

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Phyllis Daen (partial) (1 page)	nd	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15422

FOLDER TITLE:

Correspondence [Alpha File] [D-K]

2012-1035-S

kc1095

RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. Ezra Davidson
Professor & Chairman
Department of OBGYN
Charles R. Drew University of Medicine and Sciences
12021 South Wilmington Avenue
Los Angeles, CA 90059

Dear Dr. Davidson:

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

April 9, 1997

Dr. Ezra Davidson
Professor & Chairman
Department of OBGYN
Charles R. Drew University of Medicine and Science
12021 South Wilmington Avenue
Los Angeles, CA 90059

Dear Dr. Davidson:

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

March 24, 1997

Ms. Jennifer Davis
Director of Communications
State Bar of Georgia
800 The Hurt Building
Atlanta, GA 30303

Dear Ms. Davis:

Thank you for your letter inviting the First Lady to participate in the annual workshop "Beyond the Hand-Wringing: Affirmative Steps toward addressing the Legal Services Funding Crisis," in October 1997.

I have forwarded your letter to Patti Solis Doyle, Director of Scheduling for the First Lady, and she will be in touch.

Thank you for writing and best wishes.

Sincerely,



Nicole Rabner
Associate Director
of Domestic Policy

cc: Patti Solis Doyle
Director of First Lady's
Scheduling

State Bar of Georgia



March 13, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20050

Dear Ms. Rabner:

Bucky Askew suggested that I write to you for your direction on how I could bring the following invitation to the attention of the First Lady, Hillary Rodham Clinton.

The National Association of Bar Executives (NABE), a division of the American Bar Association, includes a Section on Public Relations and Communications which holds an annual Workshop to address problems facing the legal profession and the delivery of legal services to the public. This year the Public Relations Workshop will include a session called "Beyond the Hand-Wringing: Affirmative Steps toward Addressing the Legal Services Funding Crisis." As Co-chair of the Planning Committee, I am in the process of scheduling speakers for our upcoming event.

Given the First Lady's history as a member and Chair of the Legal Services Corporation Board, we would be honored to have Mrs. Clinton address our group and offer her insight into how we, as communicators for bar associations nationwide, can aid in addressing this crisis.

The Workshop is scheduled for Wednesday, October 15 through Saturday (morning), October 18, 1997, in Chicago, Illinois at The Ambassador West (1300 North State Parkway - downtown). We would be pleased to schedule the legal services session at any time during the day or evening to accommodate Mrs. Clinton's schedule.

Ms. Rabner, thank you in advance for any assistance you may provide. We realize the demands on the First Lady's time are infinite, but we are hopeful that the legal services funding crisis is one which may interest her. I can be reached at the address below, or by telephone at (404) 527-8736 or (800) 334-6865. Thank you again.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer M. Davis".

Jennifer M. Davis
Director of Communications, State Bar of Georgia
and Co-Chair, NABE Public Relations Workshop

THE WHITE HOUSE
WASHINGTON

April 7, 1997

Dr. Phyllis Daen
4700 Langdrum Lane
Chevy Chase, MD 20815

Dear Dr. Daen:

Thank you very much for your fax and for your interest in participating in the upcoming White House Conference on Early Childhood 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 long horizontal flourish extending to the right.

Nicole Rabner
Associate Director
of Domestic Policy



PHYLLIS DAEN, Ph.D.
CLINICAL PSYCHOLOGIST

April 3, 1997

ATTN: NICOLE RABNER
FAX#: 202 456-7805

RE: WHITE HOUSE CONFERENCE ON BRAIN DAMAGES IN CHILDREN,
APRIL 28, 1997.

I have been asked to deliver a series of seminars in Russia on the current state of intervention techniques for children with emotional difficulties and brain injuries.

I am making a special request that you consider my application to attend the White House conference on April 18, 1997 that is to focus on brain damages in children.

As needed, my Vitae attached. Thank you.

Sincerely,

Phyllis Daen, Ph.D.
Phone: (301) 951-0330

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[00]

VITAE

Phyllis H. Daen
4700 Langdrum Lane
Chevy Chase, Maryland 20015

Virginia Psychological Institute
4246 Chain Bridge Road
Fairfax, Virginia 22030

Telephone: Residence - (301) 951-1741
Business - (301) 951-0330
- (703) 385-0400

Birthdate: - P6(b)(6)
Marital Status: - Married; three children

Education:

Queens College, B.S., 1950.
Adelphi University, Ph.D. in Clinical Psychology 1960.

Employment:

Private practice in Clinical Psychology.
Consultant, Northern Virginia Cooperative Nursery
Schools.
Consultant, Northern Virginia Developmental School
1978-1986.
Director of Clinical Training, Director of A.P.A.
accredited Clinical Psychology Training Program and
Member, Management Council, Woodburn Center for
Community Mental Health, 1973-1978.
Director of Training and Research, Fairfax-Falls
Church Mental Health Center, 1971-1973.
Chief Psychologist, South County Mental Health
Center, Fairfax, Virginia, 1967-1971.
Chief Psychologist, Partridge Schools, Gainesville,
Virginia, 1966-1967.
Chief Psychologist, Lincoln Consultation Center,
Bethlehem, Pennsylvania, 1964-1966.
Chief Psychologist, Children's Home of Easton,
Pennsylvania, 1962-1966.
Clinical Psychologist, Northampton County Guidance
Center, 1960-1962.
School Psychologist, Easton, Pennsylvania, 1958-1959.
Psychology Intern, Kings County Hospital, Brooklyn,
New York, 1956-1957.
School Psychology Intern, Herricks Schools, Hempstead,
New York, 1955-1956.
Teaching Assistant, Adelphi University, 1954-1955.
Reading Assistant, Adelphi University, 1954-1955.
Research Assistant in Psychiatry, N.Y.S. Psychiatric
Institute and Columbia University, 1951-1954.

Academic Activities:

Associate Clinical Professor; Psychology Department
George Washington University, 1972 - 1979.
Assistant Clinical Professor; Pediatrics and Psychiatry,
Georgetown University School of Medicine, 1972-1979.
Clinical Affiliate, Psychology Department, American
University, 1979-1984.
Supervisor for Clinical Psychology Doctoral
Dissertations; University of Maryland and George
Washington University.
Lecturer, Overholser Day Convocation, St. Elizabeth's
Hospital, 1977.
Lecturer, Forum on Research Education and Program
Evaluation, St. Elizabeth's Hospital, 1977.
Lecturer, George Mason University, 1979 - 1981.

Specialized Training:

Prescription Privilege Preparation Program For Psychologists, 1997.
EMDR (Eye Movement Desensitization Reprocessing) Level I & II, 1997.
Computer Programming; Certificate, Watson Labs,
I.B.M., 1956.
Systems Dynamics Workshop, Kolla Kolla,
Denmark, 1973.
Program Evaluation Workshop, NIMH,
Philadelphia, 1974.
Medical Records Workshop, AMRA, St. Louis, 1975.
Needs Assessment Workshop, NIMH Staff College, 1976.
Marital & Sexual Therapy Seminar, Marital-Sexual
Therapy Institute, 1976-1977.
Instructor, Couples Communication Workshops, 1977.
Medications for Mental Illness, NIMH Staff
College, 1977.
Advanced Rorschach Workshop, Exner & Weiner, 1978.
Basic Course in Clinical Hypnosis, Morton Prince
Center for Hypnotherapy, 1978.
Seminars in Neuropsychology - Cognitive Science.
Division National Institute of Health.

Board Certification:

Licensed Clinical Psychologist, Virginia Board of
Psychologist Examiners.
Certified Clinical Psychologist, Maryland Board of
Examiners of Psychologists.
Licensed Clinical Psychologist, Board of Psychologists
Examiners, District of Columbia.
National Register of Health Service Providers in
Psychology.

Research Activities:

Principal Investigator on State of Virginia grant for
"failure to thrive" studies, 1971-1973.
Grant Proposal, LEAA grant for Police Application
Selection Research.
Ongoing research in Maternal-Infant Interaction.

Professional Activities:

Consultant, Fort Hunt Preschool, Mount Vernon,
Virginia, 1967-1973.
Consultant, Tauxemont Preschool, Mount Vernon,
Virginia, 1971-1973.
Consultant, Madeira School, 1973-1975.
Consultant, Speech & Language Center of Northern
Virginia, 1976 - present.
Consultant, Central Fairfax Services for the Adult
Retarded, 1976-1978.
President, Washington Society for the Study of
Hypnosis, 1985-1986.
Reviewer, National Register of Health Service Providers in Psychology,
1992 - Present.

Societies:

American Psychological Association.
District of Columbia Psychological Association.
American Association for the Advancement of Science.

Honors:

Honors in Psychology, Queens College, 1950.
A.A.U.W. Scholarship, 1955-1956.
Who's Who in American Women.
Who's Who in the South and Southwest.
D.C. Psychological Association Certificate of
Recognition, 1979.

THE WHITE HOUSE
WASHINGTON

September 12, 1997

Sheryl Dicker
New York State Permanent Judicial
Commission on Justice for Children
78 North Broadway
White Plains, NY 10603

Dear Sheryl:

Thank you for your letter, copy of the Five Year Report of the PJCJC and for sharing you advice on the White House Conference on Child Care. We greatly appreciate your expertise as we continue to plan for the conference.

I have forwarded your letter to Mrs. Clinton and I hope that you will continue to keep us updated on the Commission's work. Once again, thanks for all of your help and I look forward to hearing from you soon.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

4



**PERMANENT JUDICIAL COMMISSION
ON JUSTICE FOR CHILDREN**

c/o Pace University School of Law
78 North Broadway
White Plains, New York 10603
(914) 422-4425
FAX # (914) 422-4405

Co-Chairs:

Judith S. Kaye
Ellen Schall

August 28, 1997

Members:

Richard J. Bartlett
Richard M. Berman
Fred Brancato
Sherryl Browne-Graves
Beatrice S. Burstein
Geoffrey Canada
Lizette Cantres
Michael I. Cohen
Nancy Dubler
Lucy Friedman
Michael Gage
Lenore Gittis
Richard N. Gottfried
Roger Green
Earlene Hill
Mary F. Kelly
Jane Knitzer
Leonard E. Maas
Ian G. MacDonald
Kathryn McDonald
Sondra Miller
Elba Montalvo
Nicolette M. Pach
Stephen Saland
Fern Schair
Nicholas Scoppetta
Charles S. Sims
Jane Spinak
Alana Sweeny
Sharon Townsend
Lucia B. Whisenand
Edmund B. Wutzer
Caroline Zinsser

Ms. Nicole Rabner
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Nicole
Dear Ms. Rabner,

We are pleased to enclose a copy of Accomplishments, the Five Year Report of the Permanent Judicial Commission on Justice for Children (PJCJC).

The PJCJC was established to address the problems of children in New York whose lives and life chances are increasingly touched by the court system. The Commission is co-chaired by Judith Kaye, the Chief Judge of New York, and Professor Ellen Schall, New York University's Wagner Graduate School and includes judges, legislators, state and local officials and child advocates. Since 1991, the Commission has focused attention on poor children under the age of five involved with the court system.

The enclosed report highlights the Commission's key reform activities including:

- ◆ The Commission was instrumental in securing the passage of the Early Intervention Laws of 1992 and 1993 that established an entitlement to early intervention services for infants and toddlers with developmental delays and repealed the antiquated family court order program.
- ◆ The Commission has established the first statewide system of Children's Centers in the courts. Fourteen Children's Centers (22 Centers by the end of 1997) provide a two-pronged service: a safe, supervised, supportive environment for hundreds of children who daily accompany their caregivers to court; and an unparalleled site to connect some of New York's most vulnerable children and families to vital services such as Head Start, WIC food stamps and SSI. In 1996, the Children's Centers served over 35,000 children.
- ◆ The Commission has been designated by the New York State Court of Appeals and Chief Judge Kaye to spearhead New York's implementation of the Federal State Court Improvement Project. The four year project will assess and improve proceedings related to foster care, termination of parental rights, and adoption.

