans and Democrats alike. And they are making a difference.

We know this. In fact, on the day of the conference, the President's Council of Economic Advisers issued a report spelling out, in great detail, that modest investments in the sound development of our children now, will yield great returns tomorrow -- in terms of increased prosperity, better health, fewer social ills, and ever-greater opportunities for our citizens.

That's why the President has made such an effort to strengthen the public programs that bear directly on early childhood development -- creating Early Head Start, expanding Head Start by 43% over the last four years; expanding the WIC program by nearly 2 million participants.

So we are making progress. But I think we all know that we have a lot more to do to strengthen the foundation of security for our youngest children. We must act in a number of areas -- from seeing to it that all pregnant women have access to quality prenatal care to expanding health care for children to teaching community police officers how to care for very young children who have witnessed or been subject to violence.

But there is one area of signal importance that I would like to focus on today: Child care. Child care is about to play a greater role than ever before in the social, intellectual, and emotional development of America's children.

Why?

First, because we now know for certain that child care works, that it can be beneficial to young children. According to new studies, good care is good care -- whether that care is given at home or at a day-care center. Child care merits our investment.

Second, welfare reform is going to increase demand for child care. Parents are going to go back to work. And when they do, they are going to need good, safe places for their young children go. Think about how important quality care is in this light. Parents struggling to get back into the workplace cannot afford to worry about whether or not their child is being looked after properly. And our nation cannot afford to take risks with the development of our children.

It would be the cruelest of ironies: To help a generation of welfare recipients find new meaning in a life of work, and at the same time to place their children in second-rate, cut-rate child care -- care that could slow their development, limit their intellectual growth, put them at risk, and decrease their chances of escaping the American underclass.

Our responsibility here is tremendous. That is why the President fought so hard to get Congress to add \$4 billion for child care to the welfare reform bill. And that is why state governments, who will now administer that money under the new law, have to think very carefully about how they are going to spend it.

I think there are reasons to be optimistic. States are getting money for welfare reform based on the peak case load in 1994. Since then, however, the welfare rolls have been reduced by 2.8 million people. So, for a time, states may have extra funds that can be put into child care. This could give states an unprecedented opportunity to train more child care workers, to use funds to help even more people move from welfare to work, and even to provide additional support for low-income workers to make child-care more affordable.

If focused on child care, the welfare reform bill has the potential to create a more comprehensive quality system of child care than we have ever had before.

I was pleased to learn that yesterday, your governor, Christie Todd Whitman, announced an important initiative to improve the quality and quantity of child care in New Jersey. I hope more states follow New Jersey's lead.

I believe the federal government can be an important partner in these efforts -- especially when it comes to helping states develop high safety and quality standards for child care. In fact, last week the President issued an executive memorandum to do just that. He directed the Department of Defense, which has created what many experts consider to be the best child care system in the country, to share its success with state and local governments.

The military's child care system has everything parents would want for their children. High standards, including a high percentage of accredited centers; a strong enforcement system with unannounced inspections; a toll-free number for parents to call and report whatever concerns they may have; mandatory training; good wages and solid benefits, which result in lower turnover and a more experienced staff.

The President asked the military to work with civilian child care centers to help them bring this level of quality to all American children. We hope the military will show civilian child care providers how to improve quality, become accredited, and operate successfully. We hope the military will work with state and local governments to give on-the-job training and child care to people moving from welfare to work.

I hope all states will take advantage of the military's wisdom. And I challenge New Jersey to be the first state to build one of these partnerships. You have terrific resources right next door. At McGuire Air Force Base. At Fort Dix. At Fort Monmouth. These installations are your neighbors. And I very much hope you will reach out to them.

I hope, too, that this is only the first step in a larger effort. We need to have an honest discussion about the strengths and weaknesses of child care in our country. And then we need to translate that discussion into action. It is for this reason that the President announced a special conference devoted exclusively to child care that will take place at the White House this fall.

Before I close, want to say a special word about adoption. The President has made adoption a priority -- setting a goal of doubling the number of adoptions by the Year 2002. The findings presented at last week's conference only underscore the urgency of this mission. Because so much development takes place so early, it is vital that we move children out of the limbo of foster care as quickly as possible.

But the conference told us something else, too: We cannot give up. The early years are not the only years. The brain is the last organ to become fully mature anatomically. The neurological circuitry for many emotions isn't completed until a child reaches 15. That means that adoptive parents can make an enormous difference not just for very young children, but for older ones, too.

It also means that the good work we do to promote development in the first 3 years must be continued over a lifetime of learning -- from grade school, to high-school, to college, and beyond. Anyone who was here for last year's commencement knows that this is something my husband feels strongly about.

Requiring our students to meet world-class standards is essential to meeting this goal. I applaud New Jersey for its efforts to put in place rigorous standards for its students. And I hope you will build on this commitment by participating in the national tests the President is advocating -- reading in 4th grade, math in 8th grade. These tests will complement your efforts and enable us, truly, to measure our progress against the world.

Of course, proper care in the first three years of life will make it easier for our children to meet these standards. That's pretty much what it comes down to: Invest now, or pay later. Start right, or run the risk of spending a lot of time playing catch up. If we commit ourselves to the health and sound development of our children now -- including our very youngest children -- we will pass on to America a future with fewer drugs, less violence, lower crime, less poverty, better lives. In short, we will have lived up to our bedrock values.

We have reached the point where our understanding of a child's mind is catching up with our understanding of a child's body. During the first part of the 20th century, science built a strong foundation for the physical health of our children: Clean water and safe food; vaccines for preventable diseases; an understanding of nutrition. The last years of this century are yielding similar breakthroughs, but for the brain. We are coming closer to the day when we will be able to ensure the well-being of children in every domain -- physical, social, intellectual, and emotional. We can complete the job of primary prevention. Let us act.

Jennifer and June:

I assume that the First Lady will cover whatever she wants to discuss about early learning and Head Start in the early childhood portion of the speech. This could also be a place to mention the America Reads program, which includes a Parents as First Teachers component, designed to support local initiatives such as HIPPO and Parents as Teachers, which help parents of infants and young children learn the parenting skills necessary to prepare their children to arrive at school ready to learn.

In addition, it would be helpful if she could address the following issues in the "education" portion of her remarks. I'm probably giving you more than you need here; feel free to cut back. The most important thing is for her to mention the President's testing initiative, and urge governors to have their states be part of it.

National Standards and Testing:

- ▶ Raising academic standards is an essential step in improving the education -- a step that governors began at the Charlottesville summit. Higher academic standards define what students must learn, and tell the educators what must be taught and assessed. Raising standards raises expectations for all students, and sends a clear message that learning is important.
- ▶ Recognize that students have worked hard over the past 4-5 years to set their own standards. That is important work, and must continue in order to strengthen curriculum, testing and teaching.
- ▶ Yet state standards are only part of the picture; President has proposed national standards and tests in the basic skills of 4th grade reading and 8th grade math, based on the National Assessment of Education Progress, because:
 - ▶ we know we need a focused effort to improve in these two areas: only 40% of US 4th graders can read at the NAEP basic level; and US 8th graders score below the international average (of 41 countries) in math
 - ▶ parents deserve to know if their students measure up in these essential areas, to national standards in reading and to national and international standards in math
- ▶ We have widely accepted national standards, and assessments, for reading and math, developed by the National Assessment of Education Progress. NAEP is already used by 43 states.
 - ▶ but NAEP tests only a sample of students in each state; no parent can find out how well his or her child did against NAEP's achievement

- The Florida Healthy Kids program is a school enrollment-based program administered by the Healthy Kids Corporation. Initially funded as a HCFA demonstration project in Volusia County in 1990, the program has expanded to 16 counties, with plans to expand further. As of spring 1997, over 36,000 children were enrolled in participating county programs.
- Services are funded by a mix of state, local public and private funds, and family premiums. Parents pay a sliding-scale premium; income eligibility for subsidized premiums is established through school-lunch eligibility. Children aged 5-19 enrolled in participating schools are eligible to participate; children must be uninsured and ineligible or unenrolled in Medicaid. In some counties, pre-school siblings of participating children may also participate. There is no upper income limit for participation; families with incomes above 185% of federal poverty pay the full premium. Approximately 80% of participating families are eligible for a subsidized premium.
- On average among the county programs, state funds provide 40% of the budget, family premiums provide 35%, county government funds provide 15%, and community donors provide 10%. Participating counties initially contribute a minimum of 5% of costs, and the contribution increases annually.
- The program provides a comprehensive range of benefits, including preventive care and primary care, inpatient care, mental health, prescription drugs, and vision care. Coverage is provided through group insurance policies provided through the school districts. The program pays a capitated monthly fee to HMOs to cover enrolled children; the Florida Healthy Kids Corporation contracts with one HMO per county to provide coverage. Premiums average approximately \$50 per child per month.

Washington

- 141,000 uninsured children in Washington under age 19 (1994-1996 three-year average).
- In addition to Federal minimum requirements, Washington provides Medicaid coverage for children up to age 19 at or beneath 200% of the federal poverty level.
- Washington provides coverage to uninsured children through a variation of its Basic Health Plan, called Basic Health Plan Plus.
- Children below age 19 whose family incomes are beneath 200% of the federal poverty level are eligible for the Basic Health Plan Plus (BHP Plus), which is financed by Medicaid and state funds. Medicaid and BHP Plus have a joint

children, and up to 1,300 children will eventually be enrolled.

- Kaiser Permanente is donating \$2 million over two years for the program; most of that money will fund the cost of premiums, while some will go directly towards expanding the participating school-based health clinics.

Vermont

- 13,000 uninsured children in Vermont under age 19 (1994-1996 three-year average).
- In addition to Federal minimum requirements, Vermont provides Medicaid coverage for children up to age 18 at or below 225% of the federal poverty level.
- Vermont's Dr. Dynasaur program is a publicly funded state program begun in 1989 and expanded in 1992 to cover additional age groups. Dr. Dynasaur is currently available to children under 18 with family incomes below 225% of the federal poverty level and to pregnant women below 200% of federal poverty. There is no asset limit for Dr. Dynasaur eligibility, and under Medicaid rules, eligible participants can be enrolled in other insurance plans and receive wraparound coverage from Dr. Dynasaur. Dr. Dynasaur will pay private insurance premiums when it is cost effective to do so.
- Program recipients receive a comprehensive Medicaid benefit package that includes preventive care, inpatient and outpatient hospital care, prescription drugs, diagnostic services, and dental and vision services. Most services are currently provided through a fee-for-service system but will be provided through the family's choice of one of the Vermont Health Access Plan managed care systems as these plans are implemented statewide.
- Participants pay no co-payments for services received. Parents with income greater than 185% of federal poverty pay a \$10 per month family premium.

Florida

- 652,000 uninsured children in Florida under age 19 (1994-1996 three-year average).
- In addition to Federal minimum requirements, Florida provides Medicaid coverage for pregnant women and infants up to or beneath 185% of the federal poverty level.

application process to help ensure that families eligible for Medicaid have the opportunity to enroll.

- As of April 1997, approximately 60,000 children were enrolled in BHP Plus. Both Medicaid funding and state funds are used to finance the program, including taxes on alcohol, tobacco, and providers.
- Children receive a comprehensive benefit plan delivered under a managed care model; participants pay no premiums or copayments. The program pays managed care plans an average of \$120 per month for each child.

Puerto Rico

- Puerto Rico received a grant in 1994 to expand Medicaid eligibility. They have expanded eligibility to 200% of poverty. Instead of delivering services as in the past through Medicaid clinics, they contract with private insurers. As a result, they have higher provider participation rates, and recipients receive private insurance cards that do not stigmatize them.

