

Retired Files of Nicole Rabner
Special Assistant to the President & Senior Policy Advisor to the First Lady
Box #15 of 16

Various Files – Accomplishments, Correspondence, Etc.

FILES
HRC- Accomplishments
HRC- Accomplishments/ Website
HRC- Columns
HRC- Entertainment Book
HRC- Issue Grid (2 Files)
HRC- Issue Memos- General
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HRC- White House Book
Nicole Rabner- Misc. Floppy Disks
Nicole Rabner- Nicole Rabner Correspondence

ENCLOSURES FILED OVERSIZE ATTACHMENTS **15422**
This box filed 3/22/2000 *NARA 12895*

THE WHITE HOUSE
WASHINGTON

July 3, 1997

Mr. Ron Aaron
Executive Director
The Rape Crisis Center
5835 Callaghan Road
Suite 260
San Antonio, TX 78228

Dear Mr. Aaron:

Thank you very much for sharing with me a copy of your informative video, *Teens Talk to Teens about Rape*. I look forward to watching it and learning more about your important work.

With best wishes, I am

Sincerely yours,



Nicole Rabner
Associate Director for Domestic Policy

THE
Rape Crisis
CENTER

ADVOCACY

CRISIS INTERVENTION

COUNSELING

PUBLIC EDUCATION

June 6, 1997

Ms. Nicole Rabner
Special Assistant For Policy
The White House
West Wing, 2nd Floor
Washington, D.C. 20500

Dear Ms. Rabner:

Talk about a small world. Liz suggested I send a copy of our Teens Talk To Teens About Rape video to you. I hope you have a chance to screen it and possibly show it to the First Lady, as well.

As Liz may have mentioned, the video is a first of its kind in the nation. We produced it to specifically target teens because they are at such high risk as potential victims and as perpetrators of crimes of sexual violence. Of the more than 5,000 people who are raped each year in Bexar County (San Antonio), more than 60% are under the age of 17. Overall, 95% of the victims are women.

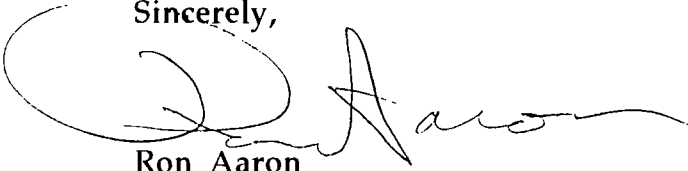
Also enclosed is a copy of the special teacher's guide we prepared. I would welcome your comments or reactions to both the video and the guide.

For your information, we've made the video available to rape crisis centers, schools, YWCA and YMCA's and other groups across the country.

The video already has won a gold medal at the Houston International Film Festival (April '97) and a Regional Addy (March '97) from the Association of American Advertising Agencies. It is currently being judged at the national ADDY competition.

Best wishes.

Sincerely,



Ron Aaron
Executive Director

HONOR

Yerkes wins statewide award

By ELAINE AYALA
EXPRESS-NEWS STAFF WRITER

Express-News columnist Susan Yerkes, a 20-year journalism veteran, received a statewide award Friday from the Texas Association Against Sexual Assault for a series of columns about rape.

She was one of eight honorees representing a wide range of fields. She received the award in Austin at the group's 15th annual convention. The organization includes professionals who work in rape crisis, child abuse and child sexual assault.

The four-day conference, called "Strong Voices: Advocacy Today and Tomorrow," is co-sponsored by the Sexual Assault and Prevention Service and the Crime Victims Compensation Office, both of the Texas Attorney General's Office.

Ron Aaron of the San Antonio

Rape Crisis Center nominated Yerkes for a series of columns on rape. In the first one, which ran in September, Yerkes revealed she had been raped as a college student.

"The impact of that, we thought, was extraordinary," Aaron says. Both Yerkes and the center received scores of calls from rape survivors.

Aaron says Yerkes' openness helped other women "talk about something they could never talk about before."

That was why Yerkes was honored, he says.

"The whole purpose of the award is to recognize a journalist who has made a significant impact in the field of sexual assault and influenced the lives of survivors."

Yerkes, the only San Antonio winner, has worked in television, radio, magazines and newspapers.



Susan Yerkes, whose column runs in the S.A. Life section, was honored Friday by the Texas Association Against Sexual Assault.

She writes a general-interest column but has specialized in women's issues.

She was a columnist with the now-defunct San Antonio Light and came to the Express-News in 1993. She is a graduate of the University of Texas at Austin.

A contingent from the San Antonio Rape Crisis Center attended the convention. Mary Wynn, the center's education director, was one of the speakers.



Susan Yerkes

Rape Crisis video speaks to all ages

In the spring of 1971, I was 19, a junior at UT-Austin.

That was the spring I was raped. It was about 10:30 on a warm February night — Valentine's Day was ahead. I'd been fretting about whether I'd have a valentine.

I was walking home to the apartment on Salado Street from a waitressing job at Scholz Garden, where politicians like **Ann Richards** and **Jim Mattox** hung out with college kids and cowboys.

The street was dark and quiet, and I felt carefree.

Then I spotted a lone figure on a corner a couple of blocks away. He was wearing a busboy's white coat, probably leaving a job, too. But something scared me. Maybe it was the way he was standing still, and when he saw me he suddenly started to move.

I walked faster. So did he. The trees and bushes that lined the street muffled the sound of steps, but I heard them quickening.

I began to run and scream.

Then he caught me roughly from behind. I felt a knife in my back. He pushed me down in the bushes.

"Open your eyes, bitch, and I'll kill you," he hissed. I squeezed them shut.

The man was nervous. He slapped my face, punched me, cursing, fumbling, forcing himself. He held the knife at my ribs. I hoped if I died, my mother would never know how it happened.

Then a jingling noise — and the rapist was gone, running.

A man was walking his dogs, coming closer. I lay in the bushes, dazed, until he reached me.

He walked me home and told me to call the police. I didn't.

They'd never catch the man. I hadn't even seen his face close-up. A guy in a busboy jacket. Great Austin ID. They might blame me.

Last week, my friend **Dan Prashner**, who lived next door that year, was in S.A. We recalled that night, when I went straight to his house, sat on the floor with my arms around my knees and cried.

It took a long time to get over it. It didn't feel like sex. It felt like someone had sneezed on me in a filthy, degrading way that I could never completely wipe away.

I never told my mother.

This week, when **Ron Aaron** showed me the Rape Crisis Center's powerful new video, "Teens Talk to Teens About Rape," I knew those kids aren't just talking to teens. They speak to us all.

When the girl says, "My brother's friends gang-raped me. One of them gave me HIV. Now I bet they all have AIDS," I thought I could understand her rage and pain.

That was the gift of my rape. Understanding. I didn't get pregnant, HIV-positive or VD. I was luckier than many.

At the uplifting close of the video, when one young woman says strongly: "I called the police. That fool didn't know who he was messing with," and when stark, beautiful young faces chant: "It's *your* body. It's your *right*. It's your *LIFE*," I felt a great surge of hope, to know there's comfort for others who live the nightmare of rape.

The video is great. But what's critical is the message. Today, there is help.

The Rape Crisis hot line is 349-7273. I wish it had been there 25 years ago. Thank God it's there today.

Rape Crisis Center hopes to aid teens with sexual assault video

By CHRISTINA RAMIREZ

EXPRESS-NEWS STAFF WRITER

Using teen volunteers and images geared toward the MTV generation, the Rape Crisis Center of San Antonio has created a new tool in its effort to combat sexual assault among young people.

On Sunday, the Rape Crisis Center of San Antonio held a screening of its new video, "Teens Talk to Teens about Rape," the first of its kind in the country to be aimed at teen-agers.

"When I started working here, it struck me how large the number of rape victims that are 17 and under," said Ron Aaron, executive director of the Rape Crisis Center. "Many don't understand what rape is. It's a violent, vicious crime against women and children, and sometimes men."

Nearly 60 percent of rape victims are age 17 or younger, according to statistics provided by the center, and rapists themselves are getting younger.

A cast of 20 volunteers under the direction of Bobby Livingston present various rape scenarios in the four-minute, MTV-style, high-energy video.

Lindsey Blaufarb and Jarandy Manidu co-lead the video, cast as the voices of reason.

Blaufarb, a sophomore at the International School of America at Lee High School, said working on the video was a learning experience.

"Rape is a form of violence that, like a robbery, robs a person of their security and can happen to anyone," Blaufarb said.

"It does happen in high school, especially at parties," she said. "Girls get drunk and the guys take advantage of them. Then, the girl thinks it was her fault for being drunk and so she never tells."

"Kids today can tend to go too far to have fun. Hopefully, other men who watch this will also take it seriously (and) see the truth of rape."

■ JARANDY MANIDU,
teen volunteer on video

In the video, Blaufarb's character points out that only 10 percent of rape victims report the crime.

Manidu, a senior at Lee, said working on the video gave him new insights.

"As a young man, I see it as a problem in high school and as you go on to college," he said. "Kids today can tend to go too far to have fun. Hopefully, other men who watch this will also take it seriously (and) see the truth of rape."

The video was screened by students at Madison High School earlier in the week.

"After students see the video, I discuss the facts brought up in the scenarios," said Mary Wynn, public education director with the Rape Crisis Center. "Sixty percent of them either know someone who has been raped, or have been raped."

Wynn said the lack of education concerning rape sometimes creates an obstacle for getting the video in the classroom.

"There are people who will wrongly interpret this to be a sex education video," she said. "This has nothing to do with sex; this is a video about violence — it's a violence (prevention) video."

On Friday the video will be shown to about 300 students at Jefferson High School.

THE WHITE HOUSE
WASHINGTON

October 28, 1997

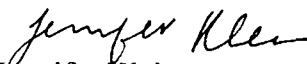
Dr. Susan Aronson
605 Moreno Rd.
Narbeth, PA 19072

Dear Dr. Aronson:

We cannot thank you enough for your participation in the White House Conference on Child Care. Your contributions during the panel discussion and your expertise made the Conference a phenomenal success and we think, helped to start a national discussion on Child Care. On a personal note, it was an honor to work with you.

As soon as we receive the transcripts and photographs from the Conference, we will forward them to you. In the meantime, please feel free to call either of us at (202) 456-6266.

Sincerely,


Jennifer Klein
Special Assistant
to the President for
Domestic Policy


Nicole Rabner
Associate Director
for Domestic Policy

THE WHITE HOUSE
WASHINGTON

October 17, 1997

Dick J. Batchelor
Dick Batchelor Management Group, Inc.
201 South Orange Avenue
Suite 1017
Orlando, FL 32801

Dear Mr. Batchelor:

Thank you very much for following up on our conversation last month and for forwarding the article on child care in Florida. As you may know, while in Miami, Mrs. Clinton met with Governor Chiles' Executive Board of the Executive Partnership on Child Care and it was an engaging discussion.

Final preparations are being made for the White House Conference on Child Care. I do hope you will be involved in one of Florida's satellite conferences. There will be one in Miami at Miami Dade Junior College (contact is Ophelia Brown at 305/347-4615) and one in St. Petersburg at the University of South Florida (contact: William Fillmore at 813/547-5925). Thank you for your counsel.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

*Faxed 10/20/97 @ 11:30
To: 407 841 4313*



October 1, 1997

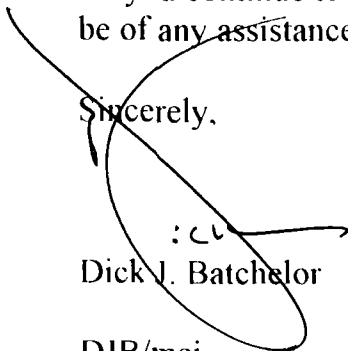
Ms. Nicole Rabner
Assistant Director for Domestic Policy
The White House
Washington, D.C. 20050

Dear Nicole:

As a follow up to our recent conversation and my correspondence to you, please find enclosed an article from *Florida Trend* (Florida's state wide business magazine), which highlights some of the private companies that provide day care for the children of their employees. This is one issue that we discussed and I thought you might find the article of interest and possibly a good reference source. You will note that in particular companies like Barnett Bank and Baskersville-Donovan have outstanding programs.

As you continue to plan for the First Lady's Child Care Conference, let me know if I can be of any assistance.

Sincerely,



Dick J. Batchelor

DJB/mei
enclosure

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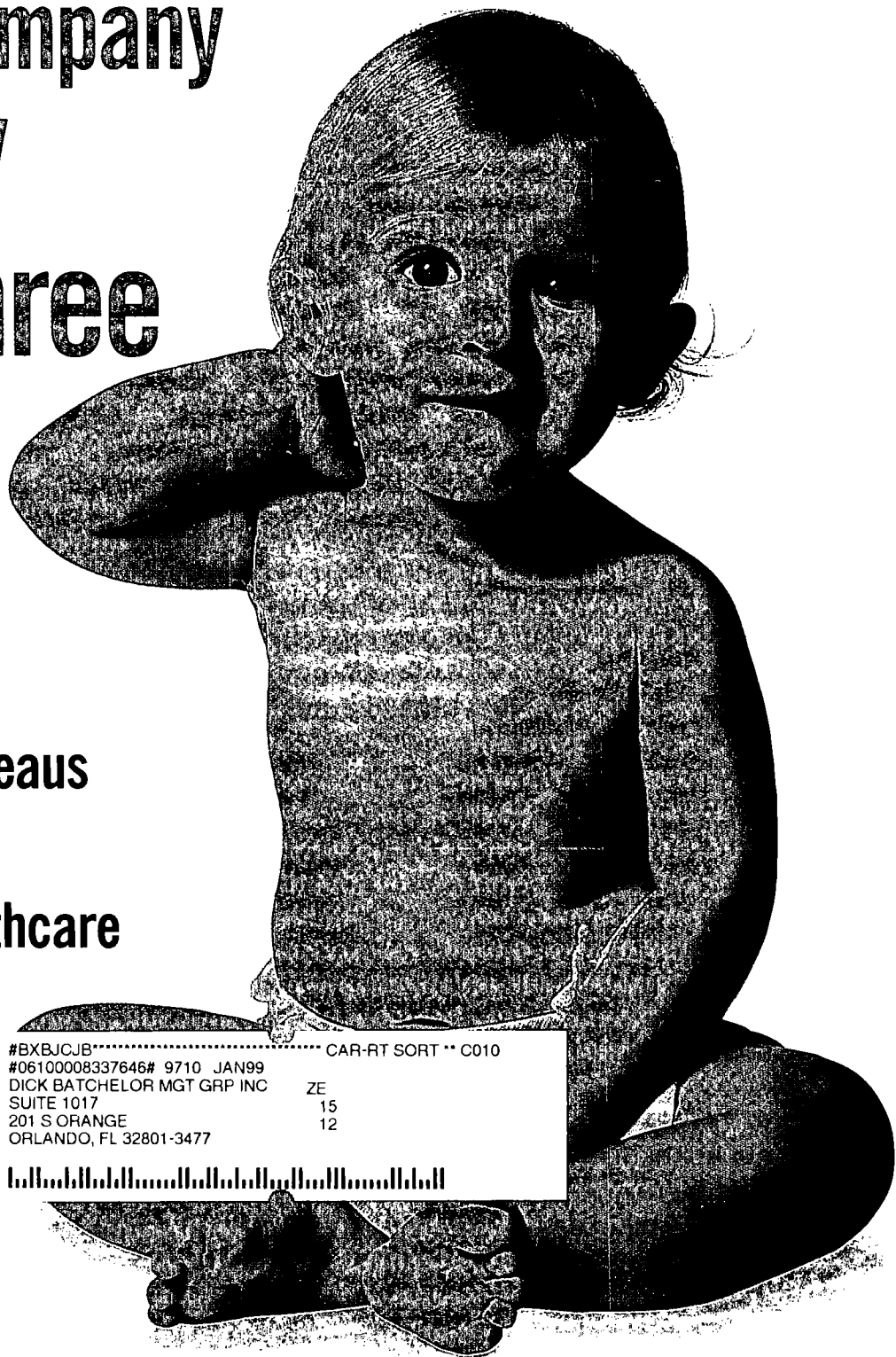
Florida Trend

THE
MAGAZINE
OF FLORIDA
BUSINESS

OCTOBER 1997

You, Your Company And Baby Makes Three

Why Child Care Is
The Hot Trend In
Employee Benefits



ALSO IN THIS ISSUE

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(Clockwise from top left) 1993 Australian 10-dollar note. 1992 West African States 5,000-franc note. U.S. military payment certificate. 1992 Albanian 1,000-leke note. 1992 Bahamian dollar bill. Icelandic 5,000-kronur note. 1986 CFP 10,000-franc note.

HOW MANY HATS

DOES A SMALL BUSINESS

OWNER WEAR?



7:30 A.M.
Donald Young and Evan
arrive at For Kids Only.



8:00 A.M.
Evan at play.



9:30 A.M.
Donald works across the parking lot
at Baskerville-Donovan

COVER STORY

And Baby Makes

Children are playing an increasingly important role in the relationship between employees and their companies. Why some businesses see child care as essential to successful operations.