Executive Director:

Sheryl Dicker

Deputy Director:

Sue Nadel

Very truly yours,

Sheryl
Sheryl Dicker

It was great to see you at the College Conference. I hope to see you soon.



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Executive Director:

Sheryl Dicker

Deputy Director:

Sue Nadel

Nicole Rabner

Associate Director for Domestic Policy
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Nicole,

It was great to have lunch with you at the Kellogg conference.

I have attached a letter to the First Lady. I would be most grateful if you would share the letter with her.

In essence, it updates her on the Adoption 2002 initiative, particularly our efforts in New York to build a partnership between the courts and social services to increase adoptions. Additionally, I raised the concern that lack of services for the children-- many of whom are developmentally delayed or have other problems such as mental disabilities-- could undermine the long-term success of that initiative. The letter also highlights some thoughts about the upcoming White House Conference on Child Care by focusing on the multiple benefits of quality child care. I specially referred to New York's statewide system of Children's Centers in the courts that illustrate those many benefits -- to children, parents and the courts.

I look forward to discussing these matters with you in the near future.

As always, thanks for your help.

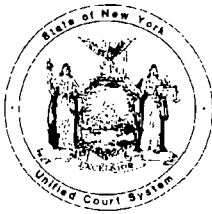
Very truly yours,

A handwritten signature in dark ink, appearing to read "Sheryl", is written over the typed name "Sheryl Dicker".

Sheryl Dicker.

*Enclosed for
to HR*

④



PERMANENT JUDICIAL COMMISSION ON JUSTICE FOR CHILDREN

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Sheryl Dicker

Deputy Director:

Sue Nadel

Ms. Nicole Rabner
The White House
1600 Pennsylvania Avenue
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Nicole
Dear Ms. Rabner,

We are pleased to enclose a copy of Accomplishments, the Five Year Report of the Permanent Judicial Commission on Justice for Children (PJCJC).

The PJCJC was established to address the problems of children in New York whose lives and life chances are increasingly touched by the court system. The Commission is co-chaired by Judith Kaye, the Chief Judge of New York, and Professor Ellen Schall, New York University's Wagner Graduate School and includes judges, legislators, state and local officials and child advocates. Since 1991, the Commission has focused attention on poor children under the age of five involved with the court system.

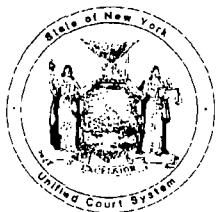
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Very truly yours,

Sheryl Dicker
Sheryl Dicker

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Deputy Director:

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Nicole Rabner

**Associate Director for Domestic Policy
The White House
1600 Pennsylvania Avenue
Washington, DC 20500**

Dear Nicole,

It was great to have lunch with you at the Kellogg conference.

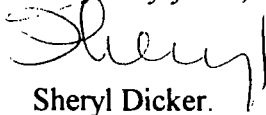
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In essence, it updates her on the Adoption 2002 initiative, particularly our efforts in New York to build a partnership between the courts and social services to increase adoptions. Additionally, I raised the concern that lack of services for the children-- many of whom are developmentally delayed or have other problems such as mental disabilities-- could undermine the long-term success of that initiative. The letter also highlights some thoughts about the upcoming White House Conference on Child Care by focusing on the multiple benefits of quality child care. I specially referred to New York's statewide system of Children's Centers in the courts that illustrate those many benefits -- to children, parents and the courts.

I look forward to discussing these matters with you in the near future.

As always, thanks for your help.

Very truly yours,


Sheryl Dicker.

*Forwarded Mr.
to HRRC*

THE WHITE HOUSE

October 14, 1997

Sheryl Dicker
New York State Permanent Judicial
Commission on Justice for Children
78 North Broadway
White Plains, NY 10603

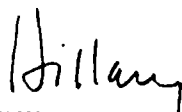
Dear Sheryl:

Thank you very much for your recent letter and for your continued advice on the Adoption 2002 Initiative. I am pleased to hear about the progress with child welfare in New York and hope that you will continue to keep me updated on its developments.

I have forwarded your letter to Nicole Rabner on my staff who will be in touch shortly.

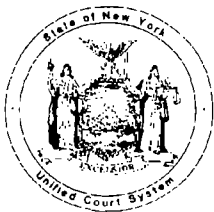
With best wishes, I am

Sincerely yours,


Hillary Rodham Clinton

cc: Nicole Rabner
Associate Director for Domestic Policy

cc: Nicole



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Caroline Zinsser

Executive Director:

Sheryl Dicker

Deputy Director:

Sue Nadel

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

Dear Hillary,

It was wonderful to see you at the Kellogg conference. As promised, I am writing to continue to keep you apprised of developments on Adoption 2002 as well as to share some thoughts on the upcoming White House Conference on Child Care.

Great strides have been made in implementing the Adoption 2002 initiative. As a result of the White House spotlight and the targeting of federal resources, the child welfare culture has been shaken and adoption of children in foster care has become a priority. In New York, through an unprecedented partnership between the courts and the child welfare agency, over 2000 children in foster care were adopted in a three month period this spring. We are building on that success to pilot court reform projects that would expedite and improve the court's handling of all foster care cases.

I am concerned, however, that without sufficient provision for services for the children in foster care--who are disproportionately predisposed to developmental delay and disability-- the long-term success of the Adoption 2002 initiative will be undermined. Unless needed services (e.g. early intervention, special education and mental health) are in place, recruitment of families will be stifled and adoptions may disrupt. I have discussed my concerns with Carol Williams and she has invited me to meet with her staff and Commissioner Bob Williams, Administration on Developmental Disabilities, on this matter. I will keep your staff apprised of that upcoming meeting.

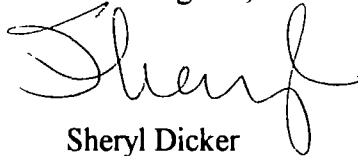
The upcoming White House Conference on Child Care presents another opportunity for the spotlight to be focused on a critical issue. The conference can highlight the pivotal role that child care plays in our society. Quality child care not only facilitates healthy early childhood

development, it truly is the fuel for our modern society. New York's statewide system of Children's Centers in the courts illustrate the multiple benefits of quality child care. Fourteen Children's Centers (22 by the end of 1997) served over 36,000 children last year providing a two-prong service: safe, supportive drop-in child care enabling caregivers to attend to court business; and a site to connect some of New York's most vulnerable children with vital services such as Head Start, WIC and immunizations. Quality early childhood programs not only helped thousands of children and families, they helped the courts operate more efficiently. Similar secondary benefits --to business, higher education, the public sector -- are being reaped by the presence of quality child care.

I look forward to the opportunity of speaking with you and your staff about these matters in the near future.

Norman sends his regards and looks forward to seeing you soon.

Warm regards,

A handwritten signature in cursive script, appearing to read "Sheryl".

Sheryl Dicker

THE WHITE HOUSE

July 3, 1997

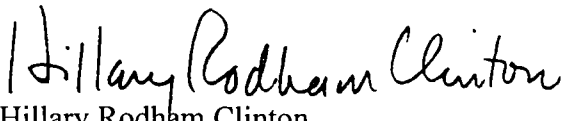
Dr. Jeff Elman
Professor of Cognitive Science
Chair, Department of Cognitive Science
University of California, San Diego
9500 Gilman Drive, 0526
La Jolla, CA 92093-0526

Dear Dr. Elman:

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

With best wishes for your continued success, I am

Sincerely yours,


Hillary Rodham Clinton

THE WHITE HOUSE
WASHINGTON

June 30, 1997

Ms. Mary Verdi-Fletcher
President/Founding Director
Professional Flair
Cleveland Ballet Dancing Wheels
1501 Euclid Avenue
Suite 412
Cleveland, OH 44115

Dear Ms. Verdi-Fletcher:

Thank you very much for your kind letter regarding the *Cleveland Ballet Dancing Wheels*. The company you founded is a wonderful way to educate people about the capabilities of people with disabilities, as well as to increase appreciation for the arts.

Thank you also for your offer to perform at the White House for the President and First Lady. I have forwarded your letter to Ann Stock, the White House Social Secretary, who oversees all performances at the White House, for consideration.

Congratulations for receiving the National Rehabilitation Awareness Award.

Sincerely yours,



Nicole Rabner
Associate Director for Domestic Policy

cc: Ann Stock
White House Social Secretary

THE WHITE HOUSE
WASHINGTON

March 28, 1997

Ms. Rona Ginott
36 Herkimer Road
Scarsdale, NY 10583

Dear Ms. Ginott:

Thank you for your letter expressing your interest in participating in the White House Conference on Early Childhood 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



Rona Ginott
36 Herkimer Road
Scarsdale, New York 10583

March 22, 1997

Nicole Rabner
Office of The First Lady
The White House
OEOB Room 100
Washington, D.C. 20500

Dear Ms. Rabner:

With this letter, I am formally requesting attendance at the White House Conference on the Brain to take place on April 17, 1997. Both Lucia Gilliland and Carol Pensky are aware of my interests in this area and suggested that I contact you. As my attached resume will confirm, I have been actively engaged in a variety of aspects of American education for over twenty years. In my role as a grant writer, I first became acquainted with Mrs. Clinton's interest in education through Avima Lombard, Carol Rasco and the HIPPY Program.

However, it is my role as a member of the Board of Directors of the Mead School in Greenwich, Connecticut that is the foundation for my interest in this conference. Established over 25 years ago, through the efforts of Elaine De Beauport and others, Mead has been successfully implementing an educational process that makes use of the most current research on the brain as it applies to learning.

As a member of the Executive Board of the Women's Leadership Forum for two years, I have had the opportunity to briefly discuss Mead with Mrs. Clinton and her office has contacted the school in the past. I have attached copies of letters recently written by Elaine de Beauport to both the President and Mrs. Clinton's office as well as an additional copy of her most recent book.

Both Elaine de Beauport and I would greatly appreciate the opportunity to attend this conference in order to hear the research and conclusions of others as well as to share what we have learned in our experience through actual application of theories that are now being confirmed by science.

Thank you very much for your consideration and I look forward to hearing from you.

Very truly yours,

Rona Ginott
Rona Ginott

RONA GINOTT
914-472-2358

36 HERKIMER ROAD
SCARSDALE, NEW YORK

FUNCTIONAL SKILLS

GRANT DEVELOPMENT

Background and application in the following areas: planning, research, needs assessment, goal setting, curriculum design, evaluation design and preparation, materials selection, staff development, budget preparation and cost analysis, and Education Department's General Administrative Regulations (EDGAR).

GRANT FUNDING

Source identification: U.S. Department of Education, Federal Register, New York State Education Department, National Diffusion Network (NDN), Foundations Library Publications, Corporate Newsletters; Grant preparation: McKinny Homeless, Chapter 1, Chapter 2, NDN, Even Start, First, Federal Magnet, Drug Free Schools, Emergency Immigrant, Even Start, Title VII, ISS-LEP, New York State, NYNEX, IBM, APPLE, Title VII.. Successful applications include many of the above including the highest amount awarded for Even Start in New York State for two consecutive five-year cycles.

GRANT MANAGEMENT

Contracts, negotiations, amendments, claims processing, requisitions, projections, purchasing, equipment selection, evaluation, program support and all items related to the coordination of the design and delivery of the grant.