STATE CHILDREN'S HEALTH INITIATIVES

This document describes children's health initiatives in states represented at the Democratic Governors' Association meeting (Vermont, Colorado, Florida, Washington, and Puerto Rico). There are no significant initiatives in the other states represented at the conference, Nevada and Guam.

Colorado

- 125,000 uninsured children in Colorado under age 19 (1994-1996 three-year average).

Colorado Child Health Plan

- The Colorado Child Health Plan, in operation for approximately five years, provides coverage for uninsured children in 54 rural Colorado counties.
- Children under 13 years old with family incomes below 185% of the federal poverty level are eligible for the program. Children cannot be eligible for Medicaid; applicants eligible for Medicaid are referred to their local county social services department. Approximately 5,600 children are currently enrolled in the program, out of an estimated eligible population of 50,000 (within the participating counties). The program has an enrollment cap of 7,000.
- The program, with a current budget of \$1,500,000, is funded with 50% public funds, 50% private donations. Estimated cost per child is \$314 per year (health care delivery costs only; administrative costs are donated by Blue Cross/Blue Shield).
- Children receive care through a capitated managed care plan. Benefits include primary care, specialty outpatient care, immunizations, and prescription drugs. Although inpatient care is not covered, the program works with the Colorado Indigent Care Program to provide inpatient hospital care.

School Connections

- Kaiser Permanente's School Connections program was planned in conjunction with the state health department's School-Based Health Center Initiative and began enrolling children in January 1997.
- Children enrolled in 20 participating schools who are ineligible for Medicaid or employer-sponsored insurance and qualify for the Free and Reduced School Lunch program are eligible for coverage. Participants must also be enrolled at their school's school-based health center. The program has just begun enrolling

levels.

- ▶ state and local tests for individuals students don't, and can't, provide information on how well students measure up to national and international standards
- ▶ President has challenged every state to participate in these tests; you don't have to abandon what you have already done in order to give parents, students and teachers the information they deserve. Gov. Hunt, Glendening and Engler have supported their state's participation in this testing, and additional states will announce their participation shortly (Mass., WVA, and KY). First Lady should urge every governor there to join this effort.

Talented teachers in every classroom

- ▶ Express President's support for the National Board for Professional Teaching Standards, and Administration's budget proposal to help finish the task of developing assessments for teachers, and to assist states to provide incentives for teacher to seek board certification. Our goal is to go from the current level of approximately 500 board-certified teachers to 100,000 (one per school) by 2002.
- ▶ Praise Jim Hunt for his leadership of the Board, and for his efforts in North Carolina to provide salary bonuses for teachers who met board standards. Encourage other governors to follow his example of promoting and rewarding excellence in teaching.

Our Children, Our Future

Nothing is more important to our shared future than the well
being of our children.

It Takes a Village
Hillary Rodham Clinton

AGENDA

I. Opening Session Luncheon

Opening Remarks Governor Howard Dean, MD

Keynote Address First Lady Hillary Rodham Clinton

II. Breakout Sessions

Children's Health Care

Education

The Democratic Governors' Association
Vermont Governor Howard Dean, M.D. - Chair
Puerto Rico Governor Pedro Rossello, M.D. - Vice Chair

Invites you to participate in a

National Policy Forum on **Children**

Monday, May 19, 1997
Noon - 5:00 p.m.

We are pleased to announce that
First Lady Hillary Rodham Clinton
will deliver the keynote address

The Sheraton Miramar Hotel
Starlight Ballroom
101 Wilshire Boulevard
Santa Monica, California

Please mail or fax RSVP card enclosed
Telefax 202-314-2278
Telephone 202-479-5153



DATE - NGA
Held for
Part!

DEMOCRATIC GOVERNORS' ASSOCIATION

YES 5/19

February 26, 1997

The Honorable Hillary Rodham Clinton
First Lady of the United States
The White House
Washington, D.C. 20500

Dear Hillary:

I enjoyed our phone conversation last week and appreciate your taking the time to return my call.

As we discussed, the Democratic Governors' Association (DGA) is planning a policy conference on children's issues in Los Angeles, California the week of May 19-23, 1997. Because you are the nation's leading advocate for children, the Democratic governors would be honored to have you address this meeting.

The conference will cover a range of children's issues, including health care, education and early intervention strategies. In addition to Democratic governors, I anticipate the participation of children's advocates from California and representatives of the entertainment industry.

We hope to begin the conference with an evening of dinner and entertainment followed by a day of sharing ideas in a breakout format. We may also schedule a site visit to a school or hospital. The meeting will be open to the media and invited guests.

In anticipation of your participation, and in an effort to accommodate your busy schedule, we have not yet selected a precise date for the conference. We remain flexible on the date of the event and the extent of your participation.

On behalf of the nation's Democratic governors, I am grateful for your ongoing support of the DGA and am hopeful that you will again honor us by participating in this event. Should you or your staff have any questions, feel free to contact me at 802-828-3333, or Katie Whelan, Executive Director of the DGA, at 202-479-5153. *

Sincerely,

Howard Dean, M.D.
Governor of Vermont
1997 DGA Chair

cc: Ms. Melanne Verveer

430 South Capitol Street, S.E. • Washington, D.C. 20003 • (202) 479-5153 • FAX (202) 479-5156

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The Democratic Governors' Association

THE DEMOCRATIC GOVERNORS' ASSOCIATION

The Democratic Governors' Association was created in 1983 to support the candidacy of Democratic Governors throughout the nation. The DGA provides direct contributions, political and strategic assistance to the campaigns. In addition, the DGA plays an integral role in developing positions on key state and national issues through our policy forum series.

The Democratic Governors' Association is an independent, nonprofit, voluntary political organization consisting of the Governors of the states and territories who are members of the Democratic Party.

The DGA staff consults on a regular basis with campaign managers, pollsters and media consultants to monitor developments in campaigns. The DGA also provides Governors and candidates with research on issues as Governors develop new programs and candidates formulate position papers. The DGA staff also acts as a Washington resource -- providing support staff, advance work and other services -- for Democratic Governors who do not have offices in Washington and for candidates who visit the city.

The DGA is chaired by Governor Gaston Caperton of West Virginia; Governor Howard Dean is the vice chair. Other notable chairs and executive committee members have been Former Governors Bill Clinton, Jim Blanchard, Bruce Babbitt, Richard Riley, Madeline Kunin and Ray Mabus.



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**DEMOCRATIC GOVERNORS' ASSOCIATION****MEMORANDUM**

Governor Howard Dean
Vermont
Chair

Governor Pedro Rosselló
Puerto Rico
Vice Chair

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Missouri

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Governor Paul Patton
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Governor Roy Romer
Colorado

Katherine Whelan
Executive Director

**TO: MELANNE VERVEER
PATTY SOLIS DOYLE
CYNTHIA JASSO-ROTUNNO**

FROM: Katie Whelan

RE: Invitation to DGA's Spring Policy Conference

DATE: April 24, 1997

Attached for your approval please find a copy of the text only for the proposed invitation for the DGA's Spring Policy Conference on Children. We have listed the First Lady in accordance with the guidance you provided for her last appearance for the DGA, at this summer's Democratic National Convention in Chicago. Please let me know if this language is still acceptable. Also, you will note we have provided a quote from Mrs. Clinton's book, It Takes a Village, in the invitation. This invitation will go out to various donors, Democratic party members (national, state and local), and children's activist groups and individuals based in Los Angeles and the surrounding areas. Please let me know if this invitation meets with your approval. We hope to send this to the printer by this evening.

I would also like to discuss the location of the site visit with you. I just returned from Los Angeles, where we found an excellent community center on the West side of Los Angeles that provides wrap around services to the surrounding area, and Governor Dean would like to use this location for the site visit with the Governors and the First Lady Monday morning, May 19, 1997. I have attached a copy of the memo I sent previously, which lists the schedule for the conference, so you can see where this would fit in.

I will call you this afternoon to discuss these items. Again, thank you for your assistance in arranging the First Lady's appearance at the DGA Conference on Children in Los Angeles, May 18-19, 1997. I look forward to speaking with you.

THE WHITE OFFICE
Office of the Press Secretary

For Immediate Release

September 27, 1995

**REMARKS BY FIRST LADY HILLARY RODHAM CLINTON
AT THE CIRCLE OF CARE CONFERENCE
THE NATIONAL INSTITUTES OF HEALTH
BETHESDA, MARYLAND**

MRS. CLINTON: Thank you very much. Doctor Varmus it is a pleasure as it always is for me and my family to be here at one of the premiere institutions that represents the vital partnership between our public and private sectors in this country. I appreciate very much what Scott Oki has said today, because it clearly and personally put forth the challenge that confronts this new and very important organization.

I am a great admirer and partisan of children's hospitals. I think they play an essential and vital role in our health care system. And when I first heard about the plans for this new organization, I was delighted and very hopeful that it would not only through its commitment to supporting these 19 children's hospitals make a difference to the giving of so many of you and others like you in our two countries, but that it would stand for the belief we share that children's hospitals must be preserved and strengthened.

I have, as many of you, experienced children's hospitals as a parent and know how well they serve in taking care of both our children and ourselves because of the family-oriented approach they take to health care.

I know from my experience on the board of the Arkansas Children's Hospital, what it takes to raise private funds in order to support the many functions that are not paid for through either private insurance or government support. It is only because of dedicated, concerned citizens like all of you, that these hospitals continue to lead in the research and treatment of children's diseases. They are also essential in the training of doctors and specialists to care for our children.

I also know that the continued existence of these children's hospitals, which we love and are devoted to, depends on government support -- support that appreciates the important differences that go into the treatment of children and adults.

It is fitting that this first Circle of Care conference is being held here at NIH, an institution that is synonymous with so much of the cutting edge medical research being done in the world.

It is a symbol of our government's historic commitment to medical research. Similarly, all of the physicians, the specialists who do research and work in the children's hospitals represented here, were able to develop their expertise and training because the federal government decided to help defray the costs of training these medical specialists more than twenty years ago.

It is precisely this commitment to medical research, to academic health centers, and to children's hospitals that is at risk in the current debate going on in our country over health care today.

It is a debate filled with statistics, policy statements, and budget numbers. But behind the charts and graphs and position papers, it is really a debate about our core values as Americans -- about what we believe in, how we define ourselves as a people, and how we envision our future.

Throughout our history, we have thought of ourselves as an American family -- a family whose greatest priority was our children. As Scott spoke so eloquently earlier, a family whose encircling love and support gave children the tools they needed to make their own way in the larger world.

And so we have always prided ourselves on our compassion and on the high expectations and aspirations we hold for our children and for ourselves as a people.

For decades, this has been the American way: to put people, especially children, first. And because we have adhered to the American way, the American Dream has stayed alive for generation after generation and our country has remained strong.

Today, we are losing a sense of ourselves as an American family. We are allowing ourselves to be torn apart, divided, put in competition with each other over resources.

As the traditional underpinnings of our larger family are undermined, individual families are being jeopardized.

Most parents in America, and I would add Canada, are working as hard as they can to be good parents. I have met with working men and women across our country over the last years. I know the sacrifices they make to put food on the table, pay the mortgage or rent, cover the medical bills, and instill an ethic of work

and responsibility in their children.

Of course, parents bear the primary responsibility for their children. But it is also true that as parents struggle against all the forces that work today -- the layoffs, the downsizing, the danger in the streets -- that they face challenges that they can not meet alone.

As the National Council of Catholic Bishops said in a pastoral letter in 1991 entitled, Putting Children First: "No government can love a child, and no policy can substitute for a family's care."

But at the same time, "Government can either support or undermine families as they cope with the moral, social, and economic stresses of caring for children."