By Mary Ellen Klas

It's 7:30 a.m. and downtown Pensacola is still half-asleep except for the unassuming entrance to For Kids Only, a child care center nestled between a law office and a travel agency. Donald Young is among a steady stream of arriving parents. He has a diaper bag over one shoulder and his 10-month-old son, Evan, on the other. Up the wood-paneled stairway, he strides past the kitchen where the aroma of freshly baked cinnamon biscuits follows him to a room with eight cribs. There, he hangs up the diaper bag, puts a handful of baby bottles into the nearby refrigerator and unloads Evan onto the carpet, next to a basket of toys.

"You can play now," says Young, 36, as he hands his son a rattle and pulls apart some nesting cups. He goo-gaws with Evan until 8 a.m. Then, as the baby is buckled into a tiny chair for breakfast, father waves goodbye and walks across the parking lot to his job as a coastal engineer. He will return, as he does every noon, for more playtime.

Welcome to the world of the family-friendly business environment. Young's employer, the engineering and architectural firm of Baskerville-Donovan, not only endorses this daily interaction, it subsidizes it.

During the past 11 years, the firm has guaranteed enrollment, backed the day care with rent subsidies and paid 25% of employees' day care tuition. Says company President Fred C. Donovan: "If you're going to have a company that lasts, you have to have responsible people. And responsibility starts with taking care of your kids."

Baskerville-Donovan, the largest engineering firm in northwest Florida, is still a relatively small company, with \$10 million in revenues and 140 employees. But its experience is instructive.

As more mothers return to the work force after giving birth and men assume more responsibilities at home, employees are trading salaries and titles for programs that mend their increasingly frazzled home lives. Companies faced with a shrinking labor pool have discovered they must do more to attract and retain good workers in the prime of their child-rearing years.

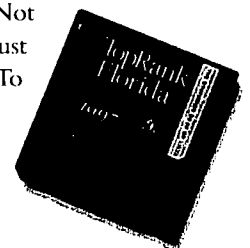
Employees, too, are increasingly drawn to programs that relieve the pressures of family routines — by helping parents be parents and, in the case of child care, helping moms and dads find a good substitute for themselves. Research shows that the more time working parents spend with their child during the day, the more satisfied parents feel

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Florida
Trend
THE MAGAZINE OF FLORIDA BUSINESS



12:00 Noon
Sharing a lunch break.



5:30 P.M.
Time to go.



6:00 P.M.
Arriving home to a
greeting from Mom.

Three

and the better adjusted the children tend to be. That's good for families, but to employers who have done it, it also translates to their bottom line: less absenteeism, lower turnover and better job performance.

"It's not a question of whether more companies will start doing this or not," says Paul Kerins, human resources executive for Barnett Banks in Jacksonville, a national leader in work-family programs. "It's just a question of pace."

The pace has been glacial. A survey by FLORIDA TREND of the top public and private companies in Florida found that most respondents considered child care assistance important but ranked their child care benefits inadequate (see page 106).

Most companies are not aware of the array of options available, according to Donna Hefner, employer family services coordinator for the Florida Children's Forum, a Tallahassee-based resource and referral service with 25 offices statewide. Employers can make a modest investment, such as establishing a pre-tax spending account for employee child care expenses or directing employees to child care referral services that will help them find quality child care. Other options include helping

employees find back-up child care for emergencies and school holidays, after-school care or care for sick children.

Then there is the high-end investment: establishing a child care center on or near the company offices, subsidizing employees to help them with child care costs or helping an existing child care center boost its quality by raising its standards and obtaining national accreditation. In each case, the programs are designed to be partnerships between parents and employers, with the major difference being how much the employer contributes.

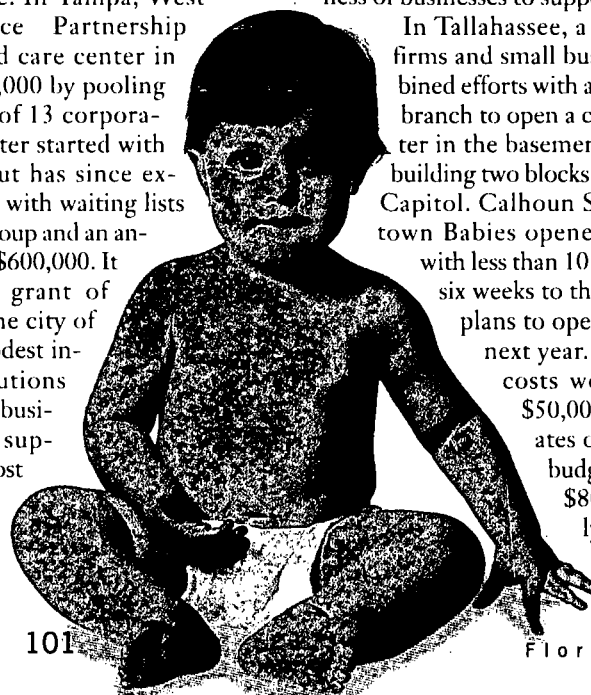
For small businesses with limited income, resources and space, assisting employees with child care is challenging but not impossible. In Tampa, Westshore Alliance Partnership opened a child care center in 1992 with \$60,000 by pooling the resources of 13 corporations. The center started with 80 students but has since expanded to 255, with waiting lists for every age group and an annual budget of \$600,000. It gets a yearly grant of \$8,500 from the city of Tampa and modest in-kind contributions from affiliated businesses, but it supports itself almost entirely from tuition paid by employees of Westshore

businesses — ranging from \$98 per week for infants to \$40 a week for after-school care.

The alliance has been so successful that this year, with the support of the Hillsborough County school district, it opened a public elementary school for the children of employees working in the Westshore business district. The school district supplies the building and the teachers while the alliance supplies the children and collaborates in choosing staff and setting school policy (the children wear uniforms).

"There's no secret to it," says Ron Rotella, director of Westshore Alliance. "The state requires certain standards and guidelines; what you need is the willingness of businesses to support it."

In Tallahassee, a group of law firms and small businesses combined efforts with a Barnett Bank branch to open a child care center in the basement of its office building two blocks from the state Capitol. Calhoun Street Downtown Babies opened last spring with less than 10 children, ages six weeks to three years, and plans to open a preschool next year. The start-up costs were less than \$50,000, and it operates on a projected budget of less than \$80,000 annually, paid for primarily by parent fees



Some larger companies have made substantial investments in helping

and nominal corporate contributions.

The secret to its success has been cooperation. The building manager arranged for several contractors to remodel the site

to meet state building and code requirements at be-

low-market costs. The bank donated the air conditioning unit. Law firms contributed legal assistance to set up the center's non-profit status. And dozens of employee/parents contributed time, hanging wallpaper, painting woodwork, building a playground sandbox and climbing gym, or conducting fund-raisers.

"We decided we didn't want to get a loan to get started and really worked hard

to raise the money first," says Joan Nabors, the child care consultant who initiated the project to help employees in her husband's law firm, Nabors, Giblin & Nickerson.

There are less costly options. Small companies whose low-income employees qualify for state child care subsidies can help their employees through a little-known state program that matches company contributions to existing child care facilities dollar for dollar. Called the Child Care Partnership Act, the program began with \$2 million last year and was expanded this year to \$4 million.

In sharp contrast to small businesses, a number of larger companies have made

some financial commitments to helping employees with child care needs and several have made substantial investments. According to a 1995 study by the Florida Children's Forum, only 9% of small companies surveyed had an account that allows employees to pay for dependent care with pre-tax dollars. That compares to 46% of the larger companies that included the child care deduction option as part of their standard benefits package.

Baptist Hospital of Miami is one that has made a significant investment. It operates an employee child care center that's open until 8 p.m., offers summer and after-school programs for employees with school-age children, and sells "meals to

COVER STORY

Patterns Of Behavior

New research into the brain has underscored the importance of quality child care in the first years of life.

Child care is more than a handful of crackers and a nap. That's the message child advocates in Florida are trying to spread with urgency. New research into the brain has underscored the importance of quality child care in the first few years of life and has prompted experts to warn that not all child care is good.

Scientists have discovered that brain development that occurs before age three is more rapid and extensive than at any other time in life and much more vulnerable to environmental influence. A child is born with 100 billion cells and 50 trillion connections among them that lay the groundwork for how the child feels, learns and relates to other people. By the end of the third year, the child has 1000 trillion rapid connections — more than any other time in life — and, if not used, they will be lost.

The research is a welcome affirmation that parents who instinctively talk gibberish to their babbling babies, read and explore with their inquisitive toddlers, and snuggle and comfort their uneasy preschoolers are doing exactly the right thing. But the studies have also sounded a warning that if children in the first few years of life are not stimulated to allow their minds to thrive, they will never reach their full potential. "You may be genetically endowed to be a Mozart, but if you never get exposed to music, you'll never become a musician," says Dr. Harry Chugani, a pediatric neurologist

at Wayne State University in Detroit and one of the leading researchers on the brain.

Even more alarming are findings that children who are neglected or exposed to repeated trauma will have cognitive and emotional defects that may never be fully reversed. An impoverished childhood environment can permanently and irrevocably diminish brain capacity for learning and memory, researchers say.

"We have a lot of control over early childhood experiences based on our policies," says Dorothy Routh, coordinator of the Florida Starting Points initiative at FSU, a program sponsored by the Carnegie Corporation in New York City to convince the public and state policymakers that early childhood development is critical to the future of the state. "These are the future taxpayers and the future prisoners," she says.

Routh has traveled the state presenting dozens of crash courses on early brain development and repeating the mantra that babies must "use it or lose it." She has trained more than 200 people in Florida to be disciples of the brain research. Implicit in her presentations is the notion that children who enter kindergarten unable to learn because of a stagnant early childhood, will have trouble overcoming their learning gap and are at risk for becoming dropouts, delinquents, drug addicts, teenage parents or criminals.

"Patterns of behavior get established that become, over time, increasingly resistant to change," explains Craig Ramey, a leading child development researcher at the University of Alabama in Birmingham. "Turn-arounds are so rare that if it were a lottery, you'd never bet on it."



employees with their child care needs.

go" from the cafeteria especially prepared for the families of busy employees.

Honeywell Space Systems in Clearwater spent \$175,000 to construct a satellite school, which operates as part of the school district but serves only its employees' children in kindergarten to third grade, and \$225,000 over three years building a child care center on its campus for children ages eight weeks to five years. The company also offers work-at-home arrangements that supply the employee with a home computer, and it encourages parents of elementary school children to volunteer at the school and make up the time on evenings and weekends.

But the Cadillac of such programs has

been operated by Barnett Banks. While the future for Barnett employees remains uncertain since the Florida bank was acquired by NationsBank, which said it must make a 55% cut in Barnett's cost base, executives at the Charlotte, N.C., bank assert they plan to expand, not reduce, Barnett's benefits package. "Their strategy is not inconsistent with ours," says Kim Hains, senior vice president of Work and Family Programs at NationsBank. "My assumption is that their programs will stay."

Both Barnett and NationsBank have been listed by *Working Mothers*



"What started in Jacksonville became contagious," says Paul Kerins, human resources executive at Barnett Banks.

The pattern continues into adulthood. More than 65% of Florida's prison inmates are functionally illiterate, meaning they cannot read a map or a menu.

Ramey's research has shown the path of hope. High risk children exposed to high quality early childhood care from age one to kindergarten were not only better prepared to start school but raised their IQs by 15 to 20 points. High quality care in Ramey's study, and many others, means high staff-to-child ratios, smaller group sizes, higher levels of staff education, low staff turnover, administrative stability, higher levels of staff compensation and, ideally, parent participation. The respected High/Scope Perry Preschool Study showed that nationwide for every \$1 spent on quality preschools, the public saves \$7.16 on special education, crime, welfare and other costs.

These findings have sparked new interest among policymakers and business executives who recognize today's children are tomorrow's employees, parents and consumers. "Quality developmental child care is the necessary ingredient, and we must find a way to make that available in a cost-effective way," says Gov. Lawton Chiles, who convened the Child Care Executive Partnership Board to increase business involvement. The board has concluded that much of the \$371 million the state now spends on pre-kindergarten programs comes too late for many high risk children.

"Why do we wait until age six to in-

vest enormous public resources in education when clearly half of education success is hubbed at age zero to five?" asks Jack Levine, executive director of the Florida Center for Children and Youth, a Tallahassee-based child advocacy group.

But quality is not cheap. The Florida Children's Forum estimates that a worker earning a minimum wage of

staff is paid the salary of school custodians (\$6.50 per hour, plus benefits), the deficit would be \$3,500.

As a result, many child care workers rarely make much more than minimum wage, have little training and rarely collect benefits, a factor that contributes to high staff turnover. Notes Routh of FSU: "We pay more to board our pets than we do to care for our children."



"These are the future taxpayers and the future prisoners," says Dorothy Routh of Florida Starting Points.

\$4.75 an hour spends 42% of her gross annual salary of \$9,880 on infant child care. Subsidized child care is available from the state, but the waiting lists are long and a family of four is not eligible if it makes \$22,000.

While child care may be expensive, child care operations operate on a shoestring. A child care center with 60 children, ranging from infants to age five, and a staff of 12 has annual revenues of about \$228,000, according to the Florida Children's Forum. If the staff is paid the equivalent of a starting kindergarten teacher (\$20,000 plus benefits), the center would run a deficit of \$96,000. If

Legislators are trying to help business play more of a role. A bill pending before the Florida House sponsored by Rep. Evelyn Lynn, R-Ormond Beach, would give companies up to \$50,000 in tax credits if they enhanced an existing child care center, started their own or gave subsidies to their employees.

"The state of Florida is spending more on a part-day kindergarten than parents are spending on eight to 10 hours of child care," says Susan Muenchow of the Florida Children's Forum. "If enough parents begin asking for this, maybe enough employers will be willing to demand it." □

Why are companies that aggressively reduced work forces

magazine as one of the top 10 companies to work for because of its work and family programs. Among the programs that have won Barnett recognition are its flexible benefits, alternative work arrangements, child care

subsidies as well as four child care centers, in Jacksonville, Miami Lakes and Clearwater, and a public elementary school in Jacksonville. The several buildings of the Jacksonville site known as the Family Center offer programs run by an outside management company, Nashville-based Corporate Family Solutions. In addition to child care and a school, the Family Center has a place for parents to drop off their laundry, buy milk, rent a video, check out parenting books or leave their

kids to be baby-sat on Friday nights. Barnett also offers child care subsidies and a package of perks ranging from adoption leave to financial grants for personal emergencies.

When word spread throughout Barnett's branch system about the programs begun in Jacksonville in the late 1980s, many branch managers began to adapt the concepts to their communities. "What started in Jacksonville became contagious," recalls Kerins, the human resources chief. The company's top officials soon understood the value of the investments and established an award for CEOs of the various Barnett affiliates across the state,



Linda Vann, director of children's services for American Bankers Insurance Group, says "You're in the business of child care if you have employees with children."

COVER STORY

ters, in Jacksonville, Miami Lakes and Clearwater, and a public elementary school in Jacksonville. The several buildings of the Jacksonville site known as the Family Center offer programs run by an outside management company, Nashville-based Corporate Family Solutions. In addition to child care and a school, the Family Center has a place for parents to drop off their laundry, buy milk, rent a video, check out parenting books or leave their

So You Want To Offer Child Care To Your Em

Assess the need

"Some companies just plunge in and plan to offer one service when that may not be the best program to serve their employees," says Donna Hefner, employer family services coordinator for the Florida Children's Forum. Most companies begin by surveying employees. Hefner recommends a detailed survey with many options to best determine the

strongest needs and to avoid getting employees' hopes up by asking several questions about, say, an on-site child care center.

On-site child care

The advantages to on-site centers are many — employees appreciate eliminating the day care stop on the way to work and enjoy being close to their children; employers have greater

control over quality of care; hours of operation can be adjusted to meet employee needs; the service reduces absenteeism, tardiness and helps in recruitment and retention. But on-site centers are not for everyone. The employer must retain a large enough work force to fill the center, start-up costs can be high (ranging from \$50,000 to \$3 million) and it may cause friction among employees at other company locations or among those who do not have young children.

Existing centers

Employers may choose to support existing child care centers with training grants, facility upgrades and subsidies to help them improve quality, such as attaining accreditation from the National Association for the Education of Young Children (NAEYC), considered the highest rated. The majority of company-sponsored child care centers in Florida are NAEYC-accredited.

Operating costs

The major child care center costs are salaries and benefits, food, educational materials, staff enrichment, classroom supplies, insurance and rent. Typically, 75% of the operational costs are for staff and 25% for overhead.

Tax benefits

If a company contributes to a tax exempt child care center, it may deduct the contribu-



Tampa's Westshore Alliance Partnership School: From child care to grade school.

in the '90s showing such concern about families?

recognizing their commitment to work-family issues. The award, handed out at the company's annual meeting, is highly coveted. "It has equal value in their minds as profitability," Kerins explains.