CAREER HIGHLIGHTS

1996 - present Educational Consultant/Grant Writer: Consultant to local school districts, private and community colleges for the purposes of program development, grants proposal development and writing.

1985 - 1996 Grant Writer: Yonkers Public Schools.

- Grant Writer (Even Start, Title VII, Federal Magnet, FIRST, McKinny, Drug Free Schools and Communities, NDN, Nynex, Foundations and Institutions)
- Monitors and reports on all government funded programs (Title I, Title II, Title VII, Chapter 53)
- Facilitated NDN Projects (providing school awareness, preparing applications, implementing grants, finalizing budget and preparing evaluation)
- Program Evaluator for Title I (collect and prepare data for principals)
- Liaison with grant managers e.g. Even Start, Eisenhower, Title VII
- Office contact with Yonkers Nonpublic Schools for program development and implementation of: Chapter 2, Drug Free Schools Act, Emergency Immigrant, Title II and NDN
- Special Projects e.g. College Entrance Study, Sports Curriculum, Legislative Grants (design, preparation and evaluation)
- Grant writing workshops for teachers
- Expertise in computer and database applications

- 1985 - 1986 Project Leader: Yonkers Public Schools - Districtwide computer-assisted instructional (CAI) program for all sixth grade average-functioning students in the district. Located at one of the district's middle schools, this program accommodated 150 students per day on using various types of CAI instruction. Responsibilities of the position included those of a school principal.
- 1982 - 1985 Project Leader: Yonkers Public Schools - Newly-created PreKindergarten for gifted children. As the district's first magnet school, this school began by accommodating 60 students in an all-day program (It is now a Pre-K - grade 8 school with an enrollment of approximately 1,000). Responsibilities of the position included all facets of recruitment, interview, purchasing of materials and equipment, curriculum development, staff development and those of a school principal.
- 1980 - 1982 Project Leader: Yonkers Public Schools - Project Shape, a program for the development of behavioral objectives for Pre-K students in Special Education. Responsibilities of the position included all items related to curriculum and staff development, program facilitation, and evaluation.
- 1978 - 1980 Grant Demonstrator: Yonkers Public Schools - Grant Demonstrator for locally developed grant for the teaching of gifted children (High and Wide). Under a Demonstration Grant validated by New York State, original concepts for the education of gifted and talented elementary school students were disseminated throughout New York State. Responsibilities of the position included curriculum development and preparation for dissemination, awareness materials, presentations and evaluation.
- 1973 - 1978 Chapter 1 Math Lab Teacher: Yonkers Public Schools - Responsibilities of the position included all those related to the teaching of mathematics to elementary school students of all ages in need of remedial instruction.
- 1969 - 1973 Licensed Stockbroker (NYSE AND ASE): Herzfeld & Stern, 30 Broad St. New York, New York - Responsibilities of the position included research and sales.

Education

- 1988 - Teachers College, Columbia University, New York, New York
Ph.D. Program - Teaching Professions
- 1976 - 1978 Fordham University, New York, New York
Certification: Administration and Supervision
- 1972 - 1973 College of New Rochelle, New Rochelle, New York
Degree: M.A., Reading
- 1967 - 1969 Finch College, New York, New York
Degree: B.S., Education
- 1965 - 1967 Russell Sage College, Troy, New York

Community

- 1996 - present Board of Directors, Mead School, Greenwich, CT
- 1994 - present Board of Directors, Family Information and Referral Service Teams
- 1994 - present Executive Board, Women's Leadership Forum, DNC
- 1989-1990 Legislative liaison Scarsdale Parent/Teacher Organization

March 6, 1997



**ELAINE
DE BEAUPORT**

To: First Lady Hillary Rodham Clinton
The White House
Washington, D.C.

Attention: Pam Cicetti
FAX: 202-456-2878

From: Elaine de Beauport
President, Mead Institute
FAX 011-58-2-959-1771

Purpose: To introduce myself and to send you my recently published book "The Three Faces of Mind. Developing your Mental, Emotional and Behavioral Intelligences." This book outlines the applications to education based primarily on the Triune Brain research of Dr. Paul MacLean, presently Senior Advisor at the National Institute of Mental Health. I hope that after reading the book you will be convinced of the need to have the Triune Brain research represented at your forthcoming Conference on the Brain and Education.

Dear Mrs. Clinton,

To introduce myself: I have been a life long Democrat, a supporter of yours in your efforts to reform Health Care, the founder and for 9 years director of the Mead School in Greenwich Ct. and a founder and since 1979 President of the Mead Institute dedicated to innovative educational programs for adults.

Rona Ginott, a member of the Womens Democratic National Committee and also presently serving on the Board of the Mead School in Greenwich requested that I write you and send you the book. She heard me speak at a book signing when I was fired up about President Clinton's State of the Union message and his

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Calle del Servicio Ed. Villapol
Conj. Res. Valle Arriba PB-B
Santa Fé Caracas Venezuela

58 (2) 9795426 Fax 9591771



ELAINE
DE BEAUPORT

announced determination to make a difference in education in this term. There is so much I wish to share with both of you. Enclosed is a copy of the fax I am sending to his office as well as to the Office of Education.

The Three Faces of Mind, proposes three major intelligences- mental, emotional and behavioral- and ten processes for developing those intelligences. It is the result of 26 years teaching experience with ages 2 to 85 including fifteen years devoted to the applications of brain research to education. I wrote the book in terms of multiple intelligences, because intelligence is the *lingua franca* of the educational world and my life long pursuit has been to make a difference in education.

In 1969 I designed a new structure for elementary education at The Mead School. There were highly structured learning centers for language, math, environment, social response, art, music and physical education. By observation I learned about students' diverse capacities and intelligences in relation to various subject matters. This experience led me to recognize and champion Howard Gardner's formalization of multiple intelligences in 1983. I believe multiple intelligences is basic to all future developments in education. Therefore when I discovered the Triune Brain research of Paul MacLean I decided to probe below the Neocortical brain system in search of other intelligences which are described in detail in the enclosed book.

This long standing interest and experience with education and brain research leads me to request that I or someone be invited to the conference of the Brain and Education in order to represent the research dealing with the three brain systems. I myself would welcome and be honored to receive an invitation to participate at your conference and therefore have attached my resume.

Very specifically I believe it is necessary to include research of the two deeper brain systems lying below our well known Neocortex. Although Goleman bases his research of the Emotional

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DE BEAUPORT

Brain on the Amygdala and the research done by Joseph LeDoux, Paul MacLean presents a much broader picture of the Emotional Brain as well as research on the deeper Brain of Behavior. Therefore I hope you will consider representing the important research of Dr. Paul MacLean, now senior advisor at the National Institute of Mental Health and formerly Chief of the Laboratory of Brain Evolution and Behavior at NIMH. His work printed, as the property of the U.S. Government, is published by Plenum Press, titled The Triune Brain in Evolution. I am sure that he would personally be willing to brief you or any of your staff members, either now or at the conference.

I would also mention that Joseph Chilton Pearce, long time child advocate at national conferences, author of Magical Child and Magical Child Matures devoted his last book, entitled Evolution's End, to the implications of the Triune Brain.

I look forward to hearing from you or any of your staff members. I can be reached at the above fax in Caracas or through the New York coordinator Diane Waller, 212-866-4229. I hope you will enjoy the book personally as well as professionally.

My very best wishes to you, your daughter and the President and my sincere thanks for all you have done and are doing.

A handwritten signature in cursive script, appearing to read "Elaine de Beauport".

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**ELAINE
DE BEAUPORT**

March 6, 1997

To
President William Jefferson Clinton
The White House
Washington D.C.

From
Elaine de Beauport
Mead Institute

Subject: To respond to the President's State of the Union Message regarding education.

Dear Mr. President,

Your commitment to education expressed in your State of the Union Message excited me tremendously and prompts me to send you this letter.

Rona Ginott, a member of the Womens Democratic National Committee and also presently serving on the Board of the Mead School in Greenwich requested that I write you and send you my recently published book. She heard me speak at a book signing when I was fired up about your State of the Union Message and announced determination to make a difference in education in this term. There is so much I wish to share with you and the First Lady. Enclosed is a copy of the fax I am sending to her office.

To introduce myself: I have been a life long Democrat, one of your enthusiastic supporters, the founder and for 9 years director of the Mead School in Greenwich Ct. now in its 27th successfull year, and a founder and since 1979 President of the Mead Institute dedicated to innovative educational programs for adults. I have taught every age from 2 to 85 and have spent the last fifteen years

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**ELAINE
DE BEAUPORT**

focusing on the application of brain research and the restructuring of education.

Part I. READING.

Your goal to have all children reading by grade 3 is setting an important parameter for the country. I believe the following three measures are necessary for success:

1. To design at least one adult T.V. program showing parents reading to children every night. I am remembering Mayor La Guardia reading the "funnies" to children in New York City, Roosevelt's fireside chats, and your own engagement with young people during the campaign. Having yourself at least as a visitor on the program would add tremendous weight to our need for caring about having a literate population of children. Oprah Winfrey's book club on T.V. is another example of a dynamic approach to increasing adult interest in reading. We need to make reading attractive and entertaining to adults in order for them to reach our children at this earliest age from 0 to 3 when the neurons and dendrites of their Neocortex are totally available to make the synaptical connections that can form a powerful reading network in the child's brain.

2. We need to add words to the cartoon programs that children are watching from age 2 on. The films already exist; would it take much to convince the major companies to add verbal dubbing? We know from brain research that images affect the right hemisphere of the Neocortex; words the left hemisphere. Whatever we can do to connect the reading of words to the powerful images showing continuously on T.V. will enhance the child's reading ability.

3. My most urgent request is for a restructuring of grades 1 through 3. The elementary school classroom is an outmoded inheritance from the 17th Century which in our information age is not only impeding learning of reading and math, but is too costly and actually creating educational problems which plague the rest of the educational system as well as society. If this is a severe judgement, it comes after 26 years experience in education and 15

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years concentration on brain studies. No one who understands the right and left hemisphere of the Neocortex, for which Roger Sperry was given the Nobel Prize in 1981, can support a continued reliance on group education. (See chapters 1, 3 and 4 in the enclosed book and especially pages 34-40, 50-51 and 337-38)

It is true that we can limp along as usual with costly remedial programs being piled one after the other on top of the group structure. It is true that when we discover the children in the 3rd grade who are not reading, we can then test them and bring in an army of volunteers to assist them. It may work, but it may be like "closing the barn door after the horse has run away." By that I mean that by the middle of the first grade in our present group structure, the child's mind has already discovered that many other students can learn letters and numbers faster; concludes that he or she is "stupid"; and mentally runs away. By the middle of second grade in some systems, the child is labeled "learning disabled" or more recently "hyperactive" or with "attention deficit disorder." New remedial specialists are then called for and new funds demanded for additional programs.

Once the child decides he is "stupid", either a world of specialists or volunteers then must try to patiently undo what three years of comparison within a group structure has made evident. It would be easier to change the group structure which makes comparisons so definitive and creates within the child a bias against learning and a resentment towards others which may last all their lives.

There is an alternative. I would like to propose a "diversified structure" be used for at least grades 1 through 3. This is neither a progressive approach nor an open school approach, but a diversified structure approach which was pioneered in 1969 at the Mead School - what might today be considered a privately funded charter school. They are now in their 27th year and would be able to produce a description paper on "diversified structuring" including curriculum and modus operandi. A key feature of this approach is that parents and volunteers can easily participate in the reading and math areas

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without intervening in the authority of the main teacher. A second feature is a two teacher system which enables both teaching and counseling. Thus those children having difficulty in reading and math could be helped in their "reality context" before testing was needed or separation from their classmates "earmarked" them as slow learners. Those so labeled in the first three years of school are almost always children with a right hemisphere preference who need experiential learning before they fully grasp the symbol systems involved in reading and math. (See Chapters 1, 3 and 4.)