Let's not fool ourselves. National policies -- whether they are about education, health care, work, or welfare -- are mirrored every day in the lives and experiences of our children.

And unfortunately, what is happening today is no less than a historic rejection of America's commitment to children.

Today, the social safety net known as Medicaid is being dismantled at breakneck pace. It is being dismantled with very little discussion and no real dialogue. Decisions are being made in haste -- not only about who pays for health care in America -- but about who gets health care and who doesn't.

We are all for balancing the budget; we are all for giving states greater flexibility to administer programs.

But as the President has said many times, there is a right way and a wrong way to get our economic house in order.

The wrong way is to cut health care coverage for millions of children, disabled citizens, and the poorest of older Americans -- all to finance a \$245 billion tax cut for the wealthiest families in our country.

Let's not confuse flexibility with what is really going on here. We are talking about unjustified and inexplicable cuts that will affect real people and institutions like the ones represented in this room.

Medicaid is the primary source of health care coverage for nearly a quarter of all children in America -- and one third of all children under age three. More than half of those children live in families with working parents -- parents who are not receiving welfare checks.

Medicaid is the primary source of health care coverage for millions of children who are disabled or who suffer from chronic illnesses -- the kinds of illnesses that children's hospitals can take care of better than anywhere else.

Medicaid is the primary source of health coverage for nine out of 10 children with HIV and AIDS.

Medicaid is the primary source of prenatal and maternal health care for low-income pregnant women.

Medicaid is also an important source of coverage for older Americans living in extreme poverty or with serious disabilities, and the largest insurer for over two-thirds of nursing home residents.

It is a lifeline -- literally -- for millions of children and families in America.

Ripping apart this lifeline is not the American way.

It is not the American way to deny infants the shots they need to stay healthy.

It is not the American way to deny treatment to children who are disabled or desperately ill.

It is not the American way to punish hard-working parents whose family health coverage vanishes with a job change.

The number of uninsured working Americans and their children continues to go up. For every extraordinary breakthrough here at NIH that finds, for example, the genetic marker for a disease, the threat of lost private health care coverage goes up. Because as we learn more about what causes the diseases that so many of you have helped us all to fight, we will find more and more people who under current standards are uninsurable.

It is not the American way to make the oldest among us give up their possessions and live a life of poverty to pay for a spouse's nursing home costs.

The median income for older American women over the age of 65 is less than \$9000. Many of them rely for their health care, especially in nursing homes where they are the predominant population, on Medicaid.

Cutting \$182 billion from the Medicaid program will force families to make grim choices -- choices between health care for their children or nursing home care for their parents; choices between education and vaccinations, between food and prescription drugs.

You of all people know it will also force grim choices for children's hospitals. Children's hospitals represent only one percent of all hospitals, but they provide vital health care services to many children -- including the poorest, sickest and the most vulnerable.

Like Bob, I am always moved when I go into a children's hospital anywhere. Moved by the combination of terrible tragedy and extraordinary challenge, and the love and attention and skill that goes into meeting those. I walk through halls, I visit the children, I talk to the parents, and I see in their eyes that feeling that finally they are in a place that will take care of them.

Children's hospitals devote nearly half of their care to children of low income and uninsured families and more than three-quarters of their care to children with chronic or congenital conditions.

I will never forget being in the children's hospital in Cleveland, talking to a group of parents with chronically ill children. One parent, himself a professional who ran a small business, provided health insurance to his own employees, told me about his own family -- he had a healthy older son and two daughters with cystic fibrosis. Everywhere he went to find health insurance he met the same answer: his daughters were uninsurable.

And finally, the very last broker he spoke to said something he couldn't get out of his mind, and I never have gotten out of mine. He looked at this father, and said, "What you don't understand is that we don't insure burning houses."

I thought to myself, were it not for that children's hospital, who would help this family take care of their children? And I thought what if I, in a similar position that there but for the grace of God my husband and I could be, had been told the same thing?

Children's hospitals care for the premature baby who needs intensive care for the first months of life and extensive rehabilitation for years to come; for the small child who is severely injured when hit by a car and sent to a pediatric intensive care unit.

They care for the eight year old boy who contracts encephalitis, loses his health insurance, and is covered by Medicaid because of his high medical costs and severe disabilities.

The proposed cuts in Medicaid will be particularly devastating for children's hospitals. Medicaid patients on

average account for 46 percent of the inpatient days in these hospitals.

As you know, it costs more to care for sick children than adults. And children's hospitals are not able to shift those higher costs to adult patients like other hospitals could, but maybe still now won't be able to.

Already Medicaid pays children's hospitals on average less than 80 cents for every dollar spent to care for a child. The impact of a \$182 billion cut in Medicaid is clear: children's hospitals simply will not be able to provide the crucial health services they do today.

And despite your heroic efforts to double the numbers over ten thousand, to increase that line going up as high and fast as you can, there is no way that private philanthropy can pick up this enormous gap.

We need to protect the safety net provided by children's hospitals. We need to make sure that our children continue to have access to desperately needed specialized care.

We need to be sure that those specialists are continued to be trained and that we pursue research in the prevention and treatment of childhood diseases.

As this health care debate continues in the weeks and months ahead, I hope that policy makers, whatever they are or wherever they are, begin to think about these issues not as partisans, but as parents.

I hope they will not get so wrapped up in statistics and policy papers and sound bites that they forget the most basic concern of all: the well-being of all of our children.

Many of you know from your own personal experience what it is like when your child is very sick. Nothing else in the world matters to you. Will your son or your daughter, your grandchild get better? Is the illness something that will pass or is it threatening? When you face that situation, you want answers and you need them.

As parents, we use our wisdom and knowledge to plan ahead for the health of our children. We try, if we were able to, to make sure they get the shots they need and to get them to eat right and to avoid exposing them to dangers. And when they do get sick, we try to get the treatment from doctors and nurses that they need.

But suddenly, when it comes time to legislate and make policy, good parental instincts retreat.

Would we ever say as parents that only one out of four of our own children could go to the doctor, or get a vaccination, or have a hearing test? Of course not. We would demand the right to take care of each one of them.

Would we ever say with our own child, that has spina bifida or cerebral palsy, that he or she no longer deserved treatment or would have to wait and suffer the cutbacks? Of course not. We would give up the summer vacation or trading in that old car so that our child's life could be as pain-free and fulfilling as possible.

But in a precipitous and even reckless attempt to meet fixed budget targets, we are now as a society doing things we would never do as parents. We are ratcheting back medical care to children and the most vulnerable. We are violating our most sacred duty and value: caring for our young.

How can we legislate what we would not approve of as parents? How can we feel secure because we can take care of our children, when there are children around us whose parents are working as hard as they know how, but can't have that same sense of security?

There is much that this organization can do, and I am delighted to help celebrate this opening because I see it as an opportunity not only for people of like minds and commitments to come together, and to raise additional funds that are always needed in our children's hospitals.

But I hope you will raise your voices as well. Those of you who have walked those corridors as I have, those of you who have sat in waiting rooms, those of you who have held the hands of parents who don't know what is happening to them and their children, those of you who have seen the look of relief on the faces of fathers who realize that they if they can't afford the entire care, will be taken care of in that children's hospital.

I hope you will raise your voices, so that all of us will speak loudly and clearly, that our children are not only our present and our future -- they are a test of our humanity and our faith. And each of us deserves to give them all that we can and by your support of children's hospital, you are saying, "We believe in children. Help us to make that belief a reality."

Thank you very much.

###

CHILDREN'S HEALTH

% uninsured up in last ~~four~~ years?

Govs. doing stuff in their states

Bal. budget agreement = \$166 for children's health,
but don't know exactly what it's for

- We had 3 pieces in our orig. plan:

- ① Expand Medicaid (enroll all those who should be enrolled)
- ② State grant
- ③ Worker transition benefit (like unemployment ins, but for health)

HHS Study will come out next wk (for radio address)

↑ uninsured (up over last 10 yrs) - 10 million (9.8)

More covered by M'caid, but fewer by Pri. employers

(states have raised eligibility or expanded 13-18)

∴ Problem is getting worse

Children uninsured:

- less likely to get care
- ↳ less likely to do well in school

Make case for why we need children's

Principles + priorities

- Not penalizing ppl work
- Give children greatest chance to excel
- Using resources we have (3 m. kids still eligible for m'caid)

Even w/ state efforts + pub/pri partnerships, fed govt
is a catalyst - seed money, existing programs etc.

8TH STORY of Level 1 printed in FULL format.

Copyright 1997 Bergen Record Corp.
The Record

May 8, 1997; THURSDAY ; ALL EDITIONS

SECTION: OPINION; Pg. L08

LENGTH: 458 words

HEADLINE: HEALTH CARE FOR ALL KIDS ;
10 MILLION CHILDREN LACK COVERAGE IN U.S.

BYLINE: The Record

BODY:

PROVIDING medical coverage for uninsured children appears to be the next step in health-care reform.

In light of the growing number of young Americans without health insurance, President Clinton has made it a top priority of his second term. Now there are two bipartisan efforts in Congress to fund coverage for up to half of the estimated 10 million uninsured children.

Recent studies by The Children's Defense Fund and the Families USA Foundation have found that most of these children come from families where at least one parent works. Many of these parents "work hard, pay taxes, and play by the rules," says Ron Pollack, director of Families USA. Their income is too high to qualify for Medicaid, but too meager to afford private health insurance, which in New Jersey can cost about \$ 4,000 a year for family coverage.

Without that coverage, however, parents are likely to avoid visits to the doctor, which can start at around \$ 50 and easily cost more than \$ 100 with routine tests. As a result, children may not be immunized.

Routine, easily treatable conditions may develop into serious illnesses, and children may end up in emergency rooms, where care is far more expensive.

One congressional effort, introduced in recent weeks, would raise the federal cigarette tax by 43 cents, using two-thirds of the \$ 30 billion in revenue to fund children's health insurance, and one-third of the proceeds to help balance the budget. The leading sponsors in the Senate are Democrat Edward Kennedy and Republican Orrin Hatch. In the House, Democrat Frank Pallone Jr. and Republican Marge Roukema, both of New Jersey, are among the sponsors.

In a separate approach, House and Senate budget negotiators are planning to allocate money for children's health insurance in future budgets, although the details are still being worked out. According to one source, budget negotiators have agreed to spend \$ 16 billion through 2002 to expand health-care coverage for low-income children.

While it's too soon to say which approach is preferable, it's good news that both parties realize the importance of protecting uninsured

children.

These new efforts are also welcome news for the states, which often pay the cost of the uninsured, as New Jersey does, through charity care.

Governor Whitman has proposed \$ 5 million in seed money for public-private partnerships similar to those in other states to provide medical treatment to uninsured children. But she acknowledges that amount of money would only help about 5,000 of the state's 200,000 uninsured children.

A federal effort is needed to get what should be an important national policy off the ground.

LANGUAGE: English

LOAD-DATE: May 8, 1997

5TH STORY of Level 1 printed in FULL format.

Copyright 1997 The Baltimore Sun Company
The Sun (Baltimore)

May 11, 1997, Sunday, FINAL EDITION

SECTION: EDITORIAL, Pg. 2F

LENGTH: 340 words

HEADLINE: In defense of children; Health insurance: Hatch-Kennedy bill takes a small but important step.

BODY:

SINCE Congress rejected Hillary Clinton's large-scale answer to the country's health care access problems, the search has been on for small-scale, partial solutions. One proposal that has attracted bipartisan support is a bill sponsored by Sen. Orrin G. Hatch, R-Utah, and Sen. Edward M. Kennedy, D-Mass., that could provide health care for millions of children who are now uninsured.