That's a major leap of faith for executives trained to eye all investments with intense scrutiny and a substantial cost-benefit analysis. But a measure of Barnett's success has been not only the support of very top executives but that the work-family programs rarely have been challenged by its financial managers. "When it came time to expand the center, it was never a debate because they saw the value in it," Kerins says. "We haven't had to waste energies building cases around the need."

At Barnett's acquirer, NationsBank, the philosophy is similar but the emphasis dif-

ferent. The company operates near-site child care centers in Charlotte and Atlanta but has focused elsewhere on improving existing child care operations and assisting lower-wage employees with subsidies. Last fall, NationsBank joined with five other firms in Tampa to help 35 child care centers used by their employees improve their quality with training grants, staff scholarships and financial assistance.

What's going on here? Why are companies that slashed work forces in the early '90s (and in costly takeovers like the NationsBank-Barnett deal continue to do so) and have squeezed more work out of fewer people showing such concern about families? The answer may come down to simple economics. As the labor market tightens and the competition for trained workers intensifies, many see the cost advantage of reducing recruiting and training costs by keeping employees longer.

According to the Families and Work Institute, a non-profit, business-supported research group in New York, employers who have developed programs that respect family obligations have a more satisfied work force, reduced absenteeism and turnover, better public relations, improved morale and increased productivity. "The more satisfied a parent is with his or her child care arrangements, the less stressed he or she feels on the job," says Ellen Galinsky, co-founder and president of the Families and Work Institute.

In study after study, the Families and Work Institute has documented how employees' home lives affect their jobs. Its 1993 National Study on the Changing Workforce found that 40% of employed parents reported experiencing work-family conflict at least some of the time during the previous three months. The study also found that companies lost an average of four days a year from employed mothers with child-related problems such as illness or a breakdown in child care, and employed fathers missed an average of two days a year for the same reasons.

According to studies by the Florida Children's Forum, 60% of children in Florida under age six have a single parent or both parents working, 49% of those parents were in need of full-day child care, another 33% sought a family child care arrangement, while the other 18% sought school-based care.

It is no surprise that one survey by the Families and Work Institute found that 37% of workers would forfeit raises or other benefits for vouchers to purchase

child care; 28% of workers with children under age 13 would trade salary to find quality child care and another 38% would give that up for on- or near-site child care.

"Too many people have spent their lives giving up their family life for their jobs. With downsizing, they lost both and so there are different priorities now," explains Shirley Smith, Honeywell administrator for schools in Clearwater.

American Bankers Insurance Group in Miami understands these dynamics better



"This is a child development center," enthuses Tom Doughty, here with wife Ann and daughter Katie.

than most. Twenty-two years ago, the company opened a child care center across the street from its downtown office to serve 17 children of employees. The once-modest center was an immediate success. Today it is housed on the company's new 84-acre corporate campus and enrolls 130 infants and preschoolers with another 100 on the waiting list. Many of those kids will continue to ride to work with their American Bankers parents for years to come. The company was the first in the U.S. to build a public school on its corporate campus and now is the only one to serve kindergarten through fifth grade.

"We wouldn't do it if it weren't worth the investment," says Philip Sharkey, head of American Bankers' human resources department. While the school and preschool cost the company \$2.4 million, he

employees ...

tion up to 10% of its taxable income. Company-sponsored child care centers may be established as a tax-exempt organization only if the center is also open to the general public. Costs incurred for acquiring, building and remodeling a child care center may be deducted over a five-year period. And employers that offer vouchers or subsidies to offset their employees' child care expenses may deduct them as necessary business expenses because the services reduce absenteeism and turnover and aid recruitment and retention of employees.

Licensing

The state requires child care centers to meet a host of requirements for sanitation, safety, staff-to-child ratios, building codes, zoning, staff background screening, outdoor and indoor space, and age-appropriate furniture, equipment and toys. Talk to the Department of Children and Family Services or, in south Florida, the local licensing authority to get more information.

Referral services

Help in finding child day care providers and early childhood education. Every community has this service in place through the state's Community Coordinated Child Care agencies, and many private agencies augment these services. □

"We see a return of about \$2 to \$2.50 for every \$1 we invest."

considers it an investment the company will recoup in reduced training costs in just over 10 years. The turnover rate for employees throughout the company is about 17%, but for the employees with children in the schools it is 7%. And the company is so committed to the future of child care programs that it has made children's services a separate department.

COVER STORY

At Honeywell in Clearwater, the company was so convinced that its on-site child care center built in 1989 gave it a competitive advantage that when the recession forced the company to lay off nearly 3,000 of its 5,000 workers in the early 1990s, executives didn't touch the annual operating budgets for the child care center and the satellite public school.

"This program allows us to reduce overtime, replace some labor costs, reduce some training and recruitment costs," says Charlie Peters, Honeywell human resources manager. "We see a return of about \$2 to \$2.50 for every \$1 we invest."

While those numbers sound good, Ron Dickerson is proof that there is something to them. He was working evenings and weekends selling men's suits at a Tallahassee mall so he could stay home during the day with his infant daughter while his wife worked. When he applied for a job at Barnett Banks' downtown Tallahassee branch at the urging of one of his clients, he was ready to turn it down. The pay would be as much as \$7,000 less than he was making on salary and commissions. Then the recruiter mentioned Downtown Babies, the child care center in the basement of the building. "Boom, that was it," recalls Dickerson, 32.

He now spends his lunch hour with his daughter and delights in seeing her wheeled past his office window in the child care center's "Bye Bye Buggy" on her way to a play area. "It sends a chill down your spine to see that cart pass by with her in it every day," he says. "We get the feeling she's very excited, too."

Child care programs are becoming more common at high tech companies where workers are mostly of child-rearing age. Tech Data in Clearwater, for example, two years ago began offering employees a voucher of \$70 a month to offset the cost of child care because it was a major priority for most of their employees, whose average age is 32. The company plans to offer lunch-and-learn programs on topics such as sibling rivalry and parenting basics.

Linda Vann, director of children's services for American Bankers, predicts this is the benefits wave of the future. "You're in the business of child care if you have employees with children," she says.

According to employee surveys by companies that have gotten into the child care business, some of the most popular offerings are those that help employees in emergencies and school holidays.

For the past seven years, Bayfront Medical Hospital in St. Petersburg has re-

served a space near its obstetrics ward for a program called "Bearly Sick." Unlike rooms in the rest of the hospital, this place is child-size. Nurses serve lunch, breakfast and snacks on Lilliputian chairs and tables and direct art projects and play games throughout the day. Children rest in single beds in five rooms, each equipped with its own VCR.

Bearly Sick is used not only by hospital staff but by companies such as the St. Petersburg Times, which contracts with the hospital to have employees bring their mildly ill children to the center for the day. Hospital employees pay \$12 a day while newspaper staffers pay \$2.50 an hour.

"The kids love it," says Janan Talafer, senior writer at Bayfront and a mother of two. "For years, the minute my son felt mildly sick, he'd ask to go to Bearly Sick."

Caring for sick children is one way companies curb employee absenteeism but another is offering back-up child care. The Miami Herald created "Playspace," a temporary child care center at the company's Miami headquarters. Several sitters are on call to serve the center when parents' normal child care arrangements break down. The sitters are paid a minimum of \$5.50 an hour and can be retained by the same family for up to two weeks. Employees pay



Ron Dickerson and Maurya:
He took a salary cut to work near his daughter.



SURVEY

Child Care Is Important, But ...

FLORIDA TREND surveyed 50 public and 50 private Florida-based companies to determine the extent of child care assistance offered to employees by Florida companies. The survey elicited a 41% response rate. Those companies responding, while claiming child care assistance is important to their business, do relatively little to provide it. Specifically, TREND's survey found:

- 73% of respondents regard child care assistance as being important to their employees.
- 68% provide some form of child care assistance.
- 2% provide on-site child care centers.
- 41% provide the most common form of assistance: flexible scheduling.
- 36% have made changes in their child care assistance programs during the past five years.
- 31% provide benefits which exceed federal mandates.

Florida businesses responding to FLORIDA TREND's survey cited costs, logistical problems and liability considerations as reasons for not providing more extensive child care assistance.

— Davis Kilgroe

the sitters, but the Miami Herald subsidizes the cost based on the employee's pay: the lower the pay, the higher the subsidy.

Child advocates stress that if employers are going to supply child care, it had better be quality care. New research into the brain has shown that children who are deprived of the nurturing and stimulation they need in the critical early years will be bereft of the emotional and cognitive roots needed to succeed in school and become productive citizens (see sidebar page 102).

"We need child development centers, not child warehouses," says Joe Chapman, CEO of People's First Bank. As chairman of the Governor's Child Care Executive Partnership Board, Chapman is among a growing contingent of top executives who believe employers must take a more active role in the welfare of children if our communities are going to be strengthened.

Parents know this too, either intuitively or from the explosion of publicity over new research on child development and the brain. Observes Tom Doughty as he drops off his six-month-old at Downtown Babies, the Tallahassee child care facility: "This is a child development center. They are more up on technology and what's needed to keep their brains active than other day care centers."

With such potential for social good, many trail blazers are baffled that so few companies have followed their lead. Says Peters of Honeywell: "Eight years ago I would have said this is going to be as common in the standard benefits plan as health insurance, but today I'm still scratching my head wondering why the other companies don't understand."

As worthwhile as child care assistance is, it takes effort, it can be costly and, if you venture into sponsoring your own child care center, it will involve dealing with government requirements. But the one issue many employers cite as the greatest stumbling block to on-site child care — liability exposure — is dismissed by those involved as an exaggerated concern. "Our liability is perhaps no less or no more than when we open the facility for an open house or bring people through on tours, and there has never been a claim filed against us," says Peters. "It's a fallacious argument."

Most companies obtain insurance coverage through their existing umbrella policies or purchase additional liability insurance at low rates, says Susan Muenchow, executive director of the Florida Children's Forum. Researchers say another reason for resistance is that many executives came up through the ranks with stay-at-home wives and simply deny their employees have



"The kids love it," says Janan Talafer, senior writer at Bayfront, with daughter Laura.

child care concerns. "You get the line: These women show up for work. They did something with their children. So, what's the problem?" observes Dana Friedman, a co-founder of the Families and Work Institute and now senior vice president of Corporate Family Solutions in Nashville.

Management's attitude can also stifle employees. Child care experts warn that many employees, although anxious about their children, are reluctant to be candid about their needs if they fear they will be perceived to be less dedicated or committed to their jobs.

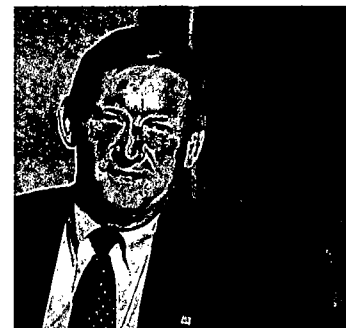
"There are employees in every company listed in Working Mothers Best 100 who are incredulous their company is on the list because they work for an individual who is not supportive or whose practices are not aligned with the policy," says Friedman of Corporate Family Solutions.

No such confusion exists at Baskerville-Donovan. The family-first philosophy is not written in any employee manual, but it is central to the company's corporate culture. Employees know "if a teacher calls and (an employee) needs to go to school and they don't stop what they're doing and

go to that school, then we'll be upset," says Donovan, who has three grown children and four grandchildren of his own. The company's soft touch does not mean work goes undone. "We don't have any time clocks or definite requirements for work hours, but we have a substantial portion of the salary based on productivity," he says.

There's one small problem. The company's formula of mutual trust has been so successful that nobody wants to leave.

"If a teacher calls and (an employee) needs to go to school and they don't stop what they're doing and go to that school, then we'll be upset," says Fred Donovan.



Baskerville-Donovan has retention records of between five to 20 years for most of its 140 employees. Today there are more people with children who've graduated from the child care center than are using it, and the company finds its aging work force is less in need of child care than elder care.

That may be on the horizon. □



The Better Business Bureau has fallen on hard times. Can the consumer-protection group find salvation on the World Wide Web?

Watch Dog Turns Lap Dog



The Miami Better Business Bureau was so poorly run that the national Council for Better Business Bureaus fired its managers and took over the office.

By Lisa Gibbs

A south Florida company generates hundreds of customer complaints about poor service. Suppliers aren't much happier as bills go unpaid. Finally the landlord evicts the company for not paying rent. Sounds like a case for the Better Business Bureau. Except that the deadbeat company *is* the Better Business Bureau.

The Miami-based bureau, which is supposed to blow the whistle on incompetent and corrupt companies, was itself so inept that the national Council for Better Business Bureaus ended

up firing its managers and taking over the troubled office. But not before the bureau racked up nearly \$500,000 in debts and incalculable bad will among local consumers.

The implosion of the south Florida bureau, whose territory stretches as far north as Charlotte County, comes at a bad time for the 81-year-old watchdog group. Once the bedrock of business ethics, the Better Business Bureaus may be losing their franchise. On the one hand, they are having trouble persuading businesses to join while, on the other, consumers, particularly in fast-growing states like Florida, are calling in complaints in record numbers.

To be sure, they've lost some members to mergers, while others ended up on the corporate scrap heap. Competition from the chamber-run Better Business Councils, which offer similar services for less money, also has hurt membership rolls at Florida's six BBBs. But the problem seems more fundamental than any of that. Today's BBB is simply no longer as relevant to companies or to consumers as it once was.

Better Business Bureaus market legitimacy. Membership in a bureau means you have been operating for six months (a year for home improvement companies), have a clean regulatory record and formal procedures for han-

dling customer complaints, among other things. Dues typically start at \$200 a year and go up into the thousands for large companies.

The pitch has been that the familiar plastic membership signs attract customers seeking a guarantee of good and honest service. In the past, bigger companies, particularly banks and department stores, joined out of community spirit. But today's companies want proof that better business really translates into bigger business. "People are looking for the bottom line," says Ron Berry, who heads up bureau affairs for the national Council of BBBs.

Clearinghouse

The bureau's value to consumers seems more obvious. Better Business Bureaus aim to be a clearinghouse for consumer complaints against local companies and charities. They also contract with automakers to mediate and arbitrate lemon law disputes with car buyers.

Still, Monte Belote, executive director of the Florida Consumer Action Network, a consumer lobby, finds that government-run agencies like the state's Division of Consumer Services are more effective because they have access to staff attorneys and have enforcement powers. The problem with the Better Business

THE WHITE HOUSE

July 3, 1997

Dr. Elizabeth Bates
Professor of Cognitive Science
Professor of Psychology
University of California, San Diego
9500 Gilman Drive, 0526
La Jolla, CA 92093-0526

Dear Dr. Bates:

Thank you for sharing with me a copy of your book,
Rethinking Innateness, and particularly for your kind inscription.
I very much look forward to reading it.

Thank you also for your kind words about my work and
about the White House Conference on Early Childhood
Development and Learning in your recent lecture in Washington,
D.C.

With best wishes for your continued success, I am

Sincerely yours,


Hillary Rodham Clinton



CENTER FOR RESEARCH IN LANGUAGE

9500 GILMAN DRIVE, 0526
LA JOLLA, CALIFORNIA 92093-0526

June 18, 1997

Ms. Nicole Rabner
Special Assistant to the Deputy Chief of Staff
Office of the First Lady
2nd Floor/West Wing
The White House
Washington, D. C. 20502

Dear Ms. Rabner:

As I promised when we met at the Human Capital Investment Workshop at the National Academy of Sciences earlier this month, I am enclosing copies of the two main overheads that you asked for from my talk, together with a copy of our book "Rethinking innateness." First author Jeff Elman and I have inscribed the book to Hillary Clinton, and we would be most grateful if you could see to it that she receives this copy personally. Of course we have no illusions that she will have time to read it in her busy schedule, but we admire Mrs. Clinton's work on behalf of children, and would be very pleased to know that she has it in her library. We are fighting many of the same dragons regarding the role of experience in brain development, so it is possible that one of her research staff will find it useful at some point. Please let me know if I can provide you with any additional information. It was a pleasure to meet you, and thank you again for your kind words about my talk.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Bates", is written over a horizontal line.