In my present work I am proposing that grades 4 and 5 also be restructured and heavily focused on the symbol systems of reading and math. Such a structure would enable teachers to catch any fall out from your present third grade goal for reading.

A "diversified structure" system of course cannot be mandated by the national government, but a report could be prepared with the assistance of the Mead School and disseminated as an Office of Education Report or through the Governors Council. (The Mead School can be reached directly by writing to Norman Barron, Director, The Mead School, 55 Florence Rd, Riverside Ct. 06836)

Part II. CHARACTER EDUCATION

You also urged Character Education in your State of the Union Message. It was described in the First Lady's book "It Takes a Village" as discipline and empathy. I believe that those two ideals must be modeled and felt as well as spoken about. I urge your staff to consider that empathy can be achieved by teaching the three Emotional Intelligences described in the enclosed book, pages 113 to 200. These pages also include the chapter on the nose, mouth and genitals; openings connected to our Emotional Brain system and directly involved in the consumption of drugs and alcohol as well as the birth of children by unprepared mothers.

To achieve the action of self discipline I urge you and your staff to take into consideration the brain research of Dr. Paul MacLean,

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**ELAINE
DE BEAUPORT**

senior advisor of NIMH, whose work I have applied to education in the enclosed book. I propose that to achieve self discipline we need the three Behavioral Intelligences described from page 243 to 310. These intelligences need to be taught in all levels of our education system.

I am sure that the enclosed book is highly supportive of your many goals in education. I hope it will be possible for your staff to use it in whatever ways seem appropriate. With every best wish for your success, your health, your well being and your family.

Sincerely,

A handwritten signature in cursive script, reading "Elaine De Beauport". The signature is written in dark ink and is positioned below the word "Sincerely,".

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The Early Childhood Funders Collaborative

Nicole - FYI
Jon - Respond

Oct. 8, 1997

Ms. Jennifer Klein
Special Assistant to the
President for Domestic Policy
The White House
Washington, DC 20500

Dear Jennifer,

With the White House Conference on Child Care coming up in a few weeks, I believe you may find the enclosed, advance copy of a news release on a major initiative on the issue of quality in the early care and education field of particular interest.

I expect you'll find the work of The Early Childhood Funders Collaborative in funding director credentialing and leadership development of special interest, as it relates to the mission of the Conference: examining the strengths and weaknesses of child care in America.

We believe our project is the most comprehensive effort ever to target potential child care leaders from underrepresented populations.

The news release is embargoed until Oct. 16 but I wanted to make sure you had a copy as soon as possible. Please let me know if you would like additional copies as handouts for the conference.

Thank you for your interest.

Sincerely yours,



Stacie G. Goffin
Senior Program Officer
Ewing Marion Kauffman Foundation and
Chair
Early Childhood Funders Collaborative

enclosure

The Early Childhood Funders Collaborative

For Release
Thursday, Oct. 16

Contact: Barry Wanger
Wanger Associates
617-965-6469 (office)
617-965-6419 (home)

38 Major Foundations, Corporations Join Forces in United Concern Over National Crisis in Quality in Early Care and Education Programs

WASHINGTON, D.C. (Oct. 16) -- In an unusual united effort, 38 leading foundations and corporations today detailed their efforts to support more than 100 projects across the country to strengthen the quality of early care and education programs.

The participating organizations are investing more than \$11.8 million in a wide range of initiatives designed to improve the quality of care and leadership in child care centers, family child care facilities, and early childhood programs.

Andrea Genser, executive director of the Center for Career Development in Early Care and Education at Wheelock College in Boston, called the collaborative effort "a major step that could generate increased support and awareness from others in battling the national quality crisis" in early childhood care and education programs.

"Research studies clearly show that the quality of child care in the United States, in many cases, is at a dangerously inadequate level for everyone, particularly among those serving children from lower income families," she said.

"Each morning millions of our youngest citizens find themselves in early childhood programs that are mediocre to harmful, placing them at risk for poor developmental outcomes."

more-more-more

Carnegie Corporation of New York • The Danforth Foundation • The Ford Foundation • Miriam & Peter Haas Fund • Hasbro Children's Foundation
• Howard Heinz Endowment • Ewing Marion Kauffman Foundation • W.K. Kellogg Foundation • The A.L. Mailman Family Foundation •
McCormick Tribune Foundation • The Moriah Fund • Charles Stewart Mott Foundation • The David and Lucile Packard Foundation • The William
Penn Foundation • Rockefeller Brothers Fund • The Travelers Foundation

Collaborative 2-2-2

Genser pointed out that one recent *study (Cost, Quality and Child Outcomes in Child Care Centers)* estimated that 12 percent of those in child care are in "poor quality centers that are detrimental to their development" and 74 percent are in "mediocre programs that neither harm nor promote development."

"The fact that so many powerful foundations and corporations are focusing on the issue of quality in child care is unprecedented and timely," said Marilyn M. Smith, executive director, National Association for the Education of Young Children.

"Now that two-thirds of American children regularly attend some form of child care, and new research shows that the earliest environments of children can profoundly affect brain development, the need for quality early childhood programs is greater than ever," she said.

Smith pointed out that corporate and philanthropic contributions currently make up less than five percent of the total dollars invested in early care and education.

"The foundations and corporations involved in today's announcement have a history of independently supporting quality improvement efforts. We would like to see others emulate the leadership and support for quality that this initiative demonstrates," she said.

The corporations participating in the American Business Collaboration for Quality Dependent Care have invested more than \$9.4 million in quality initiatives to date. The foundations, through The Early Childhood Funders Collaborative, have committed \$2.4 million.

"We are excited about the opportunity to explore how our individual efforts to enhance quality initiatives in early care and education will be strengthened by working together," they said in a joint statement.

Collaborative 3-3-3

The two groups have both identified credentialing of early child program directors as an issue they each support. Studies indicate that well-trained and motivated directors are essential for quality child care programs.

The Early Childhood Funders Collaborative involves 16 foundations. The American Business Collaboration for Quality Dependent Care is led by 22 corporations.

Among those participating are the Ford Foundation, W.K. Kellogg Foundation, Heinz Endowments, The David and Lucile Packard Foundation, Rockefeller Brothers Fund, Allstate, American Express, Citibank, and Texas Instruments.

Among the major initiatives funded by the Early Childhood Funders Collaborative and the American Business Collaboration:

The Early Childhood Funders Collaborative

- \$2.4 million to fund pilot projects for expanding and diversifying leadership in the early care and education field and supporting the development of models for director credentialing. The projects are among the first to specifically target potential leadership from underrepresented populations.

The American Business Collaboration for Quality Dependent Care

- \$1.2 million to provide on-site training for staff and directors at 185 child care centers over a 12- to 18-month period in Atlanta, Dallas, Washington, D.C., Tampa, New Jersey, and the Mid-Hudson Valley in New York.

- \$692,000 to expand a national program to support the professional development of early childhood teachers through intensive training and mentoring programs in Colorado, Florida, Illinois, and New York.

more-more-more

Collaborative 4-4-4

- \$1.54 million to provide technical assistance, on-site consultation, and small grants for more than 425 child care centers in 30 communities. The funds will enable center directors to make quality improvements leading to accreditation.

- \$145,000 to support a three-year training and professional development program for some 150 to 250 child care providers serving 800 young children in the Greater Phoenix area.

Stacie G. Goffin, senior program officer, Ewing Marion Kauffman Foundation, one of the participants in The Early Childhood Funders Collaborative, praised the American Business Collaboration for their "leadership efforts" to support quality efforts over the past five years.

She said the foundations' decision to work together with the Collaboration "demonstrates the critical importance we both place on quality" in the early care and education field.

She cautioned, however, that "the steps we are announcing today are an exciting beginning. In order to make real systemic change, other corporations, foundations, and governmental agencies need to devote considerably more resources in the battle to improve quality."

Ted Childs, vice president, Global Workforce Diversity, IBM, one of the participants in the American Business Collaboration, said corporations were equally concerned about the quality of child care programs.

"The studies that we are doing of employee needs and concerns in many of the 68 communities involved in the American Business Collaboration virtually always show that quality is a key concern of working parents," he said.

more-more-more

Collaborative 5-5-5

"When projections show that within the next decade, 70 percent of American workers will have children in need of child care or after-school care, then it is easy to understand why we are so concerned about this issue."

The other foundations and corporations participating in the quality initiatives are the Carnegie Corporation of New York, The Danforth Foundation, Miriam & Peter Haas Fund, Hasbro Children's Foundation, and The A.L. Mailman Family Foundation.

Also, McCormick Tribune Foundation, The Moriah Fund, Charles Stewart Mott Foundation, The William Penn Foundation, and The Travelers Foundation.

Also, Aetna, Amoco, AT&T, Bank of America, Chevron, Deloitte & Touche, Eastman Kodak, Exxon, GE Capital Services, Hewlett-Packard, Johnson & Johnson, Lucent Technologies, Mobil, NYNEX, Price Waterhouse, Texaco, and Xerox.

####

Media Contacts

Stacie G. Goffin, The Early Childhood Funders Collaboration, and senior program officer, Ewing Marion Kauffman Foundation, 816-932-1129.

Chris Kjeldsen, American Business Collaboration for Quality Dependent Care, and vice president, community and workplace programs, Johnson & Johnson, 908-524-3030.

Marilyn M. Smith, executive director, National Association for the Education of Young Children (NAEYC), 202-232-8777.

Cecelia Alvarado, director, Taking the Lead, Center for Career Development in Early Care and Education, Wheelock College, 617-734-5200, ext. 210.

Andrea Genser, executive director, Center for Career Development in Early Care and Education, Wheelock College, 617-734-5200, ext. 253.

The Early Childhood Funders Collaborative

Background on Selected Quality Initiatives

Early Childhood Funders Collaboration Project

- Taking the Lead: Investing in Early Childhood Leadership for the 21st Century. This national effort, headed by The Center for Career Development in Early Care and Education at Wheelock College in Boston, involves two major components:

- Supporting efforts to develop the first nationally recognized credentialing program for directors of various forms of early childhood programs and services. Initially, community-based experiments to test standards and criteria will be funded in California, Oklahoma, New Jersey, and Wisconsin.

- Creating a leadership development program to expand and diversify leadership in the early care and education field. The effort will include the funding of pilot programs in eight cities designed to identify, recruit, support, and train a diverse group of individuals for future leadership positions.

American Business Collaboration for Quality Dependent Care Projects

- T.E.A.C.H. (Teacher Education And Compensation Helps), Plus a scholarship, training, and technical assistance program for staff at 77 child care centers in Colorado, Florida, Illinois, and New York.

The program also involves a year-long, on-site training component in which an early childhood expert works directly with the center director and staff to identify and implement a quality improvement plan. Small grants are provided to purchase classroom materials.

more-more-more

Quality Sidebar 2-2-2

- **Family Child Care Quality Enhancement**, a three-year, extensive training program for family child care providers in Phoenix, including a 12-week, 30-hour course covering such topics as health/safety, child development, parent-provider communication, and business practices.

The program also includes mentoring, home visits by child care specialists, mini-grants for the purchase of educational materials or specialized equipment, and reunion meetings with providers and mentors involved in the training program to share ideas and challenges.

- **New Jersey Family-Friendly Center Affiliation**. A three-year program designed to focus on both the quality of care at some 30 child care centers and program policies that are affecting stress levels and productivity of the parents of children at the centers.

Key components of the project include one-week intensive training programs for directors on quality management (staff evaluation and feedback, team building, compensation and reward systems), and on developing family-friendly centers (flexible schedules, part-time and extended hours, and back-up care).