The Hatch-Kennedy approach is to expand existing programs, such as ensuring that all children eligible for Medicaid actually get those benefits. This could help as many as 3 million of the estimated 10 million American children who have no health care insurance.

For uninsured children whose parents work, the bill sets up a voucher system, which low-wage families can use to purchase insurance from their employers or to enroll their children in private health plans that contract with the states. Families earning too much to qualify for a voucher could enroll in private plans at affordable rates usually available only to large employers or the government.

The program would be funded by a 43-cents-per-pack tax increase on cigarettes -- some \$ 23 billion for children's health care, with an additional \$ 10 billion earmarked for deficit reduction. By discouraging cigarette consumption, especially among young people least able to afford the higher taxes, the bill would serve another good purpose.

Once past infancy, most children show a remarkable resilience in the face of childhood ills or accidents. But when they need medical care and don't get it, the consequences can be serious and long-lasting. Problems with hearing or eyesight may not be life-threatening, but they interfere with learning -- a result that can thwart even the best efforts at school reform.

There are other proposals for addressing this problem, but the Hatch-Kennedy bill shows the most promise for attracting support. It is exactly the kind of modest, pragmatic measure both parties can embrace. They should do so without delay.

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DEMOCRATIC GOVERNORS' ASSOCIATION

MEMORANDUM

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**TO: MELANNE VERVEER ✓
PATTY SOLIS DOYLE
NICOLE RABNER**

FROM: Katie Whelan *KW*

**RE: Proposed Site Visit to Mar Vista Family Center
1997 DGA National Forum on Children**

DATE: May 8, 1997

The purpose of this memorandum is to provide you with information regarding the Mar Vista Family Center in Culver City, California, where DGA Chair Governor Howard Dean proposes that First Lady Hillary Rodham Clinton participate in a site visit with Democratic Governors from 10:00 to 11:15 a.m. on Monday, May 19, 1997, before her keynote address to full conference at 12:30 p.m. at the Sheraton Miramar in Santa Monica. Logistically, the Mar Vista Family Center is fifteen minutes from the Sheraton Miramar.

The Mar Vista Family Center is a remarkable place, where community leaders run the operation, and local involvement and activism over the last two decades have led to the transformation of a community. Executive Director Lucia Diaz is a former "client" of the Center, a graduate of sorts of the dynamic, innovative programs provided by the Center, which stress the all-important life skills those in this at-risk neighborhood must cultivate in order to lead successful lives. Diaz herself is an articulate, energetic advocate and personal success story for the Center, and she will be a panel member later in the day at the DGA Forum in the education breakout session. The Mar Vista Family Center has become a beacon in this impoverished West Los Angeles community because of a commitment to building long-term, realistic goals and skills in the people it serves, and its emphasis on shared responsibility and empowering the community.

Specifically, the Center focuses heavily on parental involvement as the catalyst for sustained educational growth ~~for the community's children.~~ Parents are required to be involved in a preschool program for their children, and are trained in parenting skills. They are taught problem-

solving skills and are provided job skills training. Programs are also provided for older children through the years -- tutoring, mentoring, counseling -- and gang members come to the Center to participate in mediation programs administered by Lucia Diaz. Teachers from area schools have noticed a positive difference in the children involved in the Center's programs.

In short, Mar Vista Family Center provides an integrated, thoughtful, and highly effective set of programs, grounded in community action and involvement, that provide members of this community the important opportunity to effect long term, positive change in their lives and improve the future for their children. The Mar Vista Family Center is playing an integral role in changing the culture of a community for the better.

I was tremendously impressed by the programs and people I saw at Mar Vista Community Center last month. I can think of no better place for the First Lady and the Governors to go to talk about the crucial importance of parental involvement in early childhood growth, about the impressive example of a community that decided to help itself and succeeded masterfully, and about the primary importance of education as the tool for all members of our society to achieve success in today's global marketplace.

Please give me a call so we can discuss the details of arranging this site visit for the First Lady and the Governors. Thank you again for all your assistance. We are going to have a great conference!

I have attached for your review the conference invitations and a packet on the Mar Vista Center.

Mar Vista Family Center

Catalyst For Community Change

Since its founding in 1977 in West Los Angeles, Mar Vista Family Center has served as a catalyst in transforming the at-risk community of Mar Vista through active participation by neighborhood parents in the education of their children. Rather than focusing upon short-term solutions to family and community issues, the Center has provided low-income families with tools to create enduring positive change in their lives.

Mar Vista's premise is that continual parent involvement is the key to sustaining educational growth in children. Beginning with mandatory parent participation in the Center's preschool program, parents learn the significance of their role in their children's educational success. At the same time they engage in a program of intensive training in parenting skills, in nonviolent conflict resolution and personal growth.

The Center's impact upon the Mar Vista community has been profound. Over 2,000 predominantly Latino and African-American families have participated in the Center's programs based on the Mar Vista Model of Shared Responsibility.

In keeping with its philosophy, key leadership positions at Mar Vista, including the Executive Director, Outreach Coordinator, Office Manager and all of the preschool teachers, are held by community leaders. These leaders are among the 50 neighborhood parents who have been awarded preschool teaching credentials through a UCLA Extension program conducted at Mar Vista Family Center.

Acceptance of the Center and its role in community transformation did not come easily during the Center's early days. Mar Vista had only been open and operating three weeks when a local neighborhood gang set the Center's building on fire. However Center founder Betty Factor and Mar Vista's neighborhood parents, and supporters were not to be deterred from their commitment. Today, statistics show that 70% of gang affiliated parents participating in the Mar Vista program have freed themselves from gang activity. Recently, an addition to the Center was constructed by 30 gang affiliated youth under the guidance of a professional contractor, affording youth training in carpentry and construction as an alternative to gang involvement.

Catalyst For Community Change *continued*

Mar Vista is currently fulfilling its vision to teach its successful model of shared responsibility to other schools, social service organizations and municipalities through the newly created Mar Vista Institute. The Institute will be headquartered in a building being refurbished adjacent to Mar Vista Family Center, providing Institute participants the opportunity to observe the Mar Vista model in action at The Center, as it has been for the past 20 years.

As anthropologist Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Through The Mar Vista Institute, the many children, parents, educators, friends and benefactors of Mar Vista Family Center who have been a catalyst for change in their local neighborhood could make a difference in communities both large and small around the globe.

Mar Vista Family Center

An Overview

LOCATION	5070 Slauson Avenue Culver City, CA 90230 (310) 390-9607 Telephone (310) 390-3097 Fax marvistafc@aol.com E-mail
KEY LEADERS	Betty Factor, <i>Founder</i> Lucia Diaz, <i>Executive Director</i> Deanna Cherry, <i>Development Director</i> Hattie Barnett, <i>Outreach Coordinator</i>
FOUNDING HISTORY	Mar Vista Family Center was founded in 1977 as a parent participation preschool adjacent to the Mar Vista Gardens Federal Housing Project to serve an at-risk community populated primarily by low income Latino and African-American families.
MISSION	Mar Vista Family Center is dedicated to creating community transformation through a comprehensive program addressing the needs of families, schools and youth grounded in Shared Responsibility and parent participation.
PHILOSOPHY	Mar Vista Family Center believes that responsibility for change comes from within the members of the community with the whole family involved in the process. It is Mar Vista's belief that only through responsible living at the family level can total community transformation occur.
ACCOLADES	In 1995, Mar Vista Family Center was ranked as one of the top 20 education programs in the United States in a national survey of government and community leaders conducted by <i>Family Circle Magazine</i>. In 1994, U.S. Attorney General Janet Reno and the Department of Justice officially recognized Mar Vista Family Center as a national model for violence and gang prevention. In 1993, the International Mega-Cities Project named Mar Vista Family Center as one of the 60 most innovative projects in the Los Angeles area. From 1991-1995 the City of Los Angeles Department of Community Development presented Mar Vista Family Center with the Award of Excellence.

An Overview *continued*

ACCOMPLISHMENTS

Of the over 2,000 families participating in Mar Vista Family Center programs since its founding in 1977:

- ◆ 70% of gang affiliated parents have disengaged from gang activity.
- ◆ 35% of parents on AFDC (Aid for Families with Dependent Children) have found full-time employment.
- ◆ 85% of the children who graduated from the Mar Vista preschool program have performed at or above grade level in elementary schools they attend.
- ◆ Over 50 Mar Vista parents have been awarded certificates in preschool teaching by UCLA Extension which began offering an Early Childhood Education Program at Mar Vista in 1984. These teachers are now employed full-time at Mar Vista and other preschools in the area.

STATUS Mar Vista Family Center operates as a private, nonprofit educational corporation funded by tax-exempt contributions and by the Community Development Department of the City of Los Angeles.

Mar Vista Family Center

Quotables

"The Mar Vista Family Center's program strongly reflects welfare reform's emphasis on people taking responsibility for their own lives. The Center is a model for the type of culture change that needs to occur within communities under welfare reform."

President Clinton's Working Group on
Welfare Reform

"The Mar Vista Family Center is an outstanding private agency with proven program results... The community-run center is able to reach at-risk families through solid community leadership and effective intervention with gang and drug activity."

Richard J. Riordan
Mayor, City of Los Angeles

"The Center has operated in the Sixth District for the past 19 years, working with young people and families in one of the most difficult areas of my district. With its constructive community programs, the Center is reducing the problems in the neighborhood and helping families stay together and children stay in school."

Ruth Galanter
Councilmember, City of Los Angeles

"I strongly support the programs provided by the Mar Vista Family Center. All of the programs, from the parenting classes to the youth sports program, are sorely needed in our community and provide alternatives to gangs and crime."

Willie L. Williams
Chief of Police, City of Los Angeles

"Mar Vista Family Center's programs prevent crime in Los Angeles by working with low-income parents and children. The Center's unique shared responsibility model has been used effectively... to teach often difficult-to-reach populations how to take responsibility for their lives and use non-violent means to address their problems."

Gil Garcetti
District Attorney, County of Los Angeles

"Our affiliation with the Mar Vista Family Center is a source of pride for us... The community service and sense of responsibility reflected in the Center's contribution to low income parents and children are invaluable assets to the improvement of life in our community."

Dr. Linda Gibboney
Director, Education Extension, UCLA

Mar Vista Family Center

Representative Funders

ADAMMA Foundation
Ahmanson Foundation
ARCO Foundation
California Community Foundation
City of Los Angeles, Community Development Department
City of Los Angeles, Parks & Recreation Department
County of Los Angeles, Department of Children and Family Services
Crail-Johnson Foundation
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National Science Foundation
Norman and Mary Pattiz Foundation
PacifiCare Foundation
Ralph M. Parsons Foundation
Riordan Foundation
Sidney Stern Memorial Trust
Sony Pictures Entertainment
S. Mark Taper Foundation
Spring Street Foundation
Target Stores
Toyota Motor Sales
Weingart Foundation
Wells Fargo Foundation

Qualifications

Introduction

Mar Vista Family Center creates community transformation through parent participation in the education of their children. Rather than providing short-term solutions, Mar Vista Family Center's mission is to provide low-income families living in at-risk communities the tools to create enduring positive change in their lives. The Center's premise is that continual parent involvement is the key to sustaining children's educational growth. The Center has 19 years experience and a proven track record for changing the way low-income parents function as full participants in the development of their children and in the schools.

Background

The PEPS program is based on the Center's 19 years of experience in parent training through its parent participation preschool. The Center's Preschool provides 34 low-income families with free child care 5 days-a-week. In lieu of a fee, parents participate as assistant teachers one-day-a-week at the school. The program serves children ages 3 to 5, and is open to poverty and low-income families only.