Elizabeth Bates
Professor of Cognitive Science
Professor of Psychology
Director, Center for Research in Language
Director, Project in Cognitive and Neural Development

INSIGHTS ABOUT BRAIN DEVELOPMENT AND EXPERIENCE IN HUMAN CHILDREN: THE GOOD NEWS

- Substantial brain development takes place after birth in humans**
- Especially between 0 - 3 years (e.g. overproduction of synapses)**
- Experience/Activity play a major role in “sculpting” the brain (both additive and subtractive events)**
- Fundamentals of language development take place from 0 - 3 (during this “neural firestorm”)**
- Experience/Input have a major effect on language development, interacting with endogenous variation**
- Massive evidence for plasticity in brain organization for language in childhood (e.g. recovery from injury)**
- The “right” interventions for early language development are cheap and accessible: talk and read to children!!**

INSIGHTS ABOUT BRAIN DEVELOPMENT AND EXPERIENCE IN HUMAN CHILDREN: SOME CAVEATS

- All learning changes the brain (Where else would it be?)**
- Activity-dependence includes events that are invariant across almost all developmental contexts (e.g. light, gravity, sound, and especially temporal/spatial information from the rest of the body)**

“The brain is the captive audience of the body”

A. Damasio

- Plasticity does not end at age 3 (e.g. experience-induced synaptogenesis and cortical remapping in adult animals)**
- Developments after age 3 are important (including language)**
- “Critical periods” have been massively oversold, based on slim evidence, especially in humans, especially in language**
- Windows of opportunity may close.....and open again**

THE WHITE HOUSE
WASHINGTON

July 2, 1997

Jeanette Betancourt, Ed. D.
Community Education Services
Children's Television Workshop
One Lincoln Plaza
New York, N.Y. 10023

Dear Ms. Betancourt:

Thank you very much for your letter and for sharing with me materials about the *Sesame Street* Preschool Educational Program. I was pleased to learn that your forum, *Sesame Street Celebrates "Ages 0-3...Learn Along With Me!"* was a success.

I have enclosed a transcript of the White House Conference on Early Childhood Development and Learning for your review. I believe many of the themes discussed at the Sesame Street Forum were raised at the White House Conference, as well.

Best wishes for continued success.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Nicole Rabner", with a stylized flourish at the end.

Nicole Rabner
Associate Director for Domestic Policy

THE WHITE HOUSE
WASHINGTON

April 9, 1997

Dr. T. Berry Brazelton
Professor of Pediatrics
Harvard Medical School
300 Longwood Avenue
Boston, MA 02163

Dear Dr. Brazelton:

Thank you for agreeing to participate in the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. It has been a pleasure to work with you and develop the morning agenda of the Conference by telephone.

Enclosed for your review are the White House press releases on the Conference, as well as a recent speech that the First Lady gave to the Society for Research in Child Development, in which she outlines the themes and purpose of the Conference. I have also enclosed the bios of all the morning session participants.

I very much look forward to meeting you on the 17th. Please do not hesitate to call me at (202)456-6266 with any questions.

Sincerely,



Nicole Rabner
Associate Director
for Domestic Policy

Encl.

THE WHITE HOUSE

July 3, 1997

The Hon. Conrad Burns
United States Senate
Washington, D.C. 20510

Dear Senator Burns,

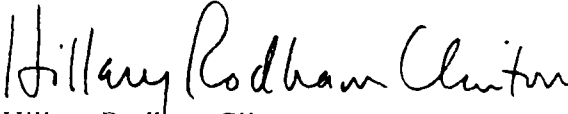
Thank you for your thoughtful letter and words of support for the *White House Conference on Early Childhood Development and Learning*.

I share your belief that the new scientific findings on brain development make more urgent our mission to support parents, both by thoughtful policy-making and by disseminating information to equip parents to best respond to the needs of their children. I agree that all levels of government have important roles to play, and I am gratified that you are considering holding a congressional conference on child development.

I look forward to working with you.

With warm regards, I am

Sincerely yours,


Hillary Rodham Clinton

United States Senate

WASHINGTON, DC 20510-2603
(202) 224-2644

COMMITTEES:
APPROPRIATIONS
COMMERCE, SCIENCE, AND
TRANSPORTATION
ENERGY AND NATURAL
RESOURCES
SMALL BUSINESS
SPECIAL COMMITTEE ON AGING

April 18, 1997

Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Mrs. Clinton:

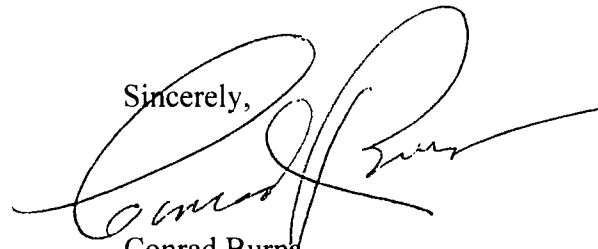
Not long ago, while home in Montana, I had the opportunity to discuss with the media the importance of a child's first three years of development. In light of the need for greater awareness of this issue, I want to commend you for hosting the White House Conference on Early Childhood and congratulate you on its success. The conference has done a great service to working parents and their children across America.

The conference participants confirmed and put into scientific perspective what you and I, as attentive parents, already knew: in their earliest years children are most receptive to sensory stimuli, and that stimuli will literally shape the child's brain. Once the early brain patterns are established, future brain development will follow those early patterns. When our own children were growing up, Phyllis and I could see experiences shape their young minds like building blocks, and early on a blueprint emerged which outlined their future personalities.

As you pointed out at the conference, the significance of these findings is enormous and should make every parent reassess how they interact with their children. As policy-makers, we must re-evaluate how the federal government influences the practice of parenting in areas such as tax policy, wage and hour laws, health care, and education. We must re-shape federal policy to help parents take an active part in the early development of their children while encouraging parental education as to the importance of early involvement.

Congress can build on the momentum of the conference by working with you to develop policy priorities. With our common purpose I believe we can forge broad support among members of both parties, and toward that end a congressional conference on child development would be very helpful and worth pursuing. I appreciate your comments and suggestions and look forward to working with you.

Sincerely,



Conrad Burns
United States Senator

THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. T. Berry Brazelton
Professor of Pediatrics
Harvard Medical School
300 Longwood Avenue
Boston, MA 02163

Dear Dr. Brazelton:

The *White House Conference on Early Childhood Development* is around the corner, and I want to take this opportunity to thank you once again for your advice and suggestions in developing the agenda, and for your willingness to participate in the Conference. We are all very excited for the Conference and have high expectations for what it will represent and produce.

I wonder if I could ask you to send to me by fax an outline of what you intend to say at the Conference, preferably by the end of today. I know we have asked a great deal in terms of the brevity of your remarks, and I appreciate the efforts you are taking to work within these time guidelines. In addition, please send by fax three to four lines of a professional bio of yourself that you would feel comfortable with our releasing, along with the longer bio you have forwarded, to the press and the guests attending the Conference. Please expect later today or tomorrow morning another note with specifics in terms of logistics and our meeting earlier in the morning on Thursday.

Enclosed for your review and information are a transcript of the President's radio address on Saturday, April 12, in which he framed the themes and purpose of the Conference, and a press release of the satellite sites around the country that will be watching the White House Conference.

Please do not hesitate to call me at 202/456-6266 with questions, or fax to me at 202/456-6244. I look very much forward to receiving the outlines of your comments.

Sincerely yours,



Nicole Rabner
Associate Director
for Domestic Policy

7:15 10/29

ORLANDO REGIONAL HEALTHCARE
Foundation

October 15, 1997

Ms. Nicole Rabner
Assistant Director of Domestic Policy
The White House
100 OEOP
Washington, DC 20050

Dear Ms. Rabner: *N: call.*

It's time for us to make a difference in the lives of children in dire need. Right now, in the Orange County area there are a number of children between the ages of two and six years old who have been sexually abused...and they are not being treated. Because of the severe problem we have with child abuse, particularly that of a sexual nature, there are simply not enough dollars to treat even the documented cases. However, there is a light of hope for these children in our community - **The Center for Children and Families at the Arnold Palmer Hospital for Children & Women.**

I know that child abuse, particularly of a sexual nature, is hard to face. It's almost impossible to imagine there's such a long line of children who are waiting to be mended. **The number of recent child abuse cases in our community that have resulted in death cannot go unnoticed.** Once again, people from around Central Florida are joining together to help.

On behalf of the **Sexual Abuse Treatment Program** at the **Arnold Palmer Hospital for Children & Women**, I am asking you to join me and a number of individuals in our community as we raise money to mend the lives of these small infants and children.

The 17th Annual Dick Batchelor Run for the Children will take place on Saturday, October 25, 1997. This run attracted almost 2,000 runners last year making it the largest 5K run in Central Florida. This year our goal is to raise more than \$100,000, which will be used to provide psychological services for these precious little ones.

The race has strong corporate support, but the contributions from individuals like yourself are very critical to the success of this year's race in addition to the well being of these children.

I am, in the strongest of terms, requesting on behalf of these children that you make a contribution of \$1,000, \$500, \$250 - or any substantial amount. As you consider your gift, please take a moment to read "A Typical Day at the Center for Children & Families" to see just how you will make a difference.

Your contribution will absolutely make a difference in the lives of these children. Please make your gift to:

Sexual Abuse Treatment Program
c/o The Dick Batchelor Run
ORH Foundation
1414 Kuhl Avenue
Orlando, FL 32806

Thank you for stepping in to help these defenseless victims.

Sincerely,

Nicole just for
you :).
J

Dick J. Batchelor
Chairman, Dick Batchelor Run for the Children

P.S. New this year to the Dick Batchelor Run as a means of educating people on the Center for Children & Families and gathering people together to help raise even more money for this much-needed cause, is a reception and silent auction at the hospital on the night preceding the run from 5:00 p.m. - 7:00 p.m. In addition to your gift, if you would like to attend this function we would like to see you there. Please call 841-5111, x8796 if you would like to attend.



The Center for Children & Families

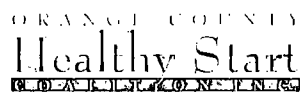
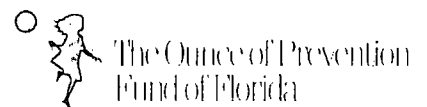
Child Protection Team • Sexual Trauma Recovery Center • Neonatal Parent/Infant Education Program
Healthy Families Orange • Developmental Center for Infants & Children • HUG Me Program

A Typical Day at The Center for Children & Families

On a typical day, staff of The Center for Children & Families can be found engaged in the following work:

- Interviewing on videotape a child alleged to have been sexually abused, thereby capturing in the child's own words the events that took place, leading to the arrest of the perpetrator.
- Visiting the home of a family who has just taken their 4-month premature baby home from the hospital for the first time after a six month stay in the neonatal intensive care unit. During on-going home visits, offering the family information and support regarding the baby's special needs and what they can do to positively impact the baby's development.
- Facilitating a therapy group comprised of children as young as three years of age who have been sexually molested, most by family members. Encouraging the children to share their fears, anger, shame and feelings of isolation, to re-establish their sense of self worth, learn to set boundaries, and move on to lead happy, productive lives.
- Sending a former teenage mother, now a staff member of The Center, to the home of a new teenage mother who recently delivered a low birthweight baby. Serving as a mentor to the new mother, encouraging her to set goals for herself and the baby, showing her that others have "been there too" and have been able to overcome the obstacles. Role modeling positive parenting skills for the young mother because she never received encouragement or praise from her own parents.
- Offering the services of a physician specially trained in child abuse, to perform a medical examination of a child with large bruises on his face and back. Determining that the child's injuries are not consistent with the story told to police, that the injuries could not have been accidental but must have been intentionally inflicted. Making a recommendation that the child be removed to a safe environment.
- Facilitating a support group comprised of mothers of children who have been sexually traumatized. Teaching them how to be effective parents. Encouraging them to share their feelings of fear and rage and helping them improve their ability to communicate and function effectively as a family unit.
- Assembling a team of child development experts, including a pediatrician, child psychologist, occupational and speech therapist in a room together with the family of an 18 month old, concerned because their toddler seems to be falling far behind other children her age. Assessing the toddler's abilities, answering parent's questions and working with them to address their concerns and meet their child's special needs.
- Meeting with parents to discuss and plan the implementation of new and more effective ways to serve families.
- Being the first person a young woman has confided in after being sexually assaulted by a stranger several months earlier. Offering her the opportunity to meet with other women, also victims of sexual assault. Helping her tell her husband and providing him with supportive counseling as well.
- Giving AZT to a young pregnant woman infected with the HIV virus, thereby preventing the transmission of AIDS to her unborn child. Helping her to work out the legal and financial issues involved in arranging for someone to take care of her baby once she dies.
- Making sure a child who has AIDS receives appropriate medical care and social support. Taking a group of children who have AIDS on a once-in-a-lifetime camping trip.

The Arnold Palmer Hospital Center for Children & Families gratefully acknowledges the following organizations which provide funding for our programs:



JUST FOR YOU

Hyatt Regency Grand Cypress
Clarion Plaza Hotel
Mears Transportation Group
The Spa at Buena Vista Palace
Walt Disney World Village
Kinkz Salon
Jacobson's
Gayfers - Elizabeth Arden
Panacheri
Gift Baskets & Such

two night/three day stay deluxe room Value \$500
two night/three day stay Value
3 hour charter Value \$180
Royal Sampler Spa Package Value \$140

hair cut & blow dry Value \$35; manicure Value \$16
gift certificate Value \$25
large gift basket of products
Thanksgiving gift basket (Value \$75.00)
large holiday gift basket

DINNER ON US

Wild Bills Dinner Extravangaza
King Henry's Feast
The Civic Theatres
Lee's Lakeside Restaurant
Maison & Jardin
Race Rock
Lido's Italian Restaurant
Finn's Grill - Hilton at WDW
Houston's Restaurant
Max's Cafe-Celebration
Cafe D'Antonio-Celebration
Red Lobster
Hemisphere Restaurant-Airport Hyatt

dinner for two Value \$30
dinner for two Value \$30
two tickets 1997-1998 Civic Theatre Season Value \$75.00
gift certificate Value \$25.00
champagne Sunday brunch for two Value \$40.00
gift certificate Value \$40
dinner for two Value \$30
dinner for two Value \$50
gift certificate Value \$25
gift certificate
gift certificate
gift certificate \$25
dinner for two \$100

FAMILY FUN

Sea World
Ripley's Believe It or Not
Brevard Zoo
Splendid China
Jungle Adventures
Orlando Science Center

6 one day passes Value \$234
2 passes Value \$21
6 one visit passes Value \$30
6 admission tickets Value \$175
6 VIP Pass
2 Single Adventures Passes Value \$16

SPORTS & ENTERTAINMENT

Orlando Predators -
Orlando Magic Basketball -
Isleworth Foundation, Inc.
Grand Cypress Resort

four tickets home opening game
autographed 1996-1997 team Value \$300
Round of golf for four/with cart Value \$480
Round of golf for two Value \$260

SOMETHING SPECIAL

Powers Drive Animal Hospital
Powers Drive Animal Hospital
Great Western Boot Company
Victoria Gardner-Silver Jewelry
Forever Framing
Echo Art
Martinez, Manglardi & Diez-Agruelles
M's Fashions - Celebration, FL
Iron Horse Vacations
Plant Hollywood
The Christmas Collection
Private Donation-
Ruff Thomas & Company
Jeff Hawkins Photography
Plastic Surgery Center of Lake County
"M & M's" - Mary Kay & Massage
Pediatric Package & Office Visit
T. O. Mahaffey Greenhouses
Victoria's Attic

Annual cat exam (complete) Value \$72
Annual dog exam (complete) Value \$88
Black wool felt cowboy hat Value \$125
Blue denim lapis/black onyx/silver necklace Value \$125.00
pencil portrait of Mr. Arnold Palmer Value \$1,000
Framed piece of artwork
large gift basket with wine, etc.
gift certificate \$100
2 gift certificates for rental of Harley-Davidson value \$580
one reversible leather jacket - Value \$300 (pending)
large holiday wreath value \$85.00
3' Noel Santa - Value \$70
one executive chair \$500
one on-site sitting - Value \$150
BioMedics complete skin care kit - Value \$200+
gift basket & massage certificate \$65
Dr. Belton & group
Ivy Sculpture Value \$250
surprise

IN THE WORKS, BUT NOT A SURE THING:

Lighthouse Cruises	one weekend cruise
Target	gift certificate
Fibber Magee's	holiday item
Pebble's & Harvey's Bistro	gift certificate
Sports Authority	sports equipment (running)
Timicuan Golf	golf & private lesson
Pieces of Eight	antique item
Universal Studios	VIP pass for family (500 value)

The Sexual Trauma Recovery Center

The Sexual Trauma Recovery Center at the Arnold Palmer Hospital for Children and Families provides an essential service within our community; quality counseling for child and adult victims of sexual abuse and their families. We pride ourselves in serving sexual abuse victims regardless of their inability to pay for services.

The daily sexual assault of children by adults—often caretakers—adults by strangers and acquaintances in an unfortunate reality in our world. To assist these victims of sexual assault and their families, the Sexual Trauma Recovery Center requires extensive financial support. The Dick Batchelor Run for the Children provides critical funds to meet the needs of these victims, today and tomorrow.

The children and families in our community need your support. If you would like to help the Sexual Trauma Recovery Center with other fundraising events, please call the Orlando Regional Healthcare Foundation at (407)841-5194.

Non-Profit
Organization
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Orlando, Florida

The children and families in our community need your support. If you would like to help the Sexual Trauma Recovery Center with other fundraising events, please call the Orlando Regional Healthcare Foundation at (407)841-5194.



**17th Annual Dick Batchelor
Run for the Children 5k**
Orlando Regional Healthcare System
1414 Kuhl Avenue, Orlando, Florida 32806



**All proceeds to benefit the
Sexual Trauma Recovery Center at the**



Help fight child abuse!