The project also includes an infant/toddler course with a mentoring component, on-going technical assistance for center administrators, and mini-grants to provide the funding for new initiatives.

####

THE WHITE HOUSE

December 15, 1997

Mrs. Erna Gretter
5790 Sterling Road
No. 302
Hollywood, FL 33021

Dear Mrs. Gretter:

Thank you very much for sharing the article on child care issues from the Fort Lauderdale Sun Sentinel with me. I appreciate hearing all sides of this important issue, and am grateful to you for thinking of me.

With warm regards, I am

Sincerely yours,


Hillary Rodham Clinton

27 October 1997

Dear Mrs. Clinton,

I thought that this article by
Ray Recchi which appeared in the
Fort Lauderdale Sun Sentinel would
be of particular interest to you.

Sincerely,

Erna Gretter



MRS. ERNA GRETTTER
5790 STERLING RD. #302
HOLLYWOOD, FL. 33021

-- 10/27/97 from Mrs. Erna Gretter, sending newspaper clipping
about child care issue.

☒ See
☒ To Nicole for info/review/response

Jon -
pls draft a
R for
HRC

THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. David Hamburg
President
Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022

Dear Dr. Hamburg:

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

April 9, 1997

Dr. David Hamburg
President
Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022

Dear Dr. Hamburg:

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

March 28, 1997

Dr. Barbara Henriques
Assistant Professor
Skidmore College
Saratoga Springs, NY 12866-1632

Dear Dr. Henriques:

Thank you for your thoughtful letter and for your interest in participating in the upcoming White House Conference on Early Childhood 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", followed by a horizontal line extending to the right.

Nicole Rabner
Associate Director
of Domestic Policy

SKIDMORE

C O L L E G E

March 21, 1997

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

Dear Ms. Rabner:

I recently wrote to President Clinton to inquire about the White House Conference on Early Learning and Brain Development. I was informed that you were the person to contact to obtain more information regarding the conference.

Since 1968 I have worked in the education field. My initial experience was as a classroom teacher in both the public and private sectors. My interest in meaningful, innovative and age-appropriate teaching practice led to my involvement with The Teacher Center, Inc. of New Haven, CT. I served as an educational advisor to programs for children in day-care, Head Start and public school settings. The Teacher Center is a non-profit educational organization that has for the past 25 years worked to improve the lives of children by working with child care providers and parents.

In my current position at Skidmore College I work with students in a pre-professional teaching program. Our students have gone on to teach in a variety of educational settings. Many of them are strongly committed to working with students who are at risk of not developing to their fullest potential. The current research on early learning and the brain has been incorporated into the courses I teach, most especially the Issues in Education course. I believe that as a nation we need to use this current research to implement programs that identify at risk students prior to their traditional first schooling experiences.

I am enclosing a copy of my resume which documents the scope of my experience for your consideration. I would welcome the opportunity to participate in this important conference.

Sincerely,



Dr. Barbara D. Henriques
Assistant Professor x2819
bhenriqu@skidmore.edu

BARBARA D. HENRIQUES

106 Phila St. Apt. 4
Saratoga Springs, NY 12866

Phone: w (518) 584-5000 x 2819
e-mail: bhenriqu @skidmore.edu

EDUCATION:

- 1997 Ed.D. Math, Science and Instructional Technology Program
"In Their Own Voice: A Study of Preservice Early Childhood and Elementary Teachers
Reconstructing Their Beliefs About Teaching and Learning Mathematics"
University of Massachusetts--Amherst
- 1993 Master of Science in Mathematics Leadership
Bank Street College of Education
New York, New York
- 1973 Masters Degree in Divinity
Yale University School of Divinity
New Haven, Connecticut
- 1970 Bachelor of Science Degree Major in Education
University of Massachusetts
Amherst, Massachusetts
- 1966 Associates Degree in Arts and Sciences
Holyoke Community College
Holyoke, Massachusetts

EMPLOYMENT:

- 1994-Present Skidmore College: Visiting Instructor Department of Education
- 1992-1994 University of Massachusetts at Amherst: Teaching Associate
- 1987-1992 Newtown Board of Education: Elementary Math/Science Specialist (K-8)
- Spring 1992 Bank Street College of Education: Adjunct Faculty
- 1983-1987 St. Thomas's Day School: Classroom Teacher
- 1979-1983 The Teacher Center: Educational Advisor
- 1973-1979 Foote School: Classroom Teacher
- 1976-1977 Fulbright-Hayes International Exchange Teacher

RELATED PROFESSIONAL EXPERIENCE:

- National Association of Teachers of Mathematics Presentation: "The Process of Change"
April 1996
- AERA Presentation: "Looking at Ourselves Look at Ourselves: An Action Research Self-Study of
Doctoral Students' Roles in Teacher Education Programs" March 1996
- American Professional Partnership for Lithuanian Education 1993-1994
Funded by United States Information Agency and The Soros Foundation.
- Bank Street College of Education New York, NY
Conference Coordinator: Mathematics Leadership Conference; Developing Mathematical
Thinking for the Information Age, April 1991

PUBLICATIONS:

- Contributor: The Migrations Project Resource Handbook; The Flexible Advisory,
Bringing Ethnic Heritage Into Focus With Curriculum." The Teacher
Center, Inc. 1981.
- TANGRAM DIARY by Clara E. Clark. Constructive Educational
Concepts, 1980.
- Clark, Clara. Basic Skills in Math Laurel Publishing Company, 1975.

CERTIFICATION:

- Professional Educator, CT State Board of Education. Endorsed Pre-
Kindergarten Through Grade 3 and Grades 4 Through 8

PROFESSIONAL MEMBERSHIPS:

- AERA Divisions B, C, and K
- National Council of Teachers of Mathematics

Henriques
DEPARTMENT OF EDUCATION

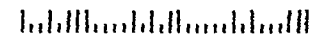
R

SKIDMORE
COLLEGE



Ms. Nicole Rabner
Domestic Policy Council
Suite 100
Old Executive Office Bldg.
Washington, D.C.

20502



THE WHITE HOUSE
WASHINGTON

October 28, 1997

Ellen Galinsky
330 7th Avenue
14th Floor
New York, NY 10001

Dear Ellen:

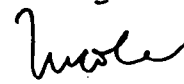
We cannot thank you enough for your participation in the White House Conference on Child Care. Your contributions during the panel discussion and your expertise made the Conference a phenomenal success and we think, helped to start a national discussion on Child Care. On a personal note, it was an honor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

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

Ditto →

We are your greatest fans. Thank you very much for the beautiful flowers. It was very kind.

THE WHITE HOUSE

July 3, 1997

Ms. Judith Jerald, MSW
Director
Early Education Services
30 Birge Street
Brattleboro, VT 05301

Dear Ms. Jerald:

Thank you for your kind letter and for sharing information with me about the important work underway at Early Education Services. I am particularly grateful for the wonderful bumper sticker which asks my favorite question, "How are the Children?".

I was gratified to learn that you found the White House Conference on Early Childhood Development and Learning enjoyable and informative, and have enclosed a transcript of the conference proceedings for your interest.

With best wishes for your continued success, I am

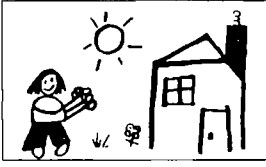
Sincerely yours,


Hillary Rodham Clinton

Abby
Pls draft a letter

from HRC Thanking
for materials &
bumper sticker - imp
w/ that they do, glad
of participate, etc. NR

EARLY EDUCATION SERVICES



The Parent-Child Center
of Windham County

*Located at the historic
Estey Complex*

30 Birge Street
Brattleboro
Vermont 05301
802.254.3742 voice
800.427.3730 (VT)
802.254.3750 fax

April 22, 1997

Hillary Clinton
White House
1600 Pennsylvania Avenue
Washington DC 20500

Dear Mrs. Clinton,

It was an honor to be part of the White House Early Childhood Development and Learning Conference last week. The rich diversity of early childhood practitioners, researchers, and business leaders who you gathered together was both impressive and exciting. I want you to know how much I appreciate your leadership and strong advocacy for children.

During the conference you mentioned the African greeting of "How Are The Children?" Enclosed please find our organization's bumper sticker with that greeting. We have been using "How Are The Children" as a community and organizational mantra since last Fall. For several years now, Brattleboro, Vermont also has had a banner that hangs over Main Street with the "It Takes a Village to Raise a Child" slogan.

The conference was an important step for us as a nation to move forward in developing national policies and systems that support our youngest children and their families. Thank you for inviting me.

Sincerely,

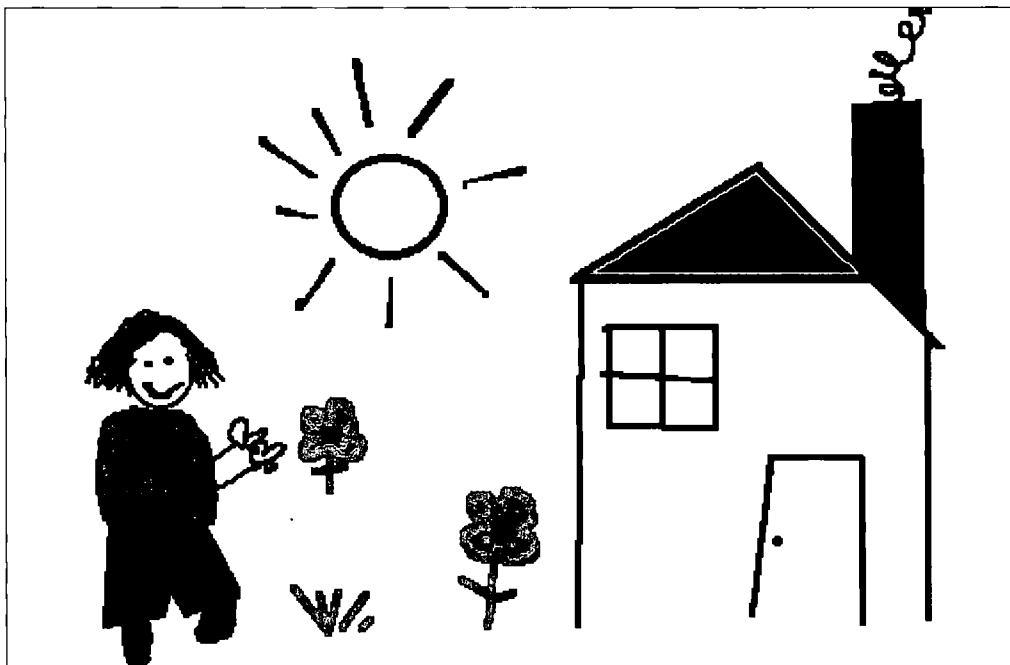
Judith Jerald MSW, Director
Early Education Services

JJ:cr
enc

Connections

Early Education Services

ANNUAL REPORT 1996



Brattleboro Town School District
Brattleboro, Vermont

Early Education Services

30 Birge Street
Brattleboro, Vermont 05301

Voice: 802.254.3742

Fax: 802.254.3750

In VT: 800.427.3730

E-Mail: eedsvcjj@sover.net

Administered by the

Brattleboro Town School District

Raymond J. McNulty, *Superintendent of Schools*
Judith Jerald, *Director*

Contributors to this Annual Report

Deborah Brown
Mary Copans
Ann Darling
Kathy Emerson
Midge Gembarowski
Chuck Gherson
Judith Jerald
Carol Robbins
Janice Stockman
Thomas Talbot
Jill Wood

**EES is an organization begun by
concerned community members
in Brattleboro, Vermont and it
has become a service model
emulated all over the country.**

THE GOALS OF EARLY EDUCATION SERVICES are to promote the healthy development of young children; prepare them to succeed in school; enhance the social, economic and personal well-being of the whole family; and to empower the family to use existing community services more effectively.