During their participation day, parents learn the importance of being involved in their child's education and how to use non-violent methods of behavior management through daily parent workshops. The content of the workshops is unique and was developed at the Center over the past 19 years (see list of workshops attached).

Program Results

- 70% of gang affiliated parents attending the program leave gangs behind.
- 35% of families who come to the Center on AFDC find full-time employment.
- 85% of children in the preschool program are successful in their elementary educations.
- 48 trained mothers from our program are now working full-time as preschool teachers.

In addition to its curriculum, what makes the Mar Vista program uniquely effective is that it led by community people who came to the Center as parents. It is the parent-to-parent dynamic which allows the program to get at the heart of dysfunctions within families and schools. Furthermore, Mar Vista's trainers have experience as teachers and administrators, and identify with the fears and concerns of public school teaching and administrative staffs. Thus, they are able to provide equal support to all the populations in the schools to remove the barriers to parent involvement.

The Center's work with public schools began in 1991 when the National Science Foundation approached us to develop parent involvement training for high risk schools in South Central Los Angeles which were undergoing science curricular reform. After completing the first year of the project, 90% of the schools experienced increased parent involvement in their science programs and wanted additional training in how to increase

wide. This experience demonstrated that the techniques
private preschool setting could be successfully transferred to

Public Schools (PEPS) was developed to provide these schools
in 1992-1995, the National Science Foundation and Toyota
the training of over 500 parents, teachers and administrators

are to:
- children's education from individual parents, teachers and
d responsibility in which parents, teachers and administrators
rest of the children's education.
al, and language barriers between parents, teachers, and

ective classroom assistants and to train teachers in utilizing
olvement.
s.

intensive training. In its 1995 evaluation the UCLA Center
orted feedback from parents, teachers, and administrators
act of the program. One parent commented:
*chooling, so I was always embarrassed to talk to my children's
ol (academic) things. These workshops have made me feel that
children's education.*

nted on the benefits of having parents in the classroom on

*ssroom has really changed the ways in which I set up
kids working on their literacy activities every single day, with
aving parents in my classroom has pushed me to rethink my*

ed in the workshops regularly commented:
s. *You cannot believe the power of ownership that parents,
e are developing by learning how to talk with each other, and
e where everyone has a voice and feels important. In fact,
ons have been so successful that a number of our parent
to pursue full-time work as teacher aides, while others are
ge degrees.*

d the multiple impact of workshops. There were
who were able to apply what they were learning to their
es. Parents gained new self-confidence and a vocabulary
nd their child's work with classroom teachers. At the
omed in and grew into and assumed roles and
ned in workshops.

discuss planning and curriculum with caring parents.
e benefited from the lower adult/child ratio. There was
nments based on the higher level of parent participation
ese partnership include ESL courses for parents, child
freeing up parents to attend PEPS trainings, computer

Requests for Training

LeAnn C. Maddry, Family Resource Advisor, Matanuska-Susitana Borough School District, AL
 Cheri Maupin, President PTO, Flagstaff, AR
 Doris Newton, Incarcerated Youth, Tempa, AR
 Madelynn Doxey, Certified School Psychologist, Flagstaff, AR
 Melissa Goff, Temple Christian Schools, Nassau, Bahamas
 Ann Smith, Parent Faculty Class, Concord, CA
 Ardis Flenniken, Program Specialist, Division of ESL, Calif. State University, Northridge, CA
 Deborah Johns, LA Unified Parent, Los Angeles, CA
 Diana Juarez, Los Angeles High School Healthy Start, Los Angeles, CA
 Faye Morton, Weems Elementary School, Los Angeles, CA
 Helen Arena, Parent, Carmichael, CA
 Jackie Kurkjian, Ast. Principal, Santa Monica Blvd. School, Los Angeles, CA
 Jacqui Bell, Sacramento, CA
 Joanna Pace, Neighborhood Organizer, Oakland, CA
 Karen Cano, President PTO, North Terrace Elementary, Oceanside, CA
 Karen Kuhn, Secretary of the Superintendent, Visalia Unified School District, Visalia, CA
 Marcy Gielczyk, Del Dios Middle School, Escondido, CA
 Marsha Boeche, Vista, CA
 Barbara Volzke, Manager, Community Outreach Program Erie, Fort Erie, Ontario, CANADA
 Maureen De Milia, Groton, CT
 Robin Wisdom, Imaca Headstart, Bishop, CA
 Roby De Suzia, Parent, Los Angeles, CA
 Rosialeigh Wilson, Principal, Golden Gate Elementary School, Oakland, CA
 Rugby Lee Phillips, Riverside CA
 Susan Chambers, PTA, San Diego, CA
 Elayne Velanno, Teacher, Hillhouse High School, Hamden CN
 Suzanne Adams, Project Coord., Univ. of Colorado at Denver, School of Ed., Denver, CO
 Ellen Eherenman, Parent Center Liaison, Sanchez Elementary School, Lafayette, CO
 Lisa Klein, Monroe Elementary, Monroe, CT
 Dolores Volpe, Vice President Public Affairs National Council of Jewish Women, Sarasota, FL
 June Green, Columbia City Elementary School, Lake City, FL
 Kay Plew, Teacher, Malabar, FL
 Lora Ponds, Bonifay, FL
 Maureen Cleary, Coral Springs, FL
 Meg Krieg, Curriculum Services, The School District of Lee County, Fort Myers, FL
 Wendy Shewmaker, Teacher, Pembroke Pines, FL
 Lori Robinson, Faculty Advisory Council, Glen Allen Elementary, North Port, FL
 Carol Barnes, Parent Involvement Coordinator, Madison County Schools, Danielsville, GA
 Ethyl Jackson, Housing Authority, Brunswick, GA
 Janese Brannen, Chandler County Courthouse, Metter, GA
 Sandra Wainui, Teacher, Kahului, HI
 Beth Campin, Sycamore School District, Sycamore, IL
 Joan S. Goltzbach, School Counselor, Aurora Catholic Social Services, Aurora, IL
 Kathy Ramsey, Teacher, Bourbonnais, IL

Susan Jacoby, Administrator of "Identifying Problem Areas in Schools," Bolingbrook, IL
 Charlotte A. Lemieux-Shackelton, Secretary PTO, Indianapolis, IN
 Susan Worthington, Evansville, IN
 Marsha Fisher, Parent Liaison Coordinator, Longfellow Elementary School, Waterloo, IA
 David A. Donathan, Pulaski County Schools, Eubank, KN
 Mary Beth Brennan, Shawnee, KN
 Donna Potter, Coordinator, Ashland-Ewan Family Resource Center, Lexington, KY
 Ruth Downey, Diversified Training Group, Radcliff, KT
 Ann Mazzola, President PTO, Woodrow Wilson Elementary, Framingham, MA
 Janice McGenry Mitchell, PTA, West Bridge, MA
 Julie Gawlak, Co-Chairperson PTO, Northbridge, MA
 Marilyn A. Hackley, Ast. Director, Info Line, Attleboro, MA
 Meredith Nicherson, President PTA, Shrewbury, MA
 Katherine Locke Magid, Parent, Burtonville, MD
 Linda Cooper, President PTA, Balto, MD
 Mary Ellen Keyes, Dept. of Agriculture, Adelphi, MD
 Debby Bartlett, Committee to Increase Parent Involvement, Holly Elem. School, Holly, MI
 Dora Dingwall, Holly, MI
 Linda Harrington, Hamtramck, MI
 Lynne Lehman, Southfield, MI
 Jacqueline Ostinski, Crestwood Elementary, Warren, MI
 Gail Mitchell, Parent Coordinator, Mt. Pleasant Public Schools, Mt. Pleasant, MI
 Carolyn Cherry, School Psychologist, Minneapolis, MN
 Maria Misgen, Teacher, St. Louis Park, MN
 Phyllis Lyte, Karstens PTO President, Kennedy Elementary School, Mankato, MN
 Frieda Bernstien, Missourians Against Handgun Violence, Saint Louis, MO
 Kathy Fischer, President PTO, Rebecca Boone Elementary, Truxton, MO
 Linda Mondy, Edgar Springs, MO
 Rose Rone, Kansas City, MO.
 Darlene Copp, Writer on Parent Involvement, Oxford, MS
 Judy Derr, Teacher, Amherst, NB
 Peggy Fegley, Teacher's Assistant, Spofford, NH
 Sudie Davis, Board Chairperson, Wayne County Communities In Schools, Goldsboro, NC
 Carmela Martins, Vice President PTA, Wilson Avenue School, Newark NJ
 Dorothy Adlon, Nettle, NJ
 Kathleen Travis, Executive Board PTA, Keansburg, NJ.
 Dr. Joseph Ciccone, Asst. Superintendent of Schools, Board of Education, Belleville, NJ
 Deborah Swagerty, Parent, Springer, NM
 Beth Patterson, Syracuse, NY
 Connie Arnold, Family Resource Center, West Seneca, NY
 James Lanzarotta, Principal, West ISLIP Public Schools, Long Island, NY
 Linda LeMesseur, The Wheeler School, Nedrow, NY
 Lindy Glennon, Family Development Coordinator, PEACE, Inc., Syracuse, NY
 Teresa E. Jones Francois, HASC, Brooklyn, NY
 Christine Franklin, School Secretary, All Saints School, Steubenville, OH
 Joan Garrett, Teacher, Winchester, OH
 Kathy Rapovy, Volunteer, Youngstown School System, Youngstown, OH
 Laura McConnell, President Gifted Parent Support, Marysville, OH

Naomi Boyd, Parent Liaison, Portsmouth, OH
 Rachael White, Kent, OH
 Peggy Hegbar, President of the Business Advisory Council, Board of Ed., Wadsworth, OH
 Bonnie Burns Johnson, Teacher, Broken Arrow, OK
 Jeanie Opitz, Teacher, Binger, OK
 Corin Richards, Graduate Student, Portland, OR
 Patricia McDonald, Portland, OR
 Chuck McHenry, Eastside Alliance, Pittsburgh, PA
 Danasha Caballero, Parent, Ato Rey, Puerto Rico
 Donna Disher, Parent, Freedom, PA
 Eileen Moore, Allentown, PA
 Joanna Paul, Teacher, Bartum High School, Philadelphia, PA
 Patricia Y. Hauman, Guidance Counselor, Chicora, PA
 Stuart Lukov, Counselor, The School District of Philadelphia, PA
 A. Bersteler, Elgin, SC
 Edith B Stroud, North Myrtle Beach Elementary, Little River, SC
 Elli Walters, Health Educator, Dept. of Health and Environmental Control, Anderson, SC
 Kim Susenbury, Teacher, Little River, SC
 Tina Swinton, Americorp National Service, Marion, SC
 Veronica Ronnie Berstler, Member Parenting Committee, Rice Creek School, Elgin, SC
 Lynne Forsting, Site Council, Aberdeen, SD
 Janie Lopez, Teacher, Lubbock, TX
 Olga Samples Davis, Recruiter, St. Philip's College, San Antonio, TX
 Phyllis Davis, Stamford High School, Stamford, TX
 Marla Davis, Kindergarten Teacher, Montgomery Elementary School, Houston, TX
 Kevin Crawford, Pleasant Grove, UT
 Susan Billings, Family Services Coordinator, Follow Through, Brattleboro, VT
 Susan Meadows, Parent, School Renewal Committee, Waynesboro, VA
 B.J. Hellman, Family Service Coordinator, Chelan-Douglas Child Services., Wenatchee, WA
 Barbara Wyatt, Tacoma, WA
 Becky Kirkendall, Loon Lake, WA
 Betsy Porzio, PTO, Mead, WA
 Jeann Sparks, President PTA, Seattle, WA
 Bruce W. Sornson, Principal, Jim Falls School, Jim Falls, WI
 Cindy Brown, Active Parent, St. Francis, WI
 Karla Nefs, Stillson Elementary School, Chippewa Falls, WI
 Terri Draize, Parent, New Berlin, WI