THE WHITE HOUSE

To whom it may concern:

This letter is verification that the White House grants you permission to reproduce your official White House photo(s) for your personal use only.

Thank you for contacting us for permission to reprint the photo. Should your photo lab have any further questions, feel free to contact the White House Photo Office at (202) 456-6709.

The White House Photo Office

Wednesday, November 26, 1997

TO WHOM IT MAY CONCERN:

Please give the attached picture request to Nicole Rabner or whoever has authority to honor my request.

THANK YOU VERY MUCH!!

Paula Broglio
301-405-8634 (w)
301-937-2122 (h)

Wednesday, November 26, 1997

Dear Nicole,

Thank you for sending me the wonderful picture of Mrs. Clinton and me.

My Aunts really would like a picture so I am asking you if you would send me the negative or if that isn't done, please fax me a note giving me permission to have the picture copied. I want to be able to send to my relatives for Christmas.

In case you are able to send me the negative the number on the back of the picture is 23 Oct 97- SF-PO57431-003. If that isn't policy, would you please fax me a note (today if possible) giving me permission to have copies made of the beautiful picture.

My fax number at work today is 301-314-9462. My work number is 301-405-8634. I left a message on your machine Friday or Monday of this week, but rather than waiting for a call back I thought a faxed request would be better.

Thank you in advance for your help!!

Sincerely yours,

*Paula Broglio
11012 Cherry Hill Road
Adelphi, Maryland 20783*

FAX TRANSMITTAL FROM

JOAN R. CHALLINOR

DATE: October 14, 1997TO: John Poling *J have no idea how they got my name*ORGANIZATION: First Lady's OfficeFAX NUMBER: 456-6244NUMBER OF PAGES INCLUDING THIS PAGE: two (2)

COMMENTS:

*Dine
10/17/97*

3117 HAWTHORNE STREET, N.W.
WASHINGTON, D.C. 20008
PHONE: 202-965-9447
FAX: 202-965-6115

JOAN R. CHALLINOR

French-American Foundation
41 E. 72 St 2nd Fl

NY, NY 10021
288-4400

October 14, 1997

Mr. John Poling
First Lady's Office
White House
Washington, D.C. 20500

*find her at the
French-American
Foundation in
NYC*

Dear Mr. Poling:

I am writing to ask if I could be invited to attend the White House Conference on Child Care on October 23rd at the Jefferson Auditorium (not at the White House itself). I am on the Board of the French-American Foundation (FAF) and have long worked with Susan Watts on the Foundation's Maternal and Child Health Care Project. The FAF has been recognized for its studies of French child care and family policy and has held meetings in several U.S. cities to inform U.S. policy makers how to better American practices.

As the Board member most closely allied with this program, it would be of great help to the Foundation were I to attend and listen to what will undoubtedly be a very fine program on a subject which is of extreme importance to every American.

Sincerely,

Joan R. Challinor
Joan R. Challinor

*did include
Susan Watts at
The Education event.*

*& be very nice -
this afternoon
Hill but
sorry we can't
add although
we*

*Jo - pl call
sorry -
over the
to write*

THE WHITE HOUSE
WASHINGTON

October 7, 1997

James P. Comer, M.D.
Yale University
Child Study Center
230 South Frontage Rd.
P.O. Box 207900
New Haven, CT 06520-7900

Dear Dr. Comer:

Thank you very much for sharing with the First Lady and me material from your book, Waiting For A Miracle. I look forward to seeing the concept paper soon.

Attached please find a photo from your visit to Washington. It was an honor to meet you. I look forward to working with you in the future.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

Yale University

Child Study Center
School Development Program
230 South Frontage Road
P.O. Box 207900
New Haven, Connecticut 06520-7900

Campus address:
16 82 Sterling Hall of Medicine
Telephone: 203 785-2548
Fax: 203 785-3359

August 14, 1997

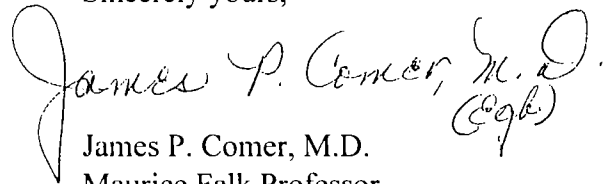
Ms. Nicole Rabner
Associate Director for Domestic Policy
2nd Floor/West Wing
The White House
Washington, DC 20502

Dear Ms. Rabner:

In our conversation of August 5, 1997 Mrs. Clinton indicated an interest in my idea of an education extension service. I have enclosed material from my book, WAITING FOR A MIRACLE, that outlines the idea, as well as suggest other school improvement mechanisms. Our staff is flushing out the concept this summer and we will prepare a concept paper in the fall. I will share it with you at that time.

Thank you.

Sincerely yours,



James P. Comer, M.D.
Maurice Falk Professor
of Child Psychiatry
Yale Child Study Center
Associate Dean
Yale School of Medicine

JPC:egb

Enclosures

[Dictated but not read by Dr. Comer.]

WAITING

FOR A

MIRACLE

**WHY
SCHOOLS CAN'T
SOLVE OUR
PROBLEMS—AND
HOW WE CAN**

JAMES P. COMER, M.D.

UNCORRECTED PROOFS

PUBLICATION DATE: October 1997

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IMPRINT: DUTTON



ISBN: 0-525-94144-4

WARNING: IF ANY MATERIAL IS TO BE QUOTED,
IT MUST BE CHECKED AGAINST THE BOUND BOOK.

■ Current School Improvement Activities

Some of the popular school reform initiatives now being proposed and implemented can be successful—choice (voucher, magnet, and charter are forms of choice) and privatization. There are some very thoughtful, dedicated people supporting these approaches—charter schools in particular. I know parents and school people who are very pleased with the outcomes in certain choice schools.

Nonetheless, these approaches do not address any of the fundamental education problems discussed above. They are simply organizational rearrangements. They improve schools where the necessary combination of people is brought together or exists in the first place, and they often do not include the students most in need.

Our SDP approach, and other child-centered and school-based programs, can't address basic problems—staff selection, preparation, and support. Replication and large-scale school improvement cannot take place through school- and district-based interventions alone. Underperforming schools can't simply learn from or be motivated by successful projects and alternative schools and do better themselves. Our system of education must produce enough teachers and administrators who can create effective child-centered organizations at every school. This can only be done by carefully selecting, preparing, and supporting school staff—which in turn can only be done by making an adequate financial investment in education everywhere.

Some argue that this can be done best by by-passing government bureaucracies and contracting with education entrepreneurs, with the companies and local elected officials held accountable. But bureaucracy is only a part of the problem, and is as much a problem in the private sector as it is in the

public. And the profit motive creates other problems. I know of a company that just walked away from one college and signed a contract with its competitor without prior notice. The schools serving the most vulnerable could be hurt the most in such situations.

Anyway, local officials have always been charged with holding public school people accountable. There is little reason to believe that they would be more successful with the private sector. I hear almost no discussion about this among proponents of choice, public or private. Besides, with privatization there is a very good possibility that public money will prepare educators and management for private schools and private profit—and leave the public with the most challenging education problems, the tab for finding a way to address them, and the consequences of not doing so.

Also, using choice approaches would further fragment an already wildly fragmented education system, making it even less likely for a legislature to formulate coherent education policies. And because most schools of choice are using traditional education approaches, they too would leave behind those students most in need.

And remember, students in states and communities with less traumatic social histories are already doing as well on international achievement tests as students in other countries. No form of choice can overcome the complex effects of social trauma on students, families, or education systems. This will require attention to community and family functioning and support for student development.

None of the successful education programs in other post-industrialized nations is moving toward privatization. And what is called private is almost entirely public-supported, and designed to provide learning alternatives to already very effective public systems. With school reform that addresses fundamental problems, the public sector can and should do the job. It is government's responsibility to promote the common good, to pay attention to the needs of all. Public can be good. Our other large public system, the military,

is one of the best and most respected organizations in the world.

The military provides our national defense. Public education is a large part of our national offense. We spend almost as much on education as we spend on the military. But we spend almost nothing on education leadership and oversight, and we are haphazard about the preparation and continuing support of education personnel. We can't create a world-class education system while this is so.

■ How We Can Change Our Schools

We can improve our schools most by addressing the problems I have just outlined. School staff must understand child development and learning and how to promote it. The financial support of schooling must be adequate everywhere. The selection, preparation, and support of staff must be based on student needs only. Great attention must be given to providing the best school leadership possible.

What would comprehensive change look like?

We would have a large pool of caring and competent educators and then enhance the conditions that keep them in the field. This would require changing many aspects of the preparation and support of new educators—teachers and administrators—and the retooling and better support of many current practitioners. Also districts with a low tax base would have to gain the stability that educators and students need to succeed.

Implementing the 1996 recommendations of the National Commission on Teaching and using the 1995 National Council for Accreditation of Teacher Education guidelines for leadership programs would go a long way toward preparing the education workforce we need. These call for administrator preparation that will lead to effective strategic, organizational, instructional, political, and community leadership.

The Commission on Teaching recommendations are keyed to the year 2006:

1. All children must be taught by teachers who have the knowledge, skills, and commitments to teach children well.
2. All teacher-education programs must meet professional standards, or they will be closed.
3. All teachers must have access to high-quality professional development and regular time for collegial work and planning.
4. Both teachers and principals must be hired and retained based on their ability to meet professional standards of practice.
5. Teacher salaries must be based on knowledge and skills.
6. Quality teaching must be the central investment of schools. Most education dollars will be spent on classroom teaching.

To improve teacher education and retraining, I have five proposals that, collectively and in time, could bring about the kind of coherence and quality assurance seen in centralized systems, while maintaining the flexibility of a decentralized system:

1. Professional-development schools
2. An Education Extension Service
3. Leadership academies
4. A Board of Education Masters
5. A human capital-development movement

These proposals would help modify or eliminate problematic underlying conditions. The first three would help many education practitioners work differently and more effectively. The final two would help stop the blaming and enable us to begin to address the root causes of our education problems.

These are sustainable, supportive, and proactive mechanisms for improving schools—not reactive and punitive.

■ Professional-Development Schools

The Commission on Teaching report strongly endorses professional-development schools. A 1990 report on this new approach, *Tomorrow's Schools*, was issued by the Holmes Group, a consortium of one hundred research universities, after significant study and deliberation. The major goals are to help make educator preparation both more rigorous and more connected to good practice in schools.

In their model the college educator preparatory program is combined with schools in an organic way—much like the medical school-hospital arrangement. This promotes the integration of theory, research, and practice.

Some of the Holmes Group recommendations and those made by the Task Force on Teaching and America's Future are the same. They are (1) that university teachers prepare their students to teach by spending more time with them and with selected supervisory teachers in actual schools; (2) that future teachers learn to teach students how to think and solve problems, and learn how to help students overcome the barriers created by an unequal society; and (3) that future educators be taught in such a way that they themselves become students of learning, and learn to create schools that are learning communities for students.

In short, they call for replacing what amounts to pouring information into the heads of students with engaging them in inquiry and problem solving. This is the kind of work-force preparation that employers are calling for. It is the kind of preparation young people need, to be responsible family members, consumers, and citizens.

The recommendations also call for time for classroom teachers to plan, supervise, and reflect with colleagues, as is more often the case in European and Asian schools. And

they ask for class scheduling that permits teaching and learning for deep understanding, which is difficult to achieve when the class periods are rigidly scheduled. These changes would promote accountability among students, staff, and parents much more than rules and tests do. Selection, preparation, retention and promotion standards should be based on the ability of teachers and administrators to work in these ways. All of this is needed to promote the kind of staff professionalism that students need.

Coaching or counseling in school-based teacher preparation programs can help future teachers understand that analysis, planning alone and with colleagues, implementation, review of outcomes, and consultation are desirable processes—not a sign of incompetence. Counseling can help some choose another career before they hurt students, as well as their own sense of worth. This is done routinely in arts programs in higher education, and it is very much needed in teacher education.

Professional-development schools could help reduce the isolation of the university and the school from the larger world and make learning more meaningful for students and staff. This would lead to the kind of connections between students and the world of work, future family, and citizenship roles that can make education, and the value of personal excellence, more immediate and important to students. Involving organizations and the public in the work of the school would increase knowledge about and support for public education.

Also, improved preparation in general, and development schools in particular, would put educator expertise at the center of the enterprise. I was an early advocate of parent and community participation in support of student development, and I still support such involvement. But I am concerned that in some cases participation has amounted to an adversarial or takeover-of-power mentality. Educators understand that their knowledge must be expanded,

that they need to know more about child development and how to promote it. But they still know vastly more than most of us.

Parents can provide wisdom and knowledge about their children and the community. And business and other participants can provide support and access to community resources. And with school staff they can help create a climate that promotes development and desirable performance. But the responsibility for leading the education mission must remain with the educator. And to be effective, educators must promote genuine involvement of these groups.

■ Education Extension Service

This mechanism is needed to help existing practitioners retrain. The model for the Education Extension Service is the Agricultural Extension Service which was established in the early part of the twentieth century when agriculture was key to the American economy. It was and still is a federal, regional, and state program that provides a range of services to local farmers. The AES has always had access to federal and state funds for the promotion of agriculture. The county agent and associates interact with the local community in ways that inform, support, and "sell" more effective ways of farming. They are often a part of or connected to universities or research institutions where new knowledge is being developed. The work of the Service has helped America to become the breadbasket of the world, and has greatly aided the economy.

Today, improved education is needed to maintain the strength of the American economy. An Education Extension Service could work in a similar way. This could create the coordination needed among federal, state, and district education authorities and other institutions. Indeed, in the past some state departments worked with districts primarily through program support activities. But many have become

bogged down in enforcing mandated program regulations, testing, and other administrative operations.

An EES could support teams made up of researchers and successful practitioners in helping other practitioners upgrade themselves. This should include helping local authorities pay greater attention to the careful selection and support of staff—including how to help teachers in need, and how to help them leave with minimal hurt to themselves and others when indicated.

In Denmark teachers work in teams, new teachers learn and are supported by, and also have a senior teacher helper. They have ongoing discussions and reviews with the school head, also a teacher. With this kind of support and counseling, teachers who are not effective often leave on their own. Counseling of staff who are still not effective after reasonable support efforts is an expected and accepted practice. And much of the help is provided by the local teachers' union. Because of careful selection and strong support, prolonged difficult situations are rare.

Accomplishing these tasks here would require many interactions of all parts of a local community—school personnel, parents, students, and leaders from the full social and economic spectrum. Spontaneous and organized forums and projects are bringing these groups together across the country. An EES could inform these discussions, and sometimes even initiate them.

Informed public discussion would point up intolerable inequities among districts and make denial difficult. This could challenge us to begin to create acceptable learning opportunities and performance standards. Interaction and knowledge sharing would enable local communities to promote and protect public education and to begin to move schools in the right direction.

An EES would be in a position to advise policymakers about the kinds of policies needed. Such a service could help to streamline bureaucracy and spend the considerable amount of money already available in a more efficient and

effective way. Indeed, the National Commission estimates that implementing all of its recommendations would cost one percent of what we are paying to bail out the savings and loan associations.

■ Leadership Academies

The impact of efforts to support schooling can be sharply limited by poor leadership. Obviously, the well-prepared leader has the best chance of being effective. Thus, in addition to university leadership degree programs, a post-graduate program for newly appointed and practicing administrators is needed. This academy could be sponsored by the state and/or federal government. In cooperation with extension services and professional-development schools, it could provide knowledge about effective practices and an opportunity to continue to learn and grow with colleagues.

Our Yale School Development Program conducts a one-week Principals' Academy for participating districts each summer. Recent participants commented about how two issues addressed during the week better prepared them for their demanding jobs. The first was the "human factor": how to create conditions that enable the many different people in a school—students, custodians, teachers—to interact well. The second was "pulling it all together": organizing and managing to do all the things a modern school must do—child rearing and development, preparation for testing, drug prevention, and so on. These participants also said the opportunity to get together with peers facing the same challenges in a give-and-take environment was extremely helpful and provided spiritual renewal, learning, and growth.

Because leadership is critical, no superintendent, principal, or school board member should serve without having had an opportunity to learn about both of these factors, and how their performance, good and bad, facilitates or interferes with outcomes for children. For example, case studies of

the effects on students of conflicting policies like those of the Western states described in this chapter, could be helpful.

Required attendance in such a program would almost immediately raise the quality of leadership. If all leaders had to participate in training in which they shared and examined their responsibilities in the presence of people from other districts and their own training staff, local authorities would be much more likely to select candidates capable of carrying out child-centered leadership. Leadership academy recognition of localities that greatly improve effective organization building would do more to improve education—and test scores—than rewards for high test scores that are sometimes due largely to the student's family background and social and economic advantages.