The connection between EES and the community at large is important in reaching these goals.

SERVICES

Home Visits
Early Childhood Education
Parent Support
Parenting Education
Childcare
Family Literacy
Employment & Training Assistance
Resource & Referral
Men's Program
Playgroups
Community Development
Parent/Child Center
Newborn Visits

MESSAGE FROM THE DIRECTOR

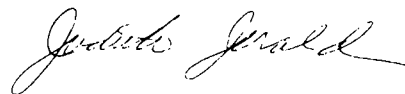
How are the Children?

THE USUAL GREETING among the Masai tribe of Africa is "How are the children?," and the traditional answer is "All the children are well." In using this greeting and response the Masai people are saying that the welfare of the children is a barometer of the health of the community. We at EES also believe that the cornerstone of a healthy community is the well-being of its children and families. Our work is to help families with young children set a stage for the rest of their lives and to promote their success.

As we go about this work we find it important to regularly ask ourselves how the children are, how the families are, and if our work is bringing the desired results for families and the community. The information that we gather helps us to continue to learn and improve our work. We know that we can always get better.

The state and national recognition which EES is receiving because of positive program results is a tribute and honor to the community. We believe that the successes are tied to the strong community support that EES receives throughout Windham County. We are proud of the work that we are doing together, and of the results that are being achieved. At the same time, we are continually challenged to learn more, and to improve and change so that we can better meet the rapidly changing needs of families in our community. It is important for us at EES to continue to be innovative, to maintain high standards and clear vision, and to continue to be passionate about the work while having a good time doing it.

As you read this report I hope that you will celebrate our successes with us, and also use the information to help us do our work better. Let us continue to ask ourselves and each other, "How are the children?" Let's continue to work together so that the answer for this community is "All the children are well."



MESSAGE FROM THE ADVISORY BOARD

Dear Friends:

AS WE EVALUATE THE PAST YEAR, it is clear that of EES' most significant accomplishments was the renovation of one of the historic Estey buildings on Birge Street to provide a new home for Early Education Services. This blending of the old and new helps us bridge the gap between past and future. We have taken a symbol of our past, an Estey Organ building, and turned it into a space for the children who represent our future. It is a beautiful new facility with room for everything. There is plenty of office space, a new parent child center, and the second child care center for infants and toddlers, the Birge Nest.

It is also important to note that when the Comprehensive Child Development Project ended, EES successfully competed to become an Early Head Start Program. We were one of the 68 grants awarded nationwide. Further, the newborn home visiting volunteer program has been expanded throughout the county with the help of funds from Vermont's Success by Six Program.

We appreciate all the work of 54 community volunteers who provide advice and expertise to our program.

With your continued support we look forward to an even more successful 1997.

Mary Copans, Chairperson for
the Early Education Services Advisory Board



Services Provided in 1996

GROUPS

Family Groups are activity groups for parents and children providing education, activities, and an opportunity for socialization.

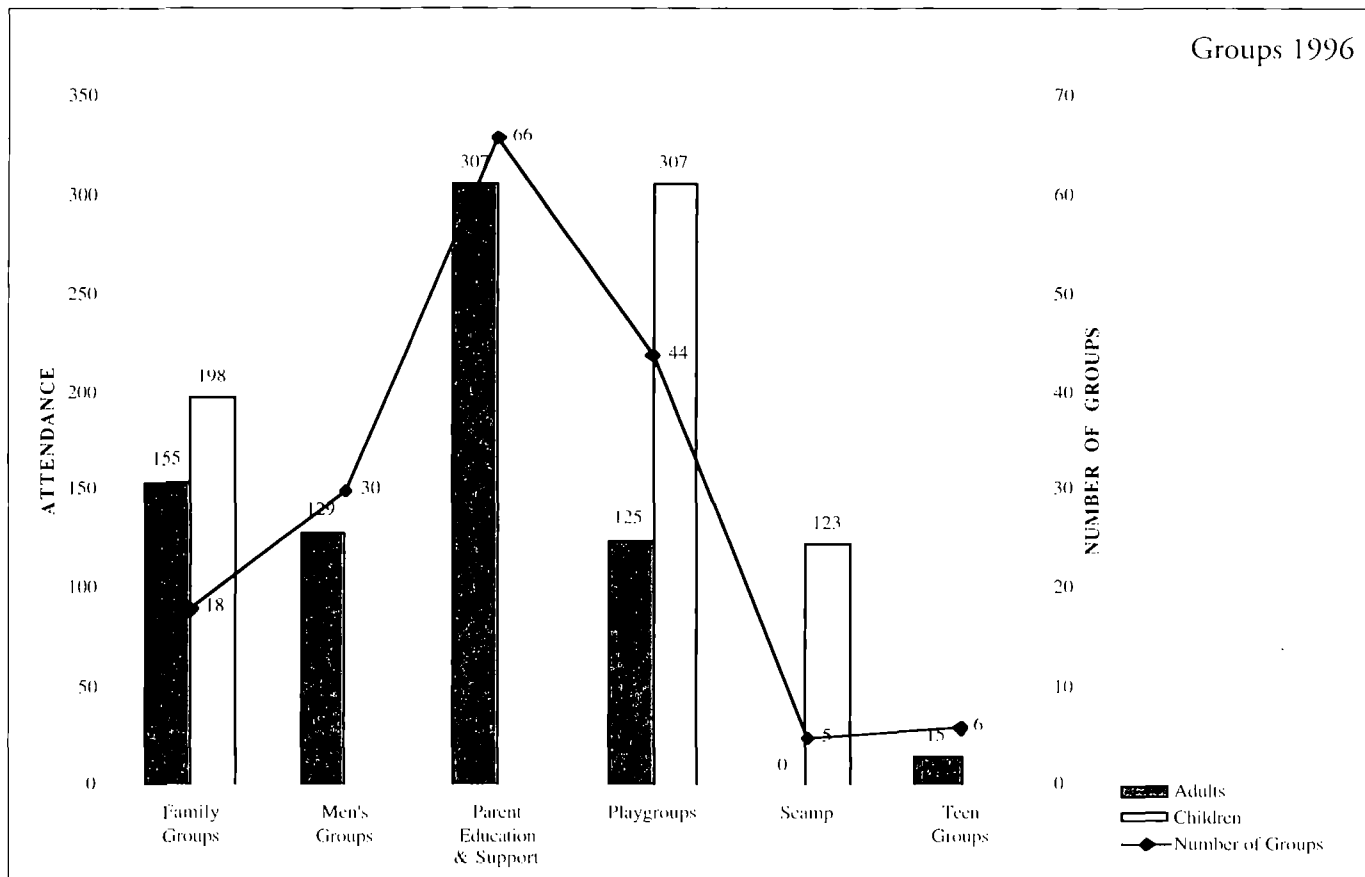
Men's Groups include activities, support/discussion groups and the Men's Advisory Council.

The Policy Council is the parent/community governance for Early Head Start. Parent Education and Support Groups are formed according to parent needs and wishes.

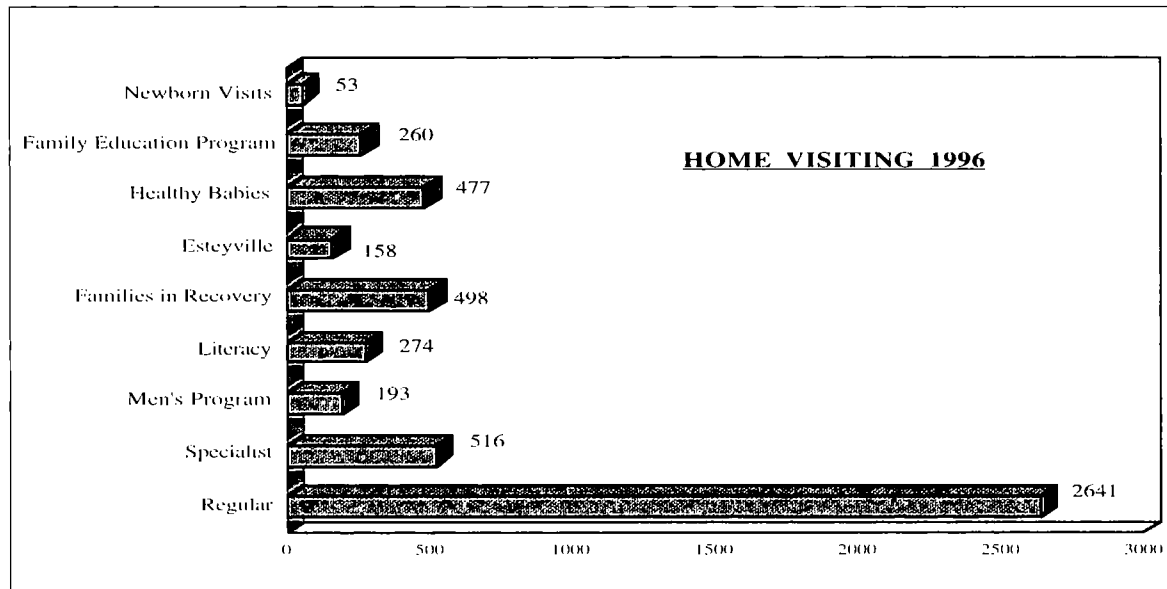
SCAMP is a summer school/camp transition program for children who will be entering kindergarten in the fall.

Playgroups formed in communities throughout the county provide socialization and group experience for both parents and children.

Teen Groups include activities and support/discussion groups for parents up to 24 years of age.



In 1996, EES family members attended a total of 169 groups, a 15% increase from 1995.



In 1996, EES staff made 5,070 home visits to a total of 213 families.

HOME VISITING

Newborn Home Visit Program — The parents of each child born in the school district receive a letter of welcome and an offer of a home visit. This is funded through the Vermont Success by Six program.

Family Education Program — Through a contract with Vermont Social and Rehabilitative Services, EES provides parenting education and support to families at risk of abuse and neglect.

Healthy Babies — As a partner with the Vermont Department of Health and Southern Vermont Home Health Agency, EES provides home visits to identified families with infants.

Esteyville School — The preschool includes monthly home visits as part of its regular program.

Families in Recovery — As part of a residential substance abuse treatment program, EES provides home visits to mothers and their children.

Literacy — An EES Literacy Tutor provides home tutoring for adults needing help with basic literacy.

Men's Program — An EES Men's Coordinator makes home visits to fathers.

Specialist Home Visits — EES Social Workers, Early Childhood Professionals, Nurses and Employment and Training Specialists provide families with assessments and consultations on particular family concerns and goals.

Regular Home Visiting — EES Parent Educators visit all families with children 0-3 from one to four times a month, depending on need. They provide child development activities, parenting education, and consultation on family needs and goals.

An EES Family Story

WE FIRST MET THE RANDOLPH FAMILY a year ago. The dad and mom, Bob and Mary Beth, were in their early twenties and had three children, Bobby, 4, Amanda, 3, and little Sarah, one year old and just walking. Their landlord was threatening to evict them from their tiny apartment for non-payment of rent. Bob had part-time work, and Mary Beth stayed home with their young family. They got a small welfare grant and some food stamps, but money was always tight. We learned that Mary Beth was pretty depressed and that Bob had a long-standing alcohol problem. All three children seemed to be somewhat behind developmentally, especially in social and language areas. Both of these young parents were genuinely concerned for their children and were eager for help.