Mar Vista Family Center

Workshops Year Long Program

Shared Responsibility

- Ground Rules for Getting What You Want
- Getting Information
- Appropriate Place and Time
- Problem-solving

Communication

- Listening
- Direct and Indirect Communication
- Barriers to Communication
- Body Language and Non-Verbal Communication
- Points of View
- Acknowledgment

Conflict Resolution

- Looking at Upsets
- The Conflict Resolution Process
- Recognizing and Changing Patterns of Handling Upsets

Setting Goals

- Goal-setting
- Barriers to Getting What We Want
- Breaking Down Barriers
- Importance of Commitment

Parents In The Classroom

- Welcoming New Parents into the Classroom
- Feeling Comfortable in the Classroom
- Team Problem-Solving
- Assisting Children in the Classroom
- Different Ways of Learning
- Nurturing Children's Desire to Learn
- Children Learning at Home

Observations and Alternative Behaviors

- How Parents React to Children's Crying
- Getting Attention
- Labeling
- Mistakes as Learning

Parenting

- Family Rules
- Accepting a Child's Feelings
- Self-Confidence
- Communicating About Sex
- How Children Learn About Sex

Pictures and Myths

- Parent Pictures and Myths
- Patterns
- Generational Patterns

Acts

- Acts People Play
- Family Acts

Leadership

- How to Lead Workshops In Front of A Room
- Enrolling Parents in the Program
- Team Building
- Leading School and Community Projects

Completion

- Acknowledgment is Worthwhile
- Completion

PROGRAM SCHEDULE

Preschool with Parent Participation & Teacher Training

- Early childhood education and parent training
- For children ages 3 to 5
- Monday through Friday 8:55 AM to 2:45 PM

Community Clean-ups

- For whole families
- 8:00 AM to 11:00 AM
- Dates announced quarterly

Mothers Group

- Skills and support network development for mothers in the community
- Tuesday 7:00 PM to 8:30 PM

Couples Group

- Skills and support network development for parents in the community
- Thursday 7:00 PM to 8:30 PM

Courses in Early Childhood Development

- UCLA Extension Courses
- Open to the public
- Preschool teacher credentialing
- Quarterly schedule varies

Community Organizing

- Community Meetings the first Tuesday of the month
- 7:00 - 8:30 PM
- Held at Mar Vista Family Center

Partnership Education in Public Schools (PEPS)

- Parent involvement training for public schools
- Weekly workshops at each school site
- Braddock: Monday 8:45-10:30 AM
- Stoner: Friday 1:00-2:30 PM

Computer Classes

- Introduction to Computers and skills development
- For adults in the community
- Friday 6:30 to 9:00 PM

Arts & Crafts

- Workshop in home crafts
- Boys & Girls ages 5-12
Mon., Wed., Fri. 3:00-5:00 PM
- All other ages welcome
Friday 5:00 to 7:00 PM

UCLA After School Tutorials

- Help with homework and mentoring from UCLA students
- For children ages 5 to 18
- Monday through Thursday 3:30 PM to 7:00 PM

Summer Camp Program

- Companionship, recreation and learning experiences during summer
- For youth ages 6 to 18
- Registration from May 1 to June 15

Youth Leadership Program

- Skills development, peer support and leadership training
- For youth ages 13 to 21
- Friday 5:00 PM to 6:30 PM

Preteen Group

- Counseling and trips to local nature sites
- For children ages 6 to 12
- Wednesday and Thursday 3:30 PM to 5:30 PM

Mentoring for Boys and Girls

- Afterschool club with academic and personal support
- For girls ages 10-14
Wednesday- 4:00 to 6:00 PM
- For Boys ages 10-14
Monday- 4:00 to 6:00 PM

Big Brother/Big Sister

- Children pair up with a teenage friend
- For children ages 5 to 10
- Friday 4:00 to 5:00 PM

Folklorico Dance

- Traditional Mexican Regional Dance
- For children ages 6 to 12
- Friday 3:00 to 4:00 PM

Community Sports Program

- Soccer- Boys
Ages 8-11 Mon & Wed 5-6:30 PM
Ages 12-15 Tues & Thurs 5-6:30 PM
- Soccer- Girls
Ages 8-12 Friday 5:00-6:00 PM
- Basketball- Girls
Ages 12-16 Tues & Thurs 4-6 PM

Kid Cafe

- 100 community children served dinner weekly
- Monday through Friday 4:00-5:30 PM

Mar Vista Family Center

Board of Directors

Officers

Monte Factor

Chairman

Chairman, End Hunger

Network

President, Monte Factor, Ltd.

Betty Factor

President

Child Care Supervisor

June Payne

Vice President

Educational Consultant

Early Childhood Specialist

Members

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Photographer

Volunteer Peer Counselor

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McMorrow Associates, Inc.

Gualberto Benitez

Mar Vista Properties Owner

Community Representative

Lauren Montgomery

General Counsel

Attorney

Latham & Watkins

Beth Farb

Communications Consultant

Jennifer Perry

Executive Director

Children's Action Network

Margaret Ferguson

Head Administrator, Ret.

Kaiser Permanente, Panorama City

Jerry Rabow, Ph.D., MFCC

Professor of Sociology

University of California, Los Angeles

Joan Goldsmith

Management / Educational Consultant

Teacher

Miranda Raoof, M.A.

Community Member

Teacher, Special Education

Russell Hand

President

Airport Marina Ford

Janet Rees

Head Administrator

Kaiser Permanente, West Los Angeles Clinic

Llaly Hernandez

Apartment Manager, Cleaning Lady

Community Leader

Sharon Sackin, Ph.D., MFCC

Parenting Educator

Joan McIntosh

Management Consultant

3M

Raymond Reisler*

Executive Director

S. Mark Taper Foundation

Mar Vista Family Center

Who's Who

Betty Factor

Founder, Mar Vista Family Center
B.A. Psychology, UCLA
Master's Program Columbia University, Social Psychology
Licensed Child Care Supervisor, Educational Therapist, Pacific Oaks

Betty Factor founded Mar Vista Family Center in 1977 in the at-risk community adjacent to the Mar Vista Gardens Federal Housing Project as an alternative to traditional early childhood education programs that were in operation at that time. Based on her education in social psychology, her early work as a licensed child care supervisor and educational therapist and her experience with her own four children, Ms. Factor established an educational setting based on a shared responsibility model requiring parent participation and overall family involvement.

Over the years Ms. Factor has been a guiding force as the Center has grown to serve over 2,000 low-income families in the Mar Vista community. Her role at Mar Vista is currently President of the Board and a volunteer advisor to the Center's administrative and teaching staff.

The recipient of the 1996 Public Citizen Award from the National Association of Social Workers, Ms. Factor formerly served as California State Democratic Committee Woman and was supervisor of a California State Department of Education child care center in Venice, California before founding Mar Vista Family Center and serving as its volunteer Executive Director from 1977-1995.

Mar Vista Family Center

Who's Who

Lucia Diaz

Executive Director, Mar Vista Family Center/The Mar Vista Institute
Preschool Teaching Credential, UCLA Extension

Mar Vista Family Center Executive Director Lucia Diaz first came to the United States from her hometown of Tekanto, Mexico in 1976, accompanied by her 11 brothers and sisters. At age 17, she began work as a live-in maid and by age 20, she had married and given birth to her first child.

Ms. Diaz's first step toward her career in teaching and administration began in 1981 when she came to Mar Vista Family Center as a parent participant in her child's day care program. From there she went back to school and earned her high school diploma. She then enrolled in the UCLA Extension Program at the Center to earn her certificate as a preschool educator and became the first peer counselor.

In 1985, Ms. Diaz began serving as Mar Vista Family Center head teacher and the following year she was promoted to the position of Program Director. In 1995, Ms. Diaz became Executive Director of the Center. At the same time she also assumed the role of Executive Director for The Mar Vista Institute, created to offer workshops, coaching and consulting in the Mar Vista Model of shared responsibility.

Her administrative and teaching career also includes serving as Instructor at the Methodist Preschool of Pacific Palisades and Workshop Leader for the Center to Advance Precollege Science Education.

Ms. Diaz has been a lecturer, guest speaker and panelist for numerous groups and educational institutions, including Bank Street College/Rockefeller Brothers Conference, Mount St. Mary's College, Santa Monica College, UCLA Education Extension, West Los Angeles College, Los Angeles Unified School District, Yo San University and the Edward W. Hazen Foundation. Her community involvement includes serving as coordinator of programs for the California Highway Patrol and Los Angeles Board of Public Works.

Who's Who

Dr. Sandra Sparling

Education Director, The Mar Vista Institute
Ph.D. University of California, Los Angeles
California State University, Los Angeles
M.A. California State University, Los Angeles
B.A. California State University, Los Angeles

Dr. Sandra Sparling, was instrumental in the design of the Mar Vista Model curriculum when she served as an educational consultant to Mar Vista Family Center, in the 1970's. She is returning to the Center to serve as Education Director for the newly formed Mar Vista Institute. The Institute has been created to offer workshops, coaching and consulting in the Mar Vista Model of shared responsibility to schools, social service organizations and municipalities throughout the United States.

Prior to assuming the position of Education Director at The Mar Vista Institute, Dr. Sparling was Associate Professor in the Teacher Education Department and Director of the Teaching Credential Program at California State University, Bakersfield. Her career in higher education has also included serving as Instructor for the UCLA Extension Early Childhood Education Certification Program; Guest Lecturer at Chapman College and University of Phoenix; and Assistant Professor for Extension, Supervising Teacher for the Department of Special Education, and Assistant Professor for Continuing Education at California State University, Los Angeles.

Dr. Sparling has also been a middle school teacher in the Bakersfield City School District and Los Angeles Unified School District elementary school teacher, handicapped teacher, gifted program coordinator and project director/creator of the School Enrichment/Parent Education Program for the first L.A. Unified School District Gifted Magnet School.

The author of many academic contributions to professional journals and publications, Dr. Sparling has been the recipient of numerous grants, awards and honors during her lengthy career in the field of education.

Mar Vista Family Center

Who's Who

Hattie Barnett

Program Director, The Mar Vista Institute
Outreach Coordinator, Mar Vista Family Center
Preschool Teaching Credential, UCLA Extension
Alcorn State University

Hattie Barnett began her association with the Center in 1983 when two of her four children became enrolled in the MVFC preschool program and she accompanied them by serving as a parent participant. She then enrolled in the UCLA Extension Program at the Center, earning her certificate as a preschool educator and began serving as a teacher at Mar Vista in 1985.

In 1990, Ms. Barnett assumed leadership of the MVFC peer counseling program and then in 1992 she assumed the role of Outreach Coordinator for the Mar Vista Partnership Education in Public Schools (PEPS) program in South Central and East Los Angeles. In this position, she held responsibility for training teams of teachers, parents and administrators in the Mar Vista Model. As Program Director for the newly created Mar Vista Institute, she will continue to lead outreach and training for schools, social service organizations and municipalities.

Prior to entering the field of educational training, Ms. Barnett was a chemical and electrical technician for Hughes Aircraft Company in El Segundo, California. She was also an ecologist trainee for the United States Environmental Protection Agency.