Our national defense is so important that the nation built several military academies across the country to find and prepare people for carrying out this mission. The military academies have multiple ongoing activities akin to leadership academies to provide continued development and readiness. Indeed the armed forces do more training than fighting. The academies are hotbeds and transmitters of the values and ways of the military, and, like principals and school superintendents, military leaders are responsible to elected officials.

In order to produce the highest level of order and effectiveness, the military must operate with a clear chain of command even though, at the highest level, deliberation and appropriate questioning is a part of the process. But clearly leadership preparation for the military is less complicated than for education. To carry out the education mission—teaching and learning—openness, challenge, and deliberation must permeate the entire system. It must take place among the community, district, state, and national authorities.

Before the information explosion there was less questioning. Today, school leaders must be able to maintain their organizations as learning environments and at the

same time promote order and the effective growth and development of all involved—in an ethos of questioning.

Education academies need to be structured in line with the mission and needs of education, different from the military's. But they must be given the same kind of attention. While the task is far more difficult, the outcome is no less important.

■ Board of Education Masters

Finally, we need a way to make such changes happen. Deeply rooted in past tradition, the way we educate our children is not going to change unless it can be protected from some of the most harmful influences—extreme funding inequities and poor preparation, selection, and support of educators. At the same time, in a democracy, education legislation must come from elected officials. But again, it should not be constrained by their limited knowledge of the complex enterprise called education, or their political interests.

Existing state and local elected and appointed school boards are largely political entities. We need a way to maintain coherence and continuity of educational practice in the face of the swinging pendulum of political ideologies. Flexibility in the system should be in the interest of meeting educational needs, not political and economic interests.

A useful model here is the way the Board of Governors of the Federal Reserve System serves to promote the economy. We need a Board of Education Masters. The role of this board would be to make certain that education is carried out in a way that is fair for all districts and achieves national and state objectives.

State departments of education often have the incompatible tasks of support to local districts *and* regulatory, performance audit, and sanction activities. These functions need to be separated. State departments of education need

to have a collaborative relationship with institutions that can help local school districts, especially university partners and extension services. The audit and sanction functions could become the work of the Board of Education Masters.

As envisioned, the Board would have the power to insist that states and localities meet particular standards. Its members must be highly respected and trusted (even when not liked). Besides possessing a thorough knowledge of education, the Board would have to be selected in a way that protects members from political and economic pressures, even as they are responsible to elected officials. This is how the judicial branch of government was designed. I would suggest that the Board should be under the jurisdiction of the state supreme court, but should be appointed by the court, not elected, through a review process that ensures appropriate expertise and scrutiny by parents and educators.

Such an approach is by no means less democratic than the present process. It actually protects the democratic process. The danger to democracy in the information age, and in turn to children, is the ability of a well-organized few, with a great amount of money and access to technology, to manipulate the facts and promote policies that do not serve the interests of *all* children well.

In order to provide timely information to the Board about all aspects of the conditions and needs of districts, a survey research group, collaborating with state departments of education, could conduct audits to determine whether or not schools are meeting their responsibilities.

Finally, it is impossible to address the education crises fully without changes in financial support of public schools. The great inequities cannot stand. The Supreme Court declined involvement in this matter when it said, essentially, that education was not protected by the constitution in its 1973 ruling on *San Antonio School District v. Rodriguez*. But it is now clear that education is related to the attainment of most other rights protected by the Constitution. As my "no formal education" mother would have said, "That's just common

sense!" Inadequate support for education needs to be reconsidered by the Court.

But to be realistic, because our present way of doing things has been so effectively rationalized, the Supreme Court is not likely to act. And not even education masters could change the present financial support arrangement. Indeed, none of the changes necessary to create and support a large pool of educators so that they can effect development and improve levels of learning can happen without a national consensus about what is needed and a call on policymakers to make it happen.

It is for this reason that we need the fifth proposal.

■ Human Capital-Development Movement.

The cultural inertia that undergirds the present approaches can only be overcome by a sustained movement that taps deep into our concerns about the kind of future we want for ourselves and all our children. Through a human capital-development movement that rejects scapegoating and insists on problem solving, we would have a chance to make the necessary adjustments to create a world-class education system—which is clearly essential to our goal of the Good Society.

THE WHITE HOUSE
WASHINGTON

March 26, 1997

Ms. Jean Shapiro Cantu
Member, Advisory Board
Tourette Syndrome Association of the
Greater Washington, DC Area
14667 Fox Glove Court
Woodbridge, VA 22193

Dear Ms. Cantu:

Thank you very much for your thoughtful letter and the materials which will be helpful as planning continues for the upcoming White House Conference on Early Development and Learning.

While we are constrained by space limitations for the Conference, we are thankful for your interest and your obvious commitment to early childhood development issues.

Best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read "Nicole Rabner", with a stylized flourish at the end.

Nicole Rabner
Associate Director
of Domestic Policy

FAX COVER SHEET

12
Date: 3/17/94 Number of pages (including cover page): 12

To: Nicole Rabner

Domestic Policy Council

Fax # 456-6244

From: Jean Shapiro Cantu, Member, Advisory Board
Tourette Syndrome Association of the Greater Washington, DC Area
14667 Fox Glove Court, Woodbridge, VA 22193

Phone #: (202) 857-7014 (7-3:30 M-F)
(703) 583-6419 (after 5, evenings and weekends)

Fax: (202) 429-5770 (weekdays)

Email: jcantu@ngs.org

Attached material in response to your
letter about the White House Conference
on Early Learning & Brain Development.

I look forward to hearing from you soon.

Thank you!

Jean C

Jean Shapiro Cantu
Member, Advisory Board
TOURETTE SYNDROME ASSOCIATION OF THE GREATER WASHINGTON, DC AREA
14667 Fox Glove Court, Woodbridge, VA 22193
(703) 730-2169 home; (202) 857-7014 office

March 17, 1997

Ms. Nicole Rabner
Domestic Policy Council
Old Executive Office Building, Suite 100
Washington, DC 20502

Dear Ms. Rabner:

Thank you very much for your letter requesting material for the upcoming White House Conference on Early Learning and Brain Development.

For the past four years I have worked with the Tourette Syndrome Association on behalf of early diagnosis and treatment for children with neurobiological disorders (NBD's). Serving on their Professional Advisory Board, I wrote to members of Congress, as well as to the White House, to support legislation mandating equitable health insurance for individuals with neurobiological disorders. The recent passage of the Domenici/Wellstone "Mental Health Parity Act" is a historic first step in the recognition that "mental illnesses" (which affect children as well as adults) are in fact disorders of the brain which should be treated on a par with other physical illnesses such as cancer and heart disease.

I am pleased to send (under separate cover) material on this subject which I have accumulated over the past several years. In the meantime, I am attaching copies of my advocacy and lobbying work on behalf of the Domenici/Wellstone Amendment. I very much hope that I will be invited to the White House Conference, as I believe that I can make a contribution on behalf of children with NBD's. Let me add that I am the mother of a ten year old daughter who has been successfully treated for three NBD's (Tourette Syndrome, attention deficit hyperactivity disorder, and obsessive compulsive disorder); she is an honor roll student and a gifted artist. I would like to share her story with members of the Conference as an example of the importance of early medical intervention for children with these illnesses. Attached please find two samples of Rosalynn's artwork.

Again, thank you for contacting me about this very important Conference. I look forward to hearing from you.

Sincerely,



Jean Shapiro Cantu

**TUESDAY
EDITION**

March 11, 1997

35 Cents

Potomac News

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PRINCE WILLIAM • STAFFORD • MANASSAS • MANASSAS PARK

Congress has chance to help children

By JEAN SHAPIRO CANTU

An excerpt from "It's Nobody's Fault: New Hope and Help for Difficult Children and Their Parents," by Dr. Harold S. Koplewicz, MD, says, "Over the last 20 years there has been a major breakthrough in the understanding of emotional and behavioral disorders in children and adolescents. In the past, childhood psychiatric disorders were thought to be caused by early childhood traumas or bad parenting or sometimes both. Today we recognize the vital role of the brain itself. ... Children have these disorders largely because of the way their brains work. The fact that the symptoms of these disorders are behavioral doesn't change the fact that there is a neurobiological basis to them."

One of the fruits of the 1990s, "The Decade of the Brain" is the knowledge that neurobiological disorders of young people can be treated very successfully by medication prescribed by qualified child psychiatrists and neurologists.

However, our current health insurance system discriminates against people with NBDs by calling their disorders (which are diseases of the brain) mental and psychiatric illnesses, and by offering only a portion of the coverage afforded to other physical illnesses such as heart disease, cancer and diabetes.

Treatment for individuals with neu-

LOCAL VOICES

Our current health insurance system discriminates against people with NBDs by calling their disorders (which are diseases of the brain) mental and psychiatric illnesses, and by offering only a portion of the coverage afforded to other physical illnesses ...

robiological disorders has come a long way since the 19th century when reformer Dorothea Dix petitioned state legislators to build state hospitals for "insane persons confined ... in cages, closets, stalls, pens." But even back in the 1840s, according to Dix's recent biography by David L. Gollaher, she suspected that "the underlying condition in mental disorders was a biological malfunction of the brain."

During the 103rd and 104th sessions of Congress, several visionary members of the House and Senate proposed legislation mandating equitable health insurance coverage (parity) for individuals with neurobiological disorders. They include Rep. DeLauro, and Senators Domenici and Wellstone.

During the last days of the 104th session, members of the Senate unanimously endorsed the inclusion of this legislation in the Kennedy-Kassebaum Health Reform Act; unfortunately the bill was not included in the final bill approved by President Clinton.

Now the members of the 105th Congress have the unique opportunity to leave a gift to the children of the 21st century — health coverage that will enable their parents to afford the early screening, diagnosis, and medical intervention that are essential in treating NBDs such as Tourette Syndrome, attention deficit disorder, obsessive-compulsive disorder, bipolar disorder, major depressive disorder, schizophrenia, autism and other pervasive developmental disorders.

According to a recent study by the Institute of Medicine, 7.5 million children and teenagers (at least 12 percent of those under 18) have what Dr. Koplewicz calls a "diagnosable brain disorder."

President Clinton and members of the 105th Congress are encouraged to seize this opportunity to enact legislation mandating parity for insurance coverage for neurobiological disorders. Passage of parity will go a long way to ensuring that our kids with NBDs lead fulfilling and productive lives in the 21st century.

■ Cantu is member of the Professional Advisory Board, Tourette Syndrome Association of Washington, D.C. She lives in Woodbridge.

Jean Shapiro Cantu
Member, Advisory Board
Tourette Syndrome Association of the Greater Washington, DC Area
14667 Fox Glove Court
Woodbridge, VA 22193
(703) 730-2169 home
(202) 857-7014 office

April 18, 1996

Ms. Anne McCaw
Women's Policy Inc.
409 12th Street, SW, #705
Washington, DC 20024

Dear Anne:

Thank you very much for contacting me about background material supporting Representative DeLauro's "Neurobiological Disorders Act," to be included in the Women's Health Equity package.

Enclosed please find the following:

- copies of proposed House and Senate legislation mandating equitable health insurance for neurobiological disorders
- copies of state legislation (passed and proposed) mandating equitable health insurance for neurobiological disorders
- newspaper articles on the above topics
- material showing that "mental illnesses" are indeed neurobiological disorders on a par with other physical illnesses
- newspaper articles showing how NBD's affect individuals and society
- articles on Rosalynn Carter's advocacy of non-discriminatory health insurance for people with NBD's
- copies of letters I sent to state and national officials on this topic
- articles on Attention Deficit Disorder, which affects adults as well as children
- letters I sent to the Washington Post

I would like to mention the pioneering efforts of Dr. Richard Peschel and his late wife, Dr. Enid Peschel (both of Yale University School of Medicine) to change society's attitudes toward NBD's, and to recognize these disorders for what they are, disorders of the brain.

Thank you again for the opportunity to contribute to the passage of Representative DeLauro's legislation.

Sincerely,

Jean Shapiro Cantu

Urge Congress to improve health care for afflicted

As Legislation recently introduced in the U.S. Senate and House of Representatives is of great interest to Prince William families affected by neurobiological disorders.

House Resolution 1797 (introduced by Rep. Rosa DeLauro) and Senate Bill 298 (introduced by senators Pete Domenici and Paul Wellstone) recognize the physical base of many conditions affecting mood and behavior such as Tourette Syndrome, obsessive-compulsive disorder, bipolar disorder, major depressive disorder, schizophrenia, attention deficit disorder, autism, and pervasive development disorders.

The DeLauro bill would require employer health benefit plans to meet standards relating to the nondiscriminatory treatment of neurobiological disorders ... in a manner that is not more restrictive than coverage provided for other major physical illnesses.

Currently, insured individuals with neurobiological disorders receive much less coverage than those with illnesses such as cancer, heart disease or diabetes. This inequity contributes to the myth that such disorders are "psychiatric" conditions, somehow the fault of the patient.

I urge Prince William residents to write and/or phone their representatives in Congress, urging them to co-sponsor and/or vote for H.R. 1797, "Equitable Health Care for Neurobiological Disorders Act of 1995," and S. 298, "Equitable Health Care for Severe Mental Illnesses Act of 1995."

It's also crucial to write the chairpersons of subcommittees to which the legislation has been sent:

■ Sen. Nancy Kassebaum, Chair, Senate Labor and Human Resources Committee, Room 904, Russell Building, 1st and C streets, NE, Washington, DC 20510

■ Rep. Bill Archer, Chair, Ways and Means Committee, Room 1238, Longworth House Office Building, Washington, DC 20515

■ Rep. Thomas J. Bliley Jr., Chair, Commerce Committee, Room 2241, Rayburn House Office Building, Washington, DC 20518

■ Rep. William F. Goodling, Chair, Economic and Educational Opportunities Committee, Room 2263, Rayburn House Office Building, Washington, DC 20515

■ Rep. Michael Bilirakis, Chairman, Commerce Subcommittee on Health and Environment, Room 2240, Rayburn House Office Building, Washington, DC 20515

These bills, introduced in 1993, never made it out of subcommittee. Now H.R. 1797 and S. 298 have a second chance, and it is crucial that those of us who are affected make our voices heard in Congress.

These bills are cost-effective, since these illnesses costs society billions of dollars each year.

According to a study by the Massachusetts Institute of Technology and The Analysis Group, workers' clinical depression causes corporate America to lose \$23.8 billion from absenteeism and lost productivity. And according to a survey cited by USA Today, 62 percent of surveyed voters agree with the statement "Mental-health treatment should be covered to the same extent as physical treatment under health-care reform."

Finally, in regard to S.298, why not suggest that "severe mental illnesses" be called their less stigmatizing (and more scientifically correct) name, "neurobiological disorders"?

Jean Shapiro Cantu
Dale City

Potomac News

September 9, 1995

14667 Fox Glove Court
Dale City, VA 22193
~~June 22, 1993~~ 3/96

Letters to the Editor
The Washington Post
1150 15th Street NW
Washington, DC 20071

As the mother of a child with Tourette Syndrome, I was very disappointed by the cavalier tone of Courtland Milloy's column entitled "What So Proudly He Assailed." His description of Mahmoud Abdul Rauf's neurological problem contains several inaccuracies, such as "there is speculation that Tourette's is incurable because it's just a manifestation of deep-seated anger." Tourette Syndrome is a neurobiological disorder of the *brain* (not the human psyche), caused by an imbalance of brain chemicals, not nerve impulses. I would be very interested to know which doctors he consulted for this article; he would have been better served by contacting the Washington, DC branch of the Tourette Syndrome Association (301-681-4133), or Dr. Harvey Singer, who works with Tourette patients at Johns Hopkins. Mahmoud Abdul Rauf and other individuals who deal with TS on a daily basis deserve compassion, not satire.

Sincerely,

Jean Shapiro Cantu
Member, Advisory Board
Tourette Syndrome Association of the Greater Washington, DC Area

14667 Fox Glove Court
Woodbridge, VA 22193
July 19, 1995

Letters to the Editor
The Washington Post
1150 15th Street, NW
Washington, DC 20071

After reading Serge Kovaleski and Lorraine Adams' interview with Theodore Kaczynski's mother and brother (June 16, 1996), I hope that they will come to the realization that they are not at fault for Kaczynski's actions as the Unabomber. Perhaps he suffered a brain injury (stemming from his allergic reaction at the age of one) which affected his ability to relate to other people; certainly his family tried to provide him with love and support as he grappled in a wilderness inside his mind, which ultimately turned deadly to many other people. During the nineteen fifties, when he was growing up, a stigma against mental illness (which unfortunately persists to this day) as well as a lack of scientific knowledge about neurobiological disorders would have prevented his family from seeking help (or even understanding how serious his problem was). Although scientists now know that many disorders of behavior and mood stem from brain abnormalities, society's stigma against "mental illness" still persists. How else can we explain how eager some of our elected representatives are to throw the Domenici/Wellstone amendment for parity in mental health insurance out of the Kennedy/Kassebaum health reform bill? Perhaps we can learn a lesson from the tragedy of the Unabomber's victims and his own family--if a child's mood or behavior are obviously troubled, it is important for his family to seek help immediately, and it is imperative that we as a society remove the stigma that prevents many families from doing so. It is still not too late for the passage of the Domenici/Wellstone amendment (which has also been introduced by Rep. Rosa DeLauro in the House of Representatives). The long and tragic saga of the Unabomber should spur others in Congress to support this legislation, and to support it now. Other tragedies can, and should, be averted.