The family had kept very much to themselves, so getting to know one another and developing mutual trust were our first steps. A team comprised of the EES staff social worker, nurse, and early childhood specialist completed assessments. The home visitor and parents set goals based on their work with their family. As part of reaching the family's goals, the social worker mediated with the landlord to move them to another apartment which had more bedrooms and where all utilities were included in the rent. EES helped the family with budgeting and arranged with the welfare department to pay their welfare grant directly to the landlord. The EES employment specialist started working with Bob on his career goals.

The early childhood specialist and home visitor arranged evaluations for Bobby, Amanda, and Sarah. As a result of the evaluation, we recommended that the older children be in a part-time day care program to increase their language and social contacts. We helped the parents apply for a state childcare subsidy and a local childcare scholarship. The home visitor demonstrated that parents can help their children by talking and reading to them, and they began to discover the joys of family reading. Mary Beth started coming to an EES playgroup with Sarah and Amanda. She made some friends and ended up joining the moms' support group. Both parents started coming to the monthly bowling events.

Near the end of our first year with the Randolphs, Bobby was scheduled to start kindergarten. His parents enrolled him in the summer school camp (SCAMP) for children entering kindergarten, which he loved. Then Bobby settled in to kindergarten and, according to his teacher, is doing well. He has made a couple of good friends who sometimes visit after school. Bob still is looking for full-time work. He now recognizes that his frequent absences from work due to drinking is a major barrier to greater income. With the encouragement of our men's support worker, he is considering substance abuse evaluation and treatment. Mary Beth, initially fearful of mental health counseling, has agreed to meet with our consulting psychologist to explore counseling. Amanda and Sarah are at a local family day care and blossoming with their parents' help. In the remaining two years of their participation in EES, Bob and Mary Beth hope to expand on their successes.

Note: This story is based on real EES family stories, but is not intended to represent any one family.

EES was one of seven programs in Vermont nominated to receive the Turrell Foundation's Whitney Langdon Award for exceptional service to children and families.

EES Successes are...

SINCE ITS INCEPTION as Parents As Teachers in 1987, the heart and soul of EES has been to gather, encourage and urge all of us in the community to pool our resources to support children and families.

National and local researchers who are studying the progress achieved by program families are increasingly interested in the extensive community connections that the program has established. Some are hypothesizing that these connections may be the distinctive factor distinguishing EES from less successful models.

Together we celebrate our community and connections. Increasingly, this community is setting the standard for working together. We share space, staff and training. We jointly assess needs, plan, develop programs, and write grants.

It seems that the move to the new building has helped to integrate us with the community even more. The new conference room brings others into our space daily; and the addition of The Birge Nest, an infant/toddler center on site reminds us daily why we're here. We are very close to achieving the vision of a community resource center for families.

- **EES** staff members belong to 38 community boards, task forces or teams.

- **EES** has recently joined the *Brattleboro Area Chamber of Commerce*.

- **Fifty-four** community members from diverse organizations and backgrounds serve on EES committees and boards.

Fifteen Early Head Start programs, out of 68 nationwide, were chosen as research sites. EES was one of them. The Harvard Graduate School of Education is our local research partner.

The *First Vermont Bank* has contributed to and collaborates on the administration of the EES Family Loan Fund. The fund helps families achieve economic independence and establish credit through low interest loans.

COMMUNITY CONNECTIONS

EES HAS FORMAL collaborative agreements with the following local community organizations:

Brattleboro Child Development
Brattleboro Retreat
Vermont Department of Health
Vermont Department of Social Welfare
Vermont Department of Social and Rehabilitation Services
Vermont Department of Employment and Training
Vermont Adult Learning
Youth Services
Winston Prouty Center
Windham Child Care Association
Southeastern Vermont Career Education Center
5-C Head Start
Parks Place, Bellows Falls
Mental Health Services

The following local businesses contributed to the December EES Multicultural Holiday Feast:

TJ Buckley's
Mama & Papa Z's
Anon Restaurant
Shin La
Hon Dynasty
Sarkis Market

EES children go on to 25 schools throughout Windham County.

EES looks forward to continuing to build on this strong foundation. What are your ideas and dreams for the community? Won't you join with us to make them come true? We can do it together!

Community Successes

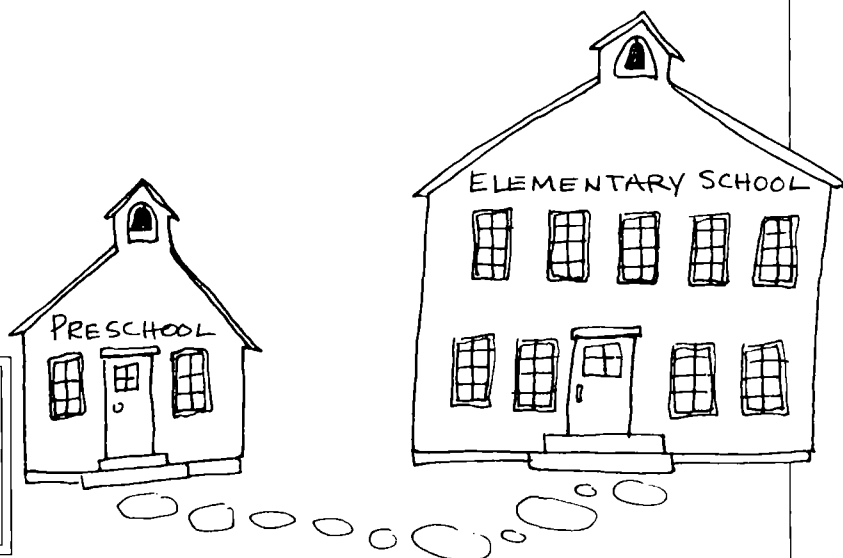
ESTEYVILLE SCHOOL — A CRITICAL CONNECTION

MOST PROGRAMS AT EES serve families with children, newborn to age three. The Esteyville School is the major link between these early supports and kindergarten. High priority is given to area children who otherwise would not be able to attend a pre-school. Classes for four-year olds are held four mornings a week and classes for three-year olds are three mornings a week. Monthly home visits/parent conferences help parents understand their child's progress and needs. Teachers encourage parents to participate in school activities.

A story told by Esteyville teachers illustrates the children's eagerness for school. Two teachers were making a home visit to a family in a downtown apartment complex. As they sat on the porch doing an activity, small heads were peeking out from porches above and across from them. About twenty children were watching — joining in with their eyes. Several of them called out, "Are you my teacher?"

Unfortunately, many of these children who would benefit from a pre-school experience will not have the opportunity. Funding is difficult to sustain for this important program. Already, services cannot reach all who need them. The current waiting list has 34 names! Fifteen of these are three-year olds and 19 are four-year olds. The four-year olds who are not served enter kindergarten without this important experience, putting them at a disadvantage with their peers who have had a preschool experience.

EES was one of three programs selected nationwide for a longitudinal study of the Windham County Family Support Program/CCDP families.



CHILD CARE CONNECTION

EES HAS TAKEN SOME STEPS THIS YEAR toward enhancing local efforts to provide quality child care for infants and toddlers. Responding to a community Infant/Toddler Child Care task force recommendation that more child care slots for infants and toddlers be created in the Brattleboro area, EES has developed a center based child care program that is housed and operated by EES for its Early Head Start families. On October 14, Birge Nest, the Infant/Toddler Center at Esteyville, opened its doors to six children between the ages of five months and two and a half years. The program is staffed by three caregivers who were selected from a group of qualified applicants because of their abilities to form warm and nurturing relationships with children and families, their understanding of the importance of responsive caregiving and their interest, experience and training in infant/toddler development.

Outstanding qualities of Birge Nest include:

- small group size;
- low teacher-child ratio (one adult for three children);
- continuous caregiving(children may stay in one group without disrupting their attachments with caregivers and each other); and
- a family-centered environment.

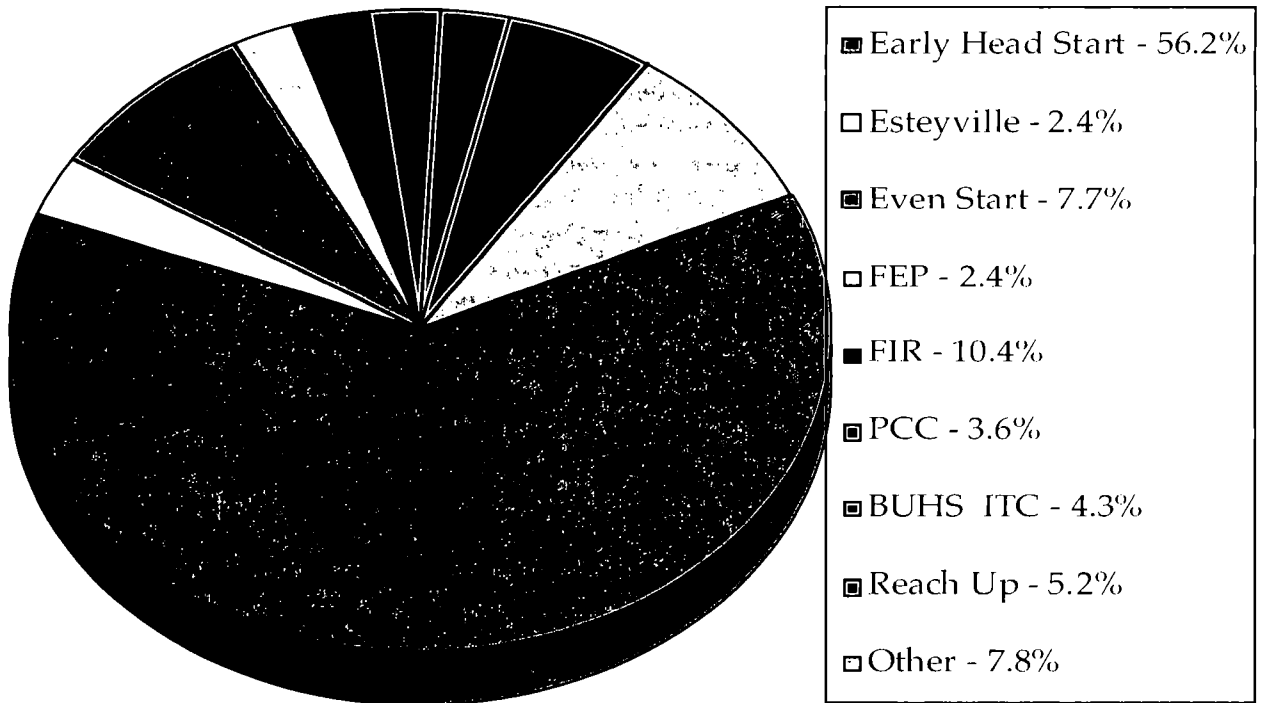
Another effort toward ensuring quality child care focuses on child care provided in registered homes. Through our Early Head Start program we are developing a Family Child Care Network. Our goal is for the Network to be comprised of a group of 6-10 caregivers who:

- enjoy working with infants and toddlers;
- want to participate in training geared toward that age group;
- want to increase their own professional identity as child care providers; and
- desire the support and camaraderie of an identified group of colleagues.