Who's Who

Deanna Cherry

Development Director, Mar Vista Family Center/The Mar Vista Institute
B.A., UCLA, Development Studies, Intergroup Relations
Public Affairs Fellow, Coro Southern California

As Development Director for Mar Vista Family Center and The Mar Vista Institute, Deanna Cherry is responsible for the organization's marketing, fundraising and administration. Her fundraising efforts for Mar Vista have resulted in hundreds of grants and bequests by public and private donors resulting in over 2 million dollars contributed since 1993 and a 300% growth in programs.

Ms. Cherry began her association with Mar Vista in 1993 as a consultant focusing on long-term planning for The Center while serving a year-long fellowship with Coro Southern California. Prior to that, she served as an Assistant Policy Analyst with the National Urban League in Washington, D.C. Her experience also includes volunteer work with Rebuild Los Angeles and UCLA Student Media.

At UCLA, she was an Undergraduate Fellow with the Urban Poverty Center, was selected as the College of Letters and Sciences Undergraduate of the Year in 1992 and was awarded the President's Undergraduate Fellowship for research in Africa.

She served as Chair of the UCLA Communications Board in 1995 and currently sits on the Board of Directors of the Hollywood Boys and Girls Club.

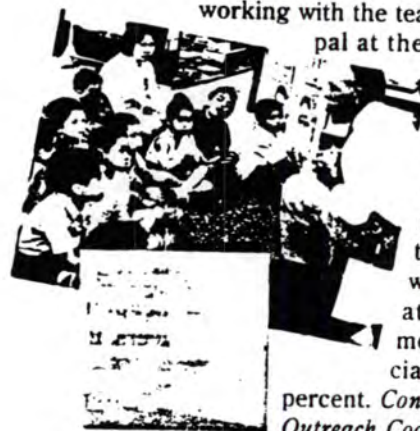
Family Circle

What Makes America Great? 20 Programs That Can Work for You

SPECIAL REPORT

20 Ideas That Can Make America *great*

To find the best programs that are working to solve the problems facing our society, we polled 103 community and government leaders across the country. For this report we've chosen 20 outstanding examples: programs that deal with problems ranging from latchkey kids and families in crisis to neighborhood violence and the needs of senior citizens. The listing (they're in alphabetical order) includes someone to contact for more information—because you could make a difference where you live.



Mar Vista Family Center's Partnership Education in Public Schools (PEPS) instructs teams of parents, teachers and principals in how to increase parent participation in South Central and East Los Angeles schools. After attending workshops, the parents begin working with the teachers and the principal at their child's school on

a project of the group's choosing. At Corona Elementary School, attendance at parent meetings doubled after the first PEPS workshop, and parent attendance at Rosemont Elementary special events is up by 50 percent. *Contact: Hattie Barnett, Outreach Coordinator, PEPS, Mar Vista Family Center, P.O. Box 5414, Culver City, CA 90230; 310-390-9607.*

You can replicate any of these programs in your town.

Making a Difference

Mar Vista: Teaching Parents as They Teach Their Children

Young children at risk of failure in school because of poverty or a dysfunctional home life can benefit from a combination of parenting education and quality early childhood programs, says a recent report by the U.S. National Commission on Children. This isn't news to the Mar Vista Family Center, which has offered exactly such services for 16 years in a low-income pocket of this West Los Angeles community. The nonprofit agency offers a predominantly Latino neighborhood a range of family services built around a day-care center that depends on parent participation.

The preschool program serves 34 children from 3 to 5 years old. Parents agree to work at the center and participate in workshops at least once a week in exchange for the free 30-hour-a-week preschool. In an innovative partnership with the UCLA Education Extension, the center also offers training that allows parents to be certified as early childhood educators; the center's director and six-member staff have completed eligibility coursework for certification. Now, to spread the word, they are holding monthly workshops to show parents, teachers and administrators at 14 Los Angeles public elementary schools how to increase parent participation.

SHARED RESPONSIBILITY

BETTY FACTOR
Founder of Mar Vista
Family Center

Our basic education tool with parents and children is a shared responsibility model. The elements are that we raise awareness of family relationships to break [violent] patterns, that we learn alternative behaviors to destructive ones, that we resolve conflicts without resorting to violence, that we respect individual choice and that we share decision-making and problem-solving between the parent and child.

In addition to the child education and daily parent workshops, we have weekly fathers' groups, mothers' groups, preteen groups, teen groups open not only to the families enrolled in the preschool but to anyone in the community.

Children that are raised with this kind of relationship in the family extend that into the way they relate in the community with other families. What it means for the community is that children raised without violence are not violent with each other. It could help to remove the violence we see on the streets of our community.

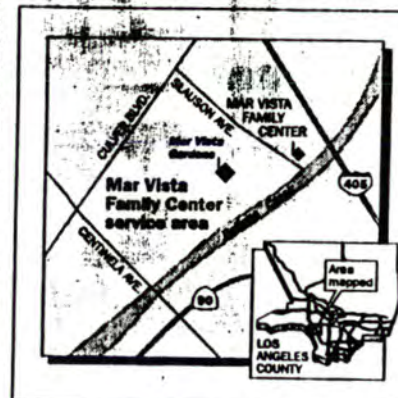
ONE PARENT'S EXPERIENCE

LUCIA DIAZ
Director of the child and parent
education program at Mar Vista
Family Center since 1987

I came [to the Mar Vista Family Center] 13 years ago, in 1981, with my oldest daughter, who is 15 now, I didn't really have that

children. I can say I was physically abusing my children because I didn't know what else to do. I wasn't feeling happy about this. Then I went back to cleaning houses. Once my older daughter came with me and she said, "When I get older, I want to clean houses like you." And then it really hit me: This is not what I want for her. That's when I knew that if I wanted my daughter to learn to do something different, I needed to do something different, too. I needed to change my life.

My children were in the day-care program. I went back to school and got my high school diploma and started here as a peer counselor, then I became a teacher. I was one of the first parents to enroll in the UCLA Extension program to become a preschool educator in 1984. I received my credential in 1986. Being here as a parent I [learned] how to deal with [my children]—how to guide them, how to communicate with them, how to respect who they are.



RESULTS

- 800 children have graduated from the preschool program.
- 200 neighborhood adolescents have participated in community improvement, tutorial or group therapy programs.
- 45 parents have become accredited, employed preschool teachers.

SECTION

B

MONDAY
NOVEMBER 15, 1993 CC 11

VOICES



NANCY KAYE / For The Times

Parent participation is the key to a preschool program and other services offered at the nonprofit Mar Vista Family Center. B4, B5



NANCY KAYE/For The Times

Parent volunteer Sandra Serrano helps Aurora Pasillas string beads at the Mar Vista Family Center.

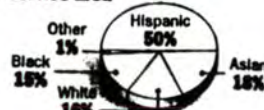
Population:
Mar Vista-Palms Del Rey: 113,782
Family Center service area: 8,918

Persons living in poverty:
Mar Vista-Palms Del Rey: 11.6%
Family Center service area: 36.5%

Population by race and ethnicity: Mar Vista-Palms Del Rey



Mar Vista Family Center service area



Source: U.S. Census, programming by Times analyst SANDRA POINDEXTER

Compiled by Times researcher CATHERINE GOTTLEB

LAUREL DAUNIS / For The Times

PEOPLE

MAID A CAREER

Daughter provided inspiration

By Marilyn Martinez
STAFF WRITER

Lucia Diaz can remember the very day she decided to educate herself. It was the day her daughter said she wanted to be a maid just like mama.

"That's not something I wanted for her," said Diaz. "That's when it started coming to my mind that I'm a model for my child. I wanted her to learn something different."

Just back from a meeting downtown, Diaz sits upright on the edge of a couch in her office and speaks openly and earnestly about the change in her life since she walked into the Mar Vista Family Center.

It has been a remarkable transition: from \$50-a-week maid to educator, lecturer, homeowner and community leader.

Ten years ago, Diaz came to enroll her 3-year-old daughter in the center's pre-school. Now she is the director of the \$136,000-a-year child and parent education program.

For a woman who as a 6-year-old sold tamales on the streets of Tekanto, a small town in Mexico's Yucatan peninsula, it was a satisfying trip.

"I never expected to have what I have right now," said Diaz, 34, clad in a business dress, her long black hair pinned back. "To be who I am right now, it's like a dream for me."

"Sometimes, I sit down and I think of my background. I come from a family of 11. The way we used to live was very poor. I just cannot believe it."

But those who have known Diaz since she first came to the center saw in the young, Spanish-speaking mother a fierce desire to learn.

'Nothing too much'

"We were quick to observe that she just wanted to absorb everything," said Betty Factor, a board member and founder of the center. "Nothing was ever too much for her."

At 17, Diaz came to the United



RICHARD N. LEVINE/STAFF PHOTOGRAPHER

Lucia Diaz, director of the child and parent education program at Mar Vista Family Center, works

with, from left, Erica Wilson, Kristin Lide and Daniel Salazar. Diaz also is a community leader.

in Bel-Air. When her daughter was young, Diaz was still cleaning homes, and she would bring her daughter along after school.

In two years, Diaz earned a high school diploma, and was the first parent at the center to enroll in child education courses through UCLA Education Extension.

She was also raising two children, and struggling to win the support of her husband, a Mexican immigrant who worked as a gardener.

Diaz's husband pitched in by watching the children, helping Diaz with her English and providing encouragement, she said.

At the center, where parents are required to spend one day a week, she progressed from a counselor's assistant, to a teacher, then head teacher.

Five years ago, she was asked to be the center's director.

Meanwhile, her husband, Gustavo Diaz, 36, was working his way up, too, and is now an administrative analyst at UCLA.

The couple have a home in Westchester. Blanca, their

basketball at St. Monica's High School, and their son, Ricardo, 12, is an A student at St. Gerard Majella School.

Marina, their 5-year-old daughter, attends pre-school at the center.

Recounting her story, Diaz still seems amazed at the outcome. As one of seven sisters and three brothers, Diaz spent her youth working.

Although both her parents worked, there never was enough money to go around, she said.

"They were great parents," said Diaz. "They worked really hard. My mother really was a great model for us. She taught us to be responsible in life."

Counsels gang members

But Diaz is not content. She counsels local gang members. She organizes community cleanups and arranges for local youths to go to summer camp.

She speaks at junior high schools, high schools and each year at the center's graduation ceremony. In October, she gave a lecture at Santa

family.

"Whatever she has learned here, she has taken into the community," said Sandra Scott Sparling, who supervised the center's education program.

Diaz said she has done nothing more than to take the school's philosophy of self responsibility to heart.

"I said, 'What is it that you want in your life? What is it you need to do to get it?'" said Diaz. "We have to set the goal, and you can work step, by step to get it. That is one of the things I keep in my mind. I say, 'I can do it.'"

It is a message Diaz constantly preaches to the many immigrant Latino families that come to the center.

"I tell them that when you come over here, you have opportunities but that it's up to you," said Diaz. "This is what we offer. If you really want it, you can do something. If you don't want it, you will live the

Preschool For Parents

L.A.'s Mar Vista Family Center teaches kids and grown-ups lessons on how to become someone in the world

When Liz Medina first brought her son to the Mar Vista Family Center in 1986, she was strung out on drugs. "Liz was all skin and bones," remembers center founder Betty Factor. "We worried about her."

Medina is now a filled-out twenty-seven-year-old, working part time and engaged to be married. She speaks quietly but firmly about the path she has traveled in the past seven years, and how bringing Thomas to the center unexpectedly turned her own life around.

Growing up not far from the center, in a low-income pocket of West Los Angeles, Medina divided her time between the homes of her mother, who is a nurse from Honduras, and her father, a restaurant owner who immigrated from Mexico's Yucatan peninsula. Her parents loved her, but Medina felt she couldn't talk with them.