Sincerely,

Jean Shapiro Cantu

Jean Shapiro Cantu
Member, Advisory Board
Tourette Syndrome Association of the Greater Washington, DC Area
14667 Fox Glove Court
Woodbridge, VA 22193
(703) 730-2169 home
(202) 857-7014 office

May 2, 1996

Letters to the Editor
USA Today
1000 Wilson Boulevard
Arlington, VA 22229
FAX: 703-247-3108

Your editorial "Bill to reform insurance has too much baggage" (May 2, 1996) supports dropping mental health parity (the Domenici/Wellstone amendment) from the Kennedy/Kassebaum health reform legislation. I would submit to your readers that the time is long overdue for mental health equity in a national health bill, since scientists have proven that the physical basis of mental illness is as concrete a reality as that of other illnesses. Certainly no one would debate whether measles, heart disease, or cancer should be covered by a health insurance policy; why, then, should not neurobiological disorders be provided for on an equal basis?

Treatment for individuals with neurobiological conditions has come a long way since the 19th century when reformer Dorothea Dix petitioned state legislators on behalf of "Insane Persons confined...in cages, closets, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience!" But even back in the 1840's, according to Dix's recent biography by David L. Gollaher, she suspected that "the underlying condition in mental disorders was a biological malfunction of the brain."

Scientists now have data to back up Dix's belief--"mental" and "psychiatric" illnesses such as bipolar disorder, major depressive disorder, obsessive compulsive disorder, attention deficit disorder, Tourette Syndrome, autism, schizophrenia, and pervasive developmental disorders, are caused by malformations and malfunctions of the brain. As a result, most psychiatrists focus more on psychopharmacology than on traditional talk therapy.

The Domenici-Wellstone amendment is cost-effective, since lost productivity due to neurobiological disorders costs society billions of dollars each year; according to a study by the Massachusetts Institute of Technology and The Analysis Group, workers' clinical depression causes corporate America to lose \$23.8 billion due to absenteeism and lost productivity. In addition, according to a survey cited in *USA Today* (March 8, 1994), sixty-two percent of surveyed

voters agree with the statement "Mental-health treatment should be covered to the same extent as physical treatment under health-care reform."

In addition, according to a 1995 Virginia Senate Joint Resolution, "It is estimated that nearly 80 percent of students identified as having ADD (attention deficit disorder) drop out of school. If ADD is identified at an early age, steps may be taken to prevent students from dropping out of school." The memo goes on to say that, according to several studies of adolescent and adult outcomes of ADD:

- 50% have significant social interaction problems
- 18% have contact with police
- 46% have auto accidents in adolescence
- 30% have substance abuse problems, and
- 10% attempt suicide

Currently our medical system is taking an ill-advised economic shortcut by offering only partial coverage for conditions such as ADD. In the end, society will have to deal with, and pay for, the social, legal, and criminal problems caused by individuals who do not receive adequate medical treatment of their neurobiological disorders.

Surely, as the 20th century comes to a close with "The Decade of the Brain," the time has come to end discrimination by the health insurance industry against those of us with NBD's. If Dorothea Dix were alive today, I believe she would ask "If not now, when?"

Sincerely,



Jean Shapiro Cantu

Important Legislation in Congress Needs Citizens' Support

Representative Rosa DeLauro (CT), Senator Pete Domenici (NM), and Senator Paul Wellstone (MN) have introduced legislation into the House of Representatives and the Senate that is of great interest to families affected by neurobiological disorders.

H.R. 1797 (House of Representatives) and S. 298 (Senate) recognize the physical base of many conditions affecting mood and behavior such as major depressive disorder, bipolar (manic-depressive) disorder, obsessive-compulsive disorder, attention deficit disorder, Tourette Syndrome, schizophrenia, autism, and pervasive developmental disorders. The DeLauro bill would "require employer health benefit plans to meet standards relating to the nondiscriminatory treatment of neurobiological disorders....in a manner that is not more restrictive than coverage provided for other major physical illnesses." Currently insured individuals with neurobiological disorders receive much less coverage than those with illnesses such as cancer, heart disease or diabetes. This inequity contributes to the myth that NBD's are "psychiatric" conditions, somehow the fault of the patient.

Please take the time—NOW—to write and/or phone your representative in Congress, urging him or her to co-sponsor and/or vote for H.R. 1797, Equitable Health Care for Neurobiological Disorders Act of 1995, and S. 298, Equitable Health Care for Severe Mental Illnesses Act of 1995.** Also, it is crucial to write to the Chairpersons of the House and Senate committees and subcommittees to which the legislation has been sent.

- Senator Nancy Kassebaum (KS), Chair, Senate Labor and Human Resources Committee, Room 302, Russell Building, 1st and C Streets, NE, Washington, DC 20510
- Congressman Bill Archer (TX), Chair, Ways and Means Committee, Room 1236, Longworth House Office Building, Washington, DC 20515
- Congressman Thomas J. Bliley, Jr. (VA), Chair, Commerce Committee, Room 2241, Rayburn House Office Building, Washington, DC 20515
- Congressman William F. Goodling (PA), Chair, Economic and Educational Opportunities Committee, Room 2263, Rayburn House Office Building, Washington, DC 20515
- Congressman Michael Bilirakis (FL), Chairman, Subcommittee on Health and Environment (Commerce Committee), Room 2240, Rayburn House Office Building, Washington, DC 20515

These bills were originally introduced in 1993 and never made it out of subcommittee. Now H.R. 1797 and S. 298 have a second chance, and it is crucial that those of us who are affected by neurobiological disorders make our voices heard in Congress.

Please stress that these bills are cost-effective, since lost productivity due to these illnesses costs society billions of dollars each year; according to a study by the Massachusetts Institute of Technology and The Analysis Group, workers' clinical depression causes corporate America to lose \$23.8 billion due to absenteeism and lost productivity. In addition, according to a survey cited in USA Today (March 8, 1994), sixty-two percent of surveyed voters agree with the statement "Mental-health treatment should be covered to the same extent as physical treatment under health-care reform."

**In regard to S. 298, why not suggest that "Severe Mental Illnesses" be called their less stigmatizing (and more scientifically correct) name, "Neurobiological Disorders"?

Lynne E. Antia





THE WHITE HOUSE
WASHINGTON

sent

September 15, 1997

Reverend James J. Close
President, Mercy Home for Boys and Girls
1140 W. Jackson Blvd.
Chicago, IL 60607

Dear Reverend Close:

Thank you very much for your letter to Melanne Verveer and for sharing your invaluable advice on the upcoming White House Conference on Child Care as well as your experience at Mercy Home. We greatly appreciate your guidance and expertise as we continue to develop the themes and the direction of the conference.

We look forward to working with you in the future as we continue to plan the conference.

Sincerely yours,

Nicole Rabner
Associate Director for
Domestic Policy

SINCE 1887



MERCY
HOME
FOR BOYS & GIRLS

August 13, 1997

Jo.
Nicole

Ms. Melanne Verveer
Chief of Staff to the First Lady
The White House
600 Pennsylvania Avenue
Washington, D.C. 20006

Dear Ms. Verveer:

Last year, you were formally introduced to Mercy Home for Boys & Girls by Brian McPartlin and then by Mark Mroz of my staff. I very much appreciate your recognition of our work and concern for this generation of youth, and the one that is to follow. Any other national issue, in my estimation, pales in comparison to what is at stake for the future of our country when understanding the risks that beset youth and families presently. Our generation's legacy will be lived out through the preparedness of our youth to continue in the ideals and traditions that have made us a people filled with opportunity and promise of something better.

It is my understanding that on October 23, the President and First Lady will sponsor a conference on child care. Let me first say that I am encouraged to witness the power of the Presidency understanding and acting upon this grave concern: the future of our country -- our greatest resource and hope -- our youth.

I have led Mercy Home for the past 25 years. I have witnessed thousands of our youth struggle day after day to learn, to grow, to change, to seek love and acceptance, to develop a lifestyle that's founded in the core principles of respect, honesty, responsibility and care for one another. At Mercy Home, we have constantly changed to meet present challenges and, may I say, we've learned a few things about raising children. We've learned as much through our mistakes as we have by our perceptiveness and success. Above all, we promise our youth care and consistency which unfortunately is often lacking.

Ms. Melanne Verveer

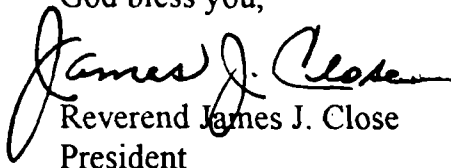
August 13, 1997

Page 2

Thankfully, there are many Mercy Homes who reach out and do miraculous things. Altogether however, kids need more help, and we have to take our case to those who can create change and support for our kids. It's not just about money, it's mainly about good parenting and the role each and every one of us plays and our willingness to contribute. This is the philosophy that brought success to Mercy Home in Chicago.

I very much wish to be involved in the national discussion on solutions and ideas to save a generation of American youth. For years Mercy Home has reached all over the United States for support and thousands have responded. I firmly believe with conviction, substance and compassion, we can all make a difference. We've proven in a small way that people respond to worthy efforts and we can effect change. Therefore, there is a way I can contribute now, and in the future, I am very interested in helping your efforts become all of our successes. Please call on me if I can be of further assistance. My direct phone is 312.738.7563.

God bless you,


Reverend James J. Close
President

cc: Mr. Brian McPartlin

SINCE 1887



MERCY
HOME
FOR BOYS & GIRLS

August 13, 1997

Jo.
Nicole

Ms. Melanne Verveer
Chief of Staff to the First Lady
The White House
600 Pennsylvania Avenue
Washington, D.C. 20006

Dear Ms. Verveer:

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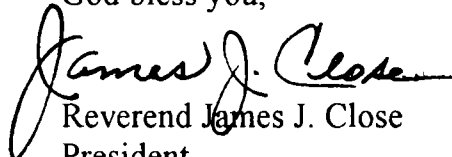
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Ms. Melanne Verveer
August 13, 1997
Page 2

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God bless you,

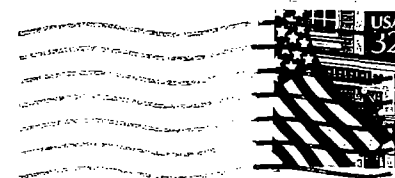
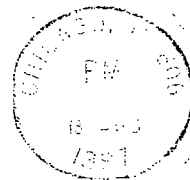

Reverend James J. Close
President

cc: Mr. Brian McPartlin

SINCE 1887



MERCY
HOME
FOR BOYS & GIRLS



1600
Ms. Melanne Verveer
Chief of Staff to the First Lady
The White House
400 Pennsylvania Ave.
Washington, D.C. 20006

20003/A316 00



THE WHITE HOUSE
WASHINGTON

April 9, 1997

Dr. Donald Cohen
Irving B. Harris Professor of Child Psychiatry,
Pediatrics and Psychology
Yale University Medical Center
Director
Yale University Child Study Center
Yale University
P.O. Box 207900
New Haven, CT 06520-7900

Dear Dr. ^{Don} ~~Cohen~~:

Thank you for agreeing to participate in the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. It has been a pleasure to work with you and develop the morning agenda of the Conference by telephone.

Enclosed for your review are the White House press releases on the Conference, as well as a recent speech that the First Lady gave to the Society for Research in Child Development, in which she outlines the themes and purpose of the Conference. I have also enclosed the bios of all the morning session participants.

I very much look forward to meeting you on the 17th. Please do not hesitate to call me at (202)456-6266 with any questions.

Sincerely,



Nicole Rabner
Associate Director
for Domestic Policy

Encl.

THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. Donald Cohen
Director
Yale University Medical Center
Yale University
P.O. Box 207900
New Haven, CT 06520-7900

Dear Dr. Cohen:

The *White House Conference on Early Childhood Development* is around the corner, and I want to take this opportunity to thank you once again for your advice and suggestions in developing the agenda, and for your willingness to participate in the Conference. We are all very excited for the Conference and have high expectations for what it will represent and produce.

I wonder if I could ask you to send to me by fax an outline of what you intend to say at the Conference, preferably by the end of today. I know we have asked a great deal in terms of the brevity of your remarks, and I appreciate the efforts you are taking to work within these time guidelines. In addition, please send by fax three to four lines of a professional bio of yourself that you would feel comfortable with our releasing, along with the longer bio you have forwarded, to the press and the guests attending the Conference. Please expect later today or tomorrow morning another note with specifics in terms of logistics and our meeting earlier in the morning on Thursday.

Enclosed for your review and information are a transcript of the President's radio address on Saturday, April 12, in which he framed the themes and purpose of the Conference, and a press release of the satellite sites around the country that will be watching the White House Conference.

Please do not hesitate to call me at 202/456-6266 with questions, or fax to me at 202/456-6244. I look very much forward to receiving the outlines of your comments.

Sincerely yours,



Nicole Rabner
Associate Director
for Domestic Policy

THE WHITE HOUSE

WASHINGTON

June 30, 1997

Mr. William G. Cunningham
Old Dominion University
Darden College of Education
Department of Educational Leadership and Counseling
Norfolk, VA 23529-0157

Dear Mr. Cunningham:

Thank you very much for your letter to Alice Pushkar, Director of Correspondence for the First Lady, and for your words of support for the White House Conference on Early Childhood Development and Learning. I was gratified to learn that you found the conference informative and that the conference catalyzed your new desire to be more involved in improving children's early years.

Enclosed please find a transcript of the conference proceedings. The conference report will be forwarded to you when completed.

Best wishes in completing your book.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Nicole Rabner", with a stylized flourish at the end.

Nicole Rabner
Associate Director for Domestic Policy

OLD DOMINION UNIVERSITY

Darden College of Education
Department of Educational Leadership and Counseling
Norfolk, Virginia 23529-0157
Phone: (757) 683-3326
FAX: (757) 683-5756

April 22, 1997



Alice J. Pushkar
Director of Correspondence
for the First Lady
Old Executive Office Building
Washington, D.C. 20502

Chairperson
757-683-3288

Educational
Leadership
757-683-3326

Counselor
Education
757-683-3221

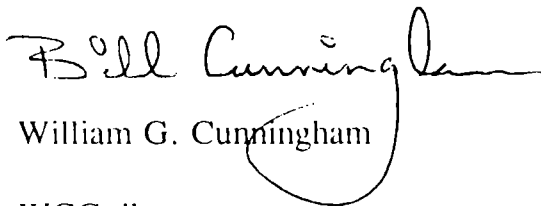
Dear Ms. Pushkar:

Thank you for bringing my attention to the White House Conference on Early Childhood Development and Learning and for the arrangements made to invite me to attend this very significant conference. I learned a great deal and enjoyed myself enormously at both the conference and reception which followed. The conference was a catalyst for my increased involvement in improving the intellectual and emotional well-being of children, particularly in their early years of development. I am working on a book on educational reform and will now add a section on early childhood development. I also plan to take on a greater leadership role regarding programs for young children in the Hampton Roads area.

I would very much like to be further involved in the important work of the President and First Lady regarding education and the general well-being of our citizens.

Thank you again for your assistance in obtaining my participation in this exceptional conference.

Sincerely yours,


William G. Cunningham

WGC:dh

cc: Ms. Nichole Rabner ✓

SUPPORTING HAMPTON ROADS YOUNGEST CHILDREN: A NO BRAINER

by

William G. Cunningham
Educational Leadership and Counseling
Old Dominion University

I had the good fortune to have been invited to attend the White House Conference on Early Childhood Development and Learning. I had planned to learn about this important subject and come away with some ideas and contacts for the future. Somewhere during the conference it began to sink in how important this topic really was and that I now had a responsibility to the young children of Hampton Roads that I could not ignore. In creating a number of Puns, Rob Reiner, an entertainer, founder of the “I am Your Child” Campaign, and panel participant, stated that the needs of and response to children is a no-brainer. He said citizens would have to be stupid not to respond. Since he was talking about the latest brain research, his comments drew laughter along with a recognition that he was on-target.

A Carnegie Corporation report entitled Starting Points suggests that half of our infants and toddlers start life at a disadvantage and do not have the supports necessary to grow and thrive. Todays children to often confront inadequate parental care, isolation, substandard child care, and generally insufficient attention and social interaction. Infants and early toddlers seem to get the poorest care of all. This is most concerning today since the latest brain research tells us that intellectual and emotional development is much more vulnerable to these environmental influences than we ever suspected. A combination of biology and culture brings about the evolution of the brain. Our brains are not connected at birth and the environment effects not only the number of brain cells and the number of connections among them but also the way these connections are wired. The impact by age four seems permanent.