At twelve, Medina thought she'd found friends who understood her. She joined a gang from nearby Venice — the V13's. "I'd go with five girls, hang out, go out and drink," she recalls. She took a variety of drugs and tattooed a tiny blue dove on her left ankle — "dove" in street lingo means a \$20 rock of cocaine. Pregnant at seventeen, Medina graduated from high school, then moved in with her boyfriend. By the time she brought her three-year-old son to the Mar Vista Family Center in 1986, Medina was addicted to cocaine.

Today, Medina asks another mother to take her place supervising play in the yard so she can sit on a folding chair in the center's cramped office and talk about the changes in

her life. Her oval face is dominated by large, almond-shaped brown eyes, and her long brown hair is pulled back to reveal small hoop earrings. Dressed neatly in cutoff denim jeans, white Keds, and a navy-blue T-shirt, she speaks with intelligent determination about her part-time job,



PRESCHOOL FOR PARENTS

her planned marriage, and her goals for her family.

Medina is one of hundreds of parents in this mainly Hispanic and African-American neighborhood who have brought their children to the Mar Vista Family Center for its child-care and preschool program, stayed for the mandatory one-day-a-week participation, and ended up turning their own lives around. That's no accident, explains center educational consultant Sally Gross, since the Mar Vista philosophy sees parents as partners in the education of the children. "In our school," says Gross, "the parents are just as important as the children."

Factor founded the Mar Vista Family Center in 1977 after learning at another child-care facility the folly of trying to educate kids without parental participation. "Nothing was being accomplished [at the first center], because the

parents and I weren't thinking in the same direction," she remembers. In contrast, eighty-five percent of the Mar Vista center's 800 preschool graduates have been successful — in both classwork and behavior — in elementary school, she says.

As for the parents, thirty-five percent of those who came to the Mar Vista center on Aid to Families with Dependent Children are now regularly employed. Impressed by such statistics, the city of Los Angeles Community Development Department provides two-thirds of the Mar Vista Family Center's \$150,000 annual budget; corporate, foundation, and individual donations provide the rest. The program enrolls thirty-four children ages three to five. Staff also oversee gang-prevention activities, including group therapy and tutoring for school-age children, and group activities such

as neighborhood cleanups and delivering food and toys to needy families during Christmas.

But the Mar Vista center's most innovative program is its partnership with UCLA Education Extension which offers training in early childhood education at the center. Sixty-five parents have taken UCLA Extension courses, all on scholarship. Twenty including the center's current director Lucia Diaz, and its entire six-member staff — have completed the seven courses needed for certification as preschool teachers.

Liz Medina's road away from gang participation and drug addiction began the day in 1986 when she brought her son Thomas to the Mar Vista center near her apartment in the Mar Vista Gardens housing project. Although she was afraid she'd be criticized for her

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lifestyle, or would do or say something wrong, Medina went to the center because she knew she needed help with her son. Her fears gradually disappeared.

"What's really nice about the school," says Medina, "is they pretty much knew I was on drugs, but they saw my child came to school every day and looked neat. ... They saw I put my attention to him even though I was an addict. If they wanted to, they could've turned me in."

But the staff demanded only that Medina fulfill the same responsibilities as every other parent. In exchange for tuition, Medina promised to arrive for work at the center by 8:55 a.m. one day a week, or to arrange for a replacement. She agreed to attend a parent meeting at least once a month, and to call when her child was absent. "These are very small agreements," explains Factor. "But when parents are able to keep these promises at school, the rest of their lives start to come together — because then they see how to make commitments to the priorities in their lives."

Next, Medina began going out to lunch once a week with Rena Ellis, the center's family counselor. ("Most of our mothers," says Factor "don't ever have the opportunity to go out for a social lunch to a restaurant.") Ellis talked to Medina about the center's belief that people can take responsibility for their own lives by making choices. Choice meant, she gently pointed out, that Medina need not accept her boyfriend's battering. It also meant Medina could set limits for her son. "I was the kinder person that was quiet," remembers Medina. "Rena opened me up and grounded me, and put some hard lines I should have looked at."

Working at the school, Medina particularly enjoyed learning how to discipline her son without spanking or yelling. She watched and copied conflict resolution methods from the teachers.

For example, when two children fight over a toy, a Mar Vista teacher will ask each child, "What is it you want?" "What is your problem?" "What can you two do to solve that problem?" The teacher may help them find the words they need, or encourage them to generate solutions, but the children solve the problem for themselves, explains Factor. Medina

learned how to talk to Thomas, to help him express his anger by kicking a ball, and to calm him down with a hug.

"The school helped me to have more control," says Medina. "I was into 'He's so hardheaded.' I was wrong. I wasn't putting the time into sitting with him and listening. At school they taught me to sit down and watch him."

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PRESCHOOL FOR PARENTS

"And the school taught me to cope with other people's children," she adds, her face and voice softening. "I was myself growing up ... to respect those children and love them as individuals."

On her workday, Medina met with the other parents while the children napped. A staff member helped them talk about themselves, sorting out the choices in their lives, focusing on their own goals and the obstacles to achieving them. Finally, the parents set up individual strategies for overcoming these barriers. Medina — who had already broken away from the V13 gang and kicked PCP — realized that she wanted to be a better parent, and that she wanted to get a job working with children. Standing in her way, however, were her cocaine dependency and her boyfriend.

After taking two UCLA Extension classes, Medina took a job at a nearby preschool as an assistant teacher. She soon quit — "because the drug was taking over me" — but was determined to beat her addiction. Then, the day after her twenty-third birthday — the month her son graduated from Mar Vista preschool — Medina left her boyfriend in the projects to stay with her father, and went off drugs cold turkey. The only indulgence she allowed herself was eating sweets. She fought her desire for drugs, endured shaking, and fell into overeating and vomiting. The five-foot-four Medina battled to push her weight, which had plunged to sixty-five pounds, up to ninety-eight pounds. Six months after her break with cocaine, Medina discovered that she was pregnant with her second child. "I felt I really had to take care of myself then," she says. Her weight soared to 170 during her pregnancy, but she was free of drugs.

Today, Medina is about to marry her new boyfriend, who works two jobs and is the father of her third child. She is assistant director of the park next to the Mar Vista center, where she orga-

nizes an after-school activities program and runs a Just Say No Club. Medina's goals now are to buy a home and to get her children the best possible education. She also wants to become a full-time park director "for my children, to teach them to become someone in this world." Beyond that, Medina dreams, if she could convince *one* gang member to be something in life, or help set *one* person on the road to drug recovery, she would feel she had accomplished something.

Betty Factor has already accomplished a great deal. Sixteen years after scouring laundromats and knocking on housing-project doors to find the Mar Vista Family Center's first five children, she notes proudly that the center has a long waiting list, including parents who keep returning and bringing their friends. Phone calls come regularly from local preschools seeking to hire the center's parents as teachers. In the fall of 1991, a fathers' group started meeting once a week. And center staff and consultants were recently chosen to run parent-involvement programs for a National Science Foundation project in thirty-two public elementary schools in South Central and East L.A. Visitors from Boston, Mozambique, Japan, New Zealand, and Israel stream steadily through the Mar Vista center, looking for models to take back home to their own troubled communities.

In an era of increasing political emphasis on people taking responsibility for their own lives, more and more visitors are likely to tour the Mar Vista Family Center, and perhaps the park next door. There they will see the results of work carried out quietly over many years by people like Betty Factor, Sally Gross, and now Liz Medina.

Santa Monica, California-based writer Kathy Seal specializes in education and family issues.

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Katherine Whelan
Executive Director

TO: MELANNE VERVEER
PATTY SOLIS DOYLE

FROM: Katie Whelan

RE: Invitation to DGA's Spring Policy Conference

DATE: April 24, 1997

Attached for your approval please find a copy of the text only for the proposed invitation for the DGA's Spring Policy Conference on Children. We have listed the First Lady in accordance with the guidance you provided for her last appearance for the DGA, at this summer's Democratic National Convention in Chicago. Please let me know if this language is still acceptable. Also, you will note we have provided a quote from Mrs. Clinton's book, It Takes a Village, in the invitation. This invitation will go out to various donors, Democratic party members (national, state and local), and children's activist groups and individuals based in Los Angeles and the surrounding areas. Please let me know if this invitation meets with your approval. We hope to send this to the printer by this evening.

I would also like to discuss the location of the site visit with you. I just returned from Los Angeles, where we found an excellent community center on the West side of Los Angeles that provides wrap around services to the surrounding area, and Governor Dean would like to use this location for the site visit with the Governors and the First Lady Monday morning, May 19, 1997. I have attached a copy of the memo I sent previously, which lists the schedule for the conference, so you can see where this would fit in.

I will call you this afternoon to discuss these items. Again, thank you for your assistance in arranging the First Lady's appearance at the DGA Conference on Children in Los Angeles, May 18-19, 1997. I look forward to speaking with you.

THE WHITE HOUSE
WASHINGTON

February 26, 1997

MEMORANDUM

TO: Maggie Williams
Melanne Verveer
Patti Solis

FROM: Marcia L. Hale *MLH*

CC: Sylvia Mathews

SUBJECT: Governor Dean

Attached is a letter from Governor Dean to the First Lady referring to a recent phone conversation between the two of them. I have also spoken with Governor Dean regarding this invitation. Does the First Lady have an interest in participating? I highly recommend her attendance and will be glad to work with the DGA to make it a productive event.

Please let me know what you think and if you want to get back to Governor Dean or if you would like me to.

Thanks

Attachment

*Patti
Will you
follow up
with
Thanks -
Alonso*

*yes
5/19:
File
May*

SM



DEMOCRATIC GOVERNORS' ASSOCIATION

MEMORANDUM

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Katherine Whelan
Executive Director

TO: **PATTY SOLIS DOYLE**
Director of Scheduling for First Lady Hillary Rodham Clinton

FROM: **Katie Whelan** KW
Executive Director

RE: **First Lady's Participation in DGA Forum on Children's Issues**

DATE: **April 8, 1997**

I want to thank you again for your assistance in arranging for the First Lady to take part in the DGA's Spring Issues Conference on Children's Health and Education in Los Angeles on May 19, 1997. Governor Howard Dean, 1997 DGA Chair, and all of the DGA members are looking forward to hearing the First Lady.

The purpose of this memorandum is to update you on the timing for the First Lady's participation in the DGA Spring Issues Conference. As we discussed, the DGA requests that Mrs. Clinton take part in a site visit to a location that provides wrap around services to children in the West Los Angeles area. DGA staff is investigating various locations, and will provide you with information once we have narrowed the list of possibilities. Following the site visit we would be pleased to have Mrs. Clinton as the keynote speaker at our plenary luncheon on children's health and education. A time frame for the day would thus look like this:

10:00 a.m.- Site Visit with Democratic Governors
11:15 a.m.

12:00 p.m.- Keynote Speaker at Plenary Lunch Session on Children's
2:00 p.m. Health and Education

Our intention is that both the site visit and the keynote luncheon be open press, although the First Lady would not be asked to take part in any open press availability, unless she desires to do so.

Additionally, Governor Dean has requested that, if at all possible, he travel on the First Lady's plane from Washington, DC to Los Angeles. The DGA will reimburse the full cost of the flight, and I think Mrs. Clinton

will find the Governor's knowledge of children's issues and his record regarding children's issues in Vermont interesting and informative. I would be very appreciative if you could accommodate this request, if it can fit with the First Lady's travel plans.

Please let me know if this proposed schedule can be confirmed on the First Lady's calendar, and if it may be possible for Governor Dean to travel with her to Los Angeles. Again, thank you for your assistance and I look forward to speaking with you soon.