Research has found that the experience of children in the first four years has a strong influence on the development of the brain and lays down the patterns for all future development. For example, if a child has a cataract in an eye during this crucial development period they will be blind in that eye because the needed stimulation did not occur during this critical period. This is not true if Grandma develops a cataracts. A lack of positive stimulation of infants and toddlers results in a legacy of impairment. There is some potential for later recovery, however, early maladaptive practices are very hard to overcome.

President and Mrs. Clinton, recognizing the importance of positive experiences during the earliest years of life, convened the April 17, 1997 White House conference. A second conference on "The Family and Learning" will occur in June and a third "Child Care" later in the year. The first conference included leading researchers, child development experts, and successful practitioners who provided knowledge and direction. Parents and community members are hungry for information on how they can stimulate their children and this outstanding conference began filling this need. At the same time President Clinton announced the Early Childhood Learning Kit entitled America Reads Challenge: Ready, Set, Read available from the U.S. Department of Education or the Department of Health and Human Services. In addition, he asked Rear Admiral Larry Marsh, who is in charge of the meritorious Military Early Childhood Development program, to share information and partner with civilian providers.

Programs are needed across the nation and in Hampton Roads to provide awareness and training for parents, day care-providers, teachers, pediatricians, police officers, social service workers and others who deal with parents and children. It is important that we all become nurturing, stimulating care givers and child advocates. This care giving process can be

facilitated by information through the print media, television, community forums, hot lines, advertising, seminars, direct mail, etc.

There is strong evidence that early stress has a very negative impact on brain function. As a result, Community Oriented Policing, through programs such as Safe Start, are being developed in a number of cities. Police are taught how to help children who have been traumatized calling upon clinicians who serve as assist teams. This is to replace stereotypes of “too late, too little, leave too soon.”

Other programs include early head start and early childhood PTA programs. These type programs sponsor pre-kindergarten activities; hospitals visits; providing learning gifts, literature and information to new parents; infant child care programs; and, high quality child care. Corporations are also becoming involved. For example, Kelloggs is placing awareness materials on the back panels of many of it's cereals, Johnson and Johnson is providing a video on early childhood development and entertainers and the President and First Lady have volunteered to be part of a program entitled “*I am Your Child*” which will appear on ABC. There is a planned CEO Summit in the Fall to discuss what business can do.

My hope is that the effect of this conference might inspire others as it has me to become more committed to our youngest citizens. Certainly, there are many important issues that we face, but how could any of them be more important than this one. You may now understand why I could not walk away from this conference without doing something, no matter how small. All of us in Hampton Roads must work together in our homes, workplaces, and communities to ensure that all children, beginning with children under the age of three-out most vulnerable citizens-are given the care and protection they need and deserve. Nothing less than the well-being of our society and its vital institutions is at stake.

OLD DOMINION UNIVERSITY

Darden College of Education
Department of Educational Leadership and Counseling
Norfolk, Virginia 23529-0157
Phone: (757) 683-3326
FAX: (757) 683-5756

April 22, 1997



First Lady Hillary Rodham Clinton
White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Mrs. Clinton:

Chairperson
757-683-3288

Educational
Leadership
757-683-3326

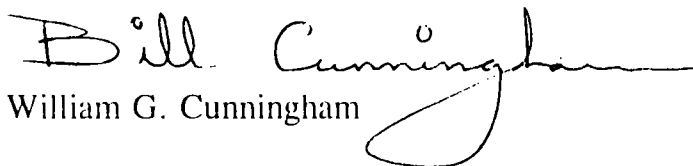
Counselor
Education
757-683-3221

Thank you and President Clinton for inviting me to attend the White House Conference on Early Childhood Development and Learning and the reception which followed. This important conference was both informative and motivational. As a result, I plan to expand my efforts to exert leadership regarding the enhancement of childhood development in the Hampton Roads region of Virginia. I am also working on a book on educational reform and will now add a section on early childhood development.

It was an honor and a thrill to have been invited to this conference and to have met you personally at the reception. Your work in behalf of the American people is exceptional and meritorious as you are as a person. I would be proud to assist you in anyway in your work regarding education and the general well-being of our citizens.

Thank you again for increasing my knowledge and providing inspiration and direction related to improving the emotional and intellectual well being of our children. This was a very special day for me.

Sincerely yours,


William G. Cunningham

WGC:dh

SUPPORTING HAMPTON ROADS YOUNGEST CHILDREN: A NO BRAINER

by

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Educational Leadership and Counseling
Old Dominion University

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THE WHITE HOUSE
WASHINGTON

October 28, 1997

Kathryn Carliner
Golin/Harris Communications
405 Lexington Avenue
16th Floor
New York, NY 10017

Dear Kathryn:

We cannot thank you enough for your participation in the White House Conference on Child Care. Your contributions during the panel discussion and your expertise made the Conference a phenomenal success and we think, helped to start a national discussion on Child Care. On a personal note, it was an honor to work with you.

As soon as we receive the transcripts and photographs from the Conference, we will forward them to you. In the meantime, please feel free to call either of us at (202) 456-6266.

Sincerely,



Jennifer Klein
Special Assistant
to the President for ...
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

The Welfare to Work Partnership


Cecilia Calvo

1250 Connecticut Avenue, N.W., 6th Floor (202) 955-3005 Ext. 304
Washington, D.C. 20036 Fax: (202) 637-9195

Nicole -
pls call her,
+ address
we have notes
9/11/97
Noa -
pls talk to
me.

Melanne,

Please excuse the rushed note, but
since I am at the OEOB for meetings I thought
I would get in touch.

I am following up on a conversation
that Eli had with you concerning my interest
in helping with the child care conference
and working with your staff.

After leaving national service for the
campaign and inaugural, I agreed to help Eli
get the Welfare to Work Partnership up
and running. Since we've had a successful
national and regional launch, I am ready
to focus on children and family issues. I
would like to follow up with you on any
openings on the First Lady's staff.

I can be reached at 202-955-3005 x304
at work or at home at 202-363-5668. Thanks.

Cecilia Calvo

CECILIA CALVO

2903 Forty-fourth Street. N.W. Washington, D.C. 20016 (w): 202-887-6304 (h): 202-363-5668 (f): 202-363-7543

PROFESSIONAL EXPERIENCE

THE WELFARE TO WORK PARTNERSHIP, Washington, D.C. *March 1997-present.*

Senior Manager, Office of the CEO.

Responsible for policy, start-up operations, business outreach and special projects as requested by the CEO.

Policy:

- Co-authored successful proposal for funding from the Annie E. Casey Foundation for national database project.
- Served as liaison to Vice President Gore's welfare-to-work mentoring initiative.
- Represented the Partnership before federal agencies, major non-profits, state governments and the White House.
- Interviewed, hired and managed research staff of 6.

Start-Up Operations:

- Selected vendors and negotiated contracts for national database project, national call center and WTWP logo.
- Managed and designed operational plan for national call center, coordinated with senior management at Sprint.

Business outreach:

- Recruited over 25% of the Partnership's original business partners for national launch at White House and over 100 small businesses for St. Louis regional launch.
- Coordinated business recruitment with the White House, Office of the Governor (MO), Office of the Mayor (St. Louis and East St. Louis), major business associations, and area chambers of commerce.

CORPORATION FOR NATIONAL SERVICE, Washington, D.C. *August 1994-September 1996.*

Office of Federal Partnerships and Special Projects, Federal Liaison, promoted to Deputy Director.

- Developed policy on youth, health, mentoring, childcare and early childhood development.
- Reviewed federal grantee proposals for renewal funding and expansion.
- Acted as liaison to HHS and White House Domestic Policy Council.
- Supervised the planning and implementation of national forums and seminars on community service.
- Briefed Hillary Rodham Clinton and drafted final report on the National Service Forum on Child Health.
- Represented the Corporation on White House policy groups and national coalitions.
- Responsible for budgeting, strategic planning and staff management.
- Managed a \$100,000 budget and supervised staff of 5.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, Washington, D.C. *June 1993-August 1994.*

Administration for Children and Families, Office of the Assistant Secretary, Special Assistant.

- Monitored youth development, family violence and national service initiatives.
- Assisted in the compilation and roll-out of the Head Start Quality and Expansion Committee's report.
- Designed, drafted and acquired funding for joint Head Start/AmeriCorps national service program.
- Reviewed and made funding recommendations for Learn and Serve America national service programs.

U.S. DEPARTMENT OF LABOR, Washington, D.C. *January-June 1993.*

Office of the Secretary, Special Assistant.

- Identified, interviewed, evaluated and researched candidates for senior positions for Secretary Reich.

FAIRFAX COUNTY PUBLIC SCHOOLS, Fairfax, Virginia. *Fall 1989.*

Academia del Pueblo Program, Head Teacher.

- Revised and implemented bilingual enrichment program for low-income Hispanic children.

POLITICAL EXPERIENCE

CLINTON / GORE

53rd PRESIDENTIAL INAUGURAL COMMITTEE, Washington, D.C. *December 1996- January 1997.*

Office of the Finance Chairman, Regional Liaison.

- Responsible for marketing and sales of inaugural events to over 200 major donors.

CLINTON / GORE RE-ELECTION CAMPAIGN, Washington, D.C. *September 1996-November 1996.*
Office of Surrogate Speakers, National Deputy Director.

- Identified, briefed and placed surrogates in major media markets in key states.
- Briefed national opinion leaders, appointees and VIPs for talk radio and surrogate speaking events.
- Supervised drafting, editing and marketing of editorials for national and Hispanic news outlets.

CLINTON / GORE '96, Manchester, New Hampshire. *February 1996.*
New Hampshire Primary, Volunteer.

- Participated in visibility, literature drops, media events, and monitored election results.

CLINTON / GORE TRANSITION, Washington, D.C. *December 1992-January 1993.*
Administration Personnel, Search Manager.

- Identified and interviewed candidates for senior positions for Secretaries Riley and Reich.

CLINTON / GORE '92, Washington, D.C. *June -November 1992.*
Vice Presidential Debate Team, Policy Researcher.

- Drafted issue briefs, examined voting records and answered rapid response questions during debate.

National Speakers Bureau, Assistant Director.

- Scheduled surrogates, wrote briefings and conducted interviews for Spanish-speaking press.

Opposition Research, Research Analyst.

- Researched financial statements, FEC records and public statements of opposition candidates.

BOB MASSIE FOR LIEUTENANT GOVERNOR, Somerville, MA. Volunteer. *June-Nov. 1994.*

DUKAKIS FOR PRESIDENT, Raleigh, N.C. Area Coordinator, 2nd and 4th districts. *Fall 1988.*

CONGRESSMAN J.J. PICKLE, Washington, D.C. Intern. *Summer 1986.*

MONDALE FOR PRESIDENT, Washington, D.C. Volunteer. *Summer 1984.*

VOLUNTEER ACTIVITIES

NATIONAL CATHEDRAL SCHOOL FOR GIRLS ALUMNAE ASSOCIATION, Wash., DC. *1990-present.*

- Member, Executive Board, Alumnae Association, special projects chair.
- Reunion Chair 1990 and 1995. Organized reunion weekend attended by 50% of reunion class.
- Class Fund-raiser. Raised class annual giving rates by more than 40%.
- Class Agent. Drafted a biannual column for national alumnae magazine.

HARVARD UNIVERSITY COMMUNITY EDUCATION PROGRAM, Cambridge, MA. Teacher. *1990-1992.*

- Teacher. Designed and taught creative thinking course to at-risk high school students. Mentored freshman.

SKILLS

- Management: strategic planning, budgeting, and staff management.
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- Program Administration: program design, project management.
- Computer skills: Office 97, WordPerfect 6.0, Microsoft Word 6.0, Excel.

EDUCATION

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION
Ed.M. Administration, Planning and Social Policy, 1992.

HARVARD UNIVERSITY DIVINITY SCHOOL
Master of Theological Studies, 1992.

DUKE UNIVERSITY
B.A. Political Science/ B.A. Spanish, 1989. Dean's List 1987-88.

NATIONAL CATHEDRAL SCHOOL FOR GIRLS, Washington, D.C.
High School Diploma, 1985.

The Welfare to Work Partnership

Cecilia Calvo

1250 Connecticut Avenue, N.W., 6th Floor (202) 955-3005 Ext. 304
Washington, D.C. 20036 Fax: (202) 637-9195

N-

Can you call
her and see if
she means a job
or just wants to

help?

Ten

9/11/97
4:05 pm

Jennifer,

I was here at the OEGB for meetings so I thought I'd drop you a note.

As I mentioned in my voice mail, I heard that you were looking for people to help with the child care conference among other things. I am interested in speaking to you about any needs you may have.

I am at the Welfare to Work Partnership and signed on there with Eli shortly after the campaign and inaugural. I promised to get him up and running which we have done. With a successful launch at the White House in May and our first regional event in St. Louis, we are off to a great start. Eli knows that I am interested and have been for quite some time in working for the first lady. He has spoken to Melanne, ^{recently} who told me (via Eli) to expect a call from Nicole Kabner. Nicole and I haven't connected yet, but I did want to let you know of my continued interest in working with you.

Please give me a call at 202-955-3005 x304 to let me know whether you are still in need of people.

Thanks

Cecilia Calvo

CECILIA CALVO

2903 Forty-fourth Street, N.W. Washington, D.C. 20016 (w): 202-887-6304 (h): 202-363-5668 (f): 202-363-7543

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NATIONAL CATHEDRAL SCHOOL FOR GIRLS, Washington, D.C.
High School Diploma, 1985.

JOAN R. CHALLINOR

*Filed & responded
to FAX!*
FAXED

10/14/97

October 14, 1997

Mr. John Poling
First Lady's Office
White House
Washington, D.C. 20500

Dear Mr. Poling:

I am writing to ask if I could be invited to attend the White House Conference on Child Care on October 23rd at the Jefferson Auditorium (not at the White House itself). I am on the Board of the French-American Foundation (FAF) and have long worked with Susan Watts on the Foundation's Maternal and Child Health Care Project. The FAF has been recognized for its studies of French child care and family policy and has held meetings in several U.S. cities to inform U.S. policy makers how to better American practices.

As the Board member most closely allied with this program, it would be of great help to the Foundation were I to attend and listen to what will undoubtedly be a very fine program on a subject which is of extreme importance to every American.

Sincerely,

Joan Challinor
Joan R. Challinor

Nicole File

THE WHITE HOUSE

February 13, 1998

Dr. Salvador Celia
IACAPAP
Rua 24 de Outubro
111 conj.502
Porto Alegre-RS-Brazil
90510-002

Dear Dr. Celia:

Thank you for your recent note. Enclosed please find the proceedings from the White House Conference on Child Care. Thank you for your continued interest in this very important issue.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Nicole Rabner", with a stylized, flowing script.

Nicole Rabner
Associate Director
For Domestic Policy



International Association for Child and Adolescent Psychiatry
and Allied Professions
IACAPAP

Association Internationale de Psychiatrie de l'Enfant et de l'Adolescent
et des Professions Associees

PRESIDENT

Donald J Cohen, MD
Child Study Center
Yale Medical School
PO 207900
New Haven, CT 06520-7900
USA
FAX 203 785-7402

NICOLE RABNER

ASSOCIATE DIRECTOR FOR DOMESTIC POLICY

FAX: 00 1 202-456-6244

SECRETARY-GENERAL

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Porto Alegre, January 13, 1998.

TREASURER

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Social Medicine
Harvard Medical School
641 Huntington Avenue
Boston, MA 02115, USA
FAX 617 432-2565

Dear Director:

As you know, I am friend and colleague
of Donald Cohen, and it was impossible to come to
the 2th White House meeting in October 97.

PAST PRESIDENT

Reimer Jensen, PhD (Denmark)

HONORARY PRESIDENTS

Gerald Caplan, MD (Israel)
Serge Lebovici, MD (France)
Albert J Solnit, MD (USA)

I would like to receive, again, the
conclusions about this meeting as you sent me
before, because it was very worthwhile for us in
Brasil.

VICE-PRESIDENTS

Ronald Feldman, PhD (USA)
Pierre Ferrari, MD (France)
Ian Goodyer, MD (UK)
Kari Schleimer, MD, PhD (Sweden)
Martin Schmidt, MD (Germany)
Herman van Engeland, MD
(Netherlands)

I hope to be invited if it is possible for
the new meeting during this year.

ASSISTANT

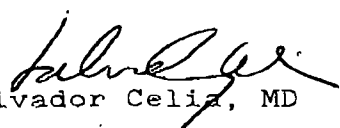
SECRETARIES-GENERAL
Ernesto Caffo, MD (Italy)
Miguel Cherro-Aguerra, MD
(Uruguay)
Jocelyn Hattab, MD (Israel)

Thank you for all your efforts,

Cordially,

ADJUNCT SECRETARIES

Francois Ladame, MD
(Switzerland)
Savita Malhotra, MD, PhD (India)
Per-Anders Rydelius, MD, PhD
(Sweden)
John B Sikorski, MD (USA)
Samuel Tyano, MD (Israel)


Salvador Celis, MD
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