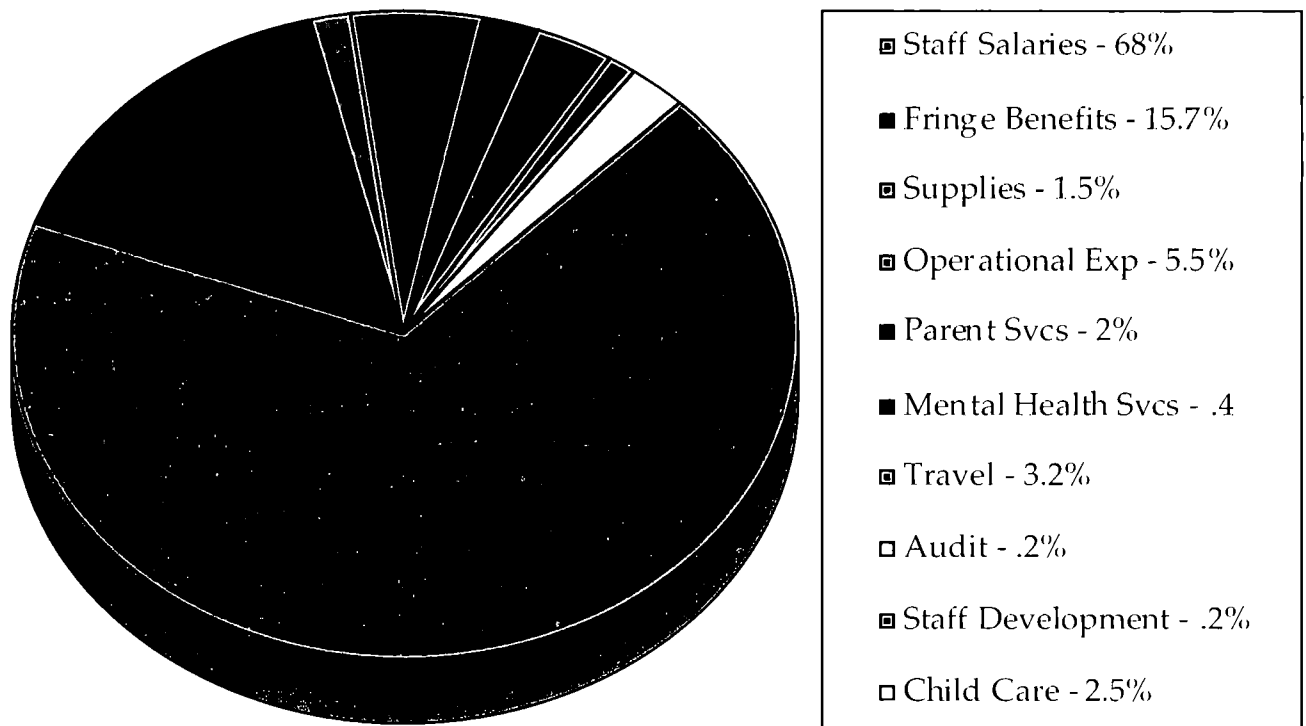
As members of the Network, they receive on-site consultation, telephone assistance, trainings by local and national child care experts, and the eligibility to borrow from an EES loan fund to support improvements in their day care facilities.

Finally, EES was selected from a group of over 50 Early Head Start grantees to collaborate on the development of an infant-toddler child care curriculum. The curriculum is being written by Teaching Strategies, a nationally recognized publisher of early childhood training and curricular materials. EES is part of the design team and reviewers of the curriculum.

Where our money comes from (\$1,497,394)



Where our money goes (\$1,497,394)



NOTES

EES and its staff members are frequently asked to provide information and consultation to other programs and national groups. This year, presentations were made at the Family Resource Coalition's National Conference and the Zero to Three National Training Institute. Judie Jerald delivered the plenary address at the National Early Childhood Institute's Annual Conference. EES receives frequent visitors from around the country and the world who are interested in seeing our program.

HEALTH ADVISORY COMMITTEE

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BUHS Guidance Counselor
Irene Burtis
EES Nurse/Health Educator
Chris Ellis
Nutritionist
Dawn Kersula
Childbirth Educator
Karen LaMorder
Department of Health
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Nurse Practitioner
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Youth Services

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Department of Employment & Training
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EES Employment & Training Specialist
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Parent
Mary Wheeler
Parent

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Small Business Owner
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Vermont State Police
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Betsy Neumeister
Community Representative
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Attorney

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Linda Quay
Teacher
Janice Stockman
Child Care Coordinator
Cathi Wilken
Director, Windham Child Care Association

EARLY EDUCATION SERVICES COMMUNITY BOARD AND COMMITTEE LISTINGS

■ Adult Education and Employment Counseling

Parents often have their own educational needs, from working on reading and writing skills, to finishing high school, or returning to college. Many parents never had the opportunity to think about their own education. Early Education Services help parents:

- develop an education plan that meets their individual needs
- find the financial support to achieve their educational goals
- develop career plans

■ Community Development

We help communities identify what services they most need to support their families. We also help them plan a way to meet that need.

These services might include:

- a family drop-in center
- more day care homes
- support for parents at home
- more information about existing services and help in utilizing these services
- play groups

Services of Early Education Services

Adult Education	Adult Services
Child Care	Community Development
Community Workshops	Early Childhood Education
Employment Counseling	Health Services
Home Daycare Training and Referral	Home Visiting Information
Men's Programs	Literacy Training
Preschool Programs	Newborn Visits
Parenting Education	Playgroups
Recreational Activities	Parent Support Groups
Social Services	Resource and Referral

Early Education Services

*The Parent-Child Center
of Windham County*

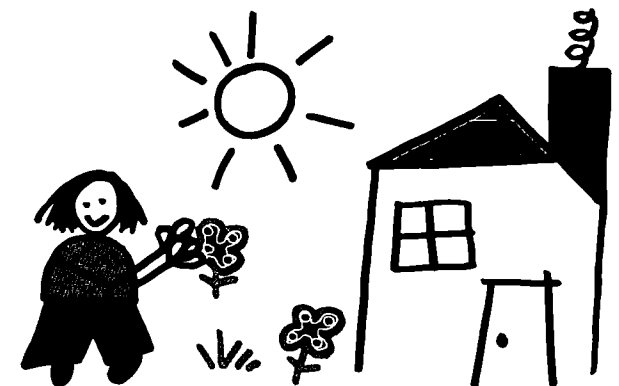
**For families
one and all**

Located at the historic Estey Complex

30 Birge Street
Brattleboro Vermont 05301
802.254.3742 voice
800.427.3730 (VT)
802.254.3750 fax

The Parent-Child Center is located in
Powers House at 96 Green Street,
Brattleboro, (802) 254-3749

*EES is administered by the
Brattleboro Town School District*



All families need help from time to time to strengthen the family unit and foster children's growth, beginning in the early years. **Early Education Services** provides parents and children a variety of individualized services to match their particular needs. In addition to providing services for families, **Early Education Services** offers information on other current programs and resources in the community that provide support for families and individuals.

"I was so excited to read about this program in the paper. I always see programs for specific groups of people. This program is for all families. This program is for me."

— A participant in one of our programs

"Thank you for all the help you've given us — so many ideas and activities and so much reassurance. I often wonder how we made it before.."

— L.H., Mother of two.

■ Parenting Education

Community Workshops provide opportunities for parents to:

- explore topics such as sibling rivalry, kindergarten readiness, living with toddlers, single parenting
- learn about specific stages of child development and enjoyable parent/child activities that promote development
- meet other parents with shared interests

■ Home-Based Services

Parent Educators visit families at home to:

- lend toys and books chosen for a particular child
- provide information on child development
- support parents in their role as the child's first and most important teacher
- connect families with agencies and services for families with young children

□ Child Care

Early Education Services helps parents by:

- identifying and evaluating child care services
- helping families find financial assistance to meet child care costs
- providing training for daycare providers
- providing free child care during parenting workshops and support groups

■ Information and Referral

Parents may call or come to the office:

- to learn about the programs and services at Early Education Services
- for assistance and advocacy in finding social and health resources and services in the community
- for help in dealing with a crisis

Early Education Services' office has comfortable places to meet with parents and children — a children's playroom, a family meeting room, a kitchen and a small playground.

■ Play Groups

Playing together in small, supervised groups allows children to:

- enjoy the company of other children
- learn from a structured play environment
- learn from experienced staff

Children (and parents) may join one of several Early Education Services playgroups, or parents may get help in starting a play-group in their own neighborhood.

■ Parent Support Groups

Parents meet with other parents in a relaxed, informal setting to:

- share the joys and frustrations of parenting
- discuss topics of their choice such as parenting twins, finding time for yourself, choosing child care, immunizations
- enjoy the company of other adults

TO: Nicole Rabner
FROM: Jon Poling
DATE: November 4, 1997

RE: Child Care Correspondence

The attached letter was responded to on Tuesday, November 4, 1997 by Jon Poling. Kelly Jenkins-Pultz was told that we would keep her suggestions on file and that we will send her the transcripts of the White House Conference on Child Care. No written response was given.

October 28, 1997

TO: Jon Poling
Office of the First Lady

FROM: Kelly Jenkins-Pultz
Women's Bureau, Department of Labor

SUBJECT: Follow-up to White House Child Care Conference -- Site for Future Events

As you develop follow-up programs to the White House Child Care Conference, I wanted to offer an idea for an ideal site for a potential event with the First Lady -- the American University Child Development Center.

Both of my children have attended the center (one is currently there in the "Orange Room") and several of the children's parents work at the Children's Defense Fund. The center is accredited by the National Association for the Education of Young Children and offers both full and half day programs for children ages 2 and a half to 5. The center staff is very diverse, reflecting the diversity of American University's own student body. In fact, at a recent professional conference, two of our teachers presented a workshop on diversity issues. There are five professional staff members, and several student aides for a student-teacher ratio of better than 7 to 1.

The Child Development Center is housed in its own building on campus and has a beautiful playground, complete with tire swings, sand boxes and sliding board. There is a garden for the children to grow their own vegetables, as well as lots of space for planting flowers.

One of the teachers lamented to me that the President has been to the University several times to give important policy addresses, and the whole campus has been invited to hear him speak, with the exception of the staff at the Child Development Center -- who have had to keep working -- taking care of the children. I know the teachers would be honored if Mrs. Clinton would join them for an event at the Center as she continues to lead the way for more affordable, accessible and quality child care programs.

Finally, we have started a tradition on Worthy Wage Day, May 1, to invite the University community to join us in a celebration of the wonderful talents of our teachers. We hold a lunch-time picnic on the University quad, complete with music, blankets and child-centered games and invite the University's administration and faculty to come spend the morning with the teachers of the University's youngest students. Our Worthy Wage Day event, on May 1, 1998, would offer the First Lady a very scenic location with a group of exuberant children, committed parents, and a supportive employer -- all within a 20 minute ride from the White House.

I hope you will consider AU's Child Development Center for a potential event. If you need further information, please feel free to call me at the Women's Bureau at 202-219-6652, ext 123. At the Child Development Center, you may also speak with the Director, Hilty Hermann at 202-885-3330.

Re: Phone Response for White House Conference on Child Care

Ms. Margaret Kiesel of the Little Red Schoolhouse was called on Friday, October 17, 1997 by Jon Poling, intern for Nicole Rabner. Ms. Kiesel was informed that we were unable to accommodate her request for an invitation to the White House Conference on Child Care, but we appreciated her interest. She was referred to the Satellite Downlink Sites in New York. She requested that we keep her information on file for an follow up events to the conference. No written response was given to this letter.



THE
LITTLE RED
SCHOOLHOUSE

5175 Harris Hill Road
Williamsville, NY 14221
Phone: (716) 689-6020

October 20, 1997

Dear Nicole,

I was just made aware of the Conference on Child Care to be held on Thursday Oct. 23 and I understand that the spaces for participation are limited.

The Little Red Schoolhouse, Inc. has been in existence since 1981 and I am the founder. We have two hundred thirty-three children that come in the course of a week, one hundred ten at a time and thirty-one on our staff. The school is located on nine acres of land. We are now in the process of building a new four year old building with a full gym and a stage.

New York State has mandated universal pre-kindergarten for all four year olds starting September 1998, so I am interested in finding out as much information as I can about current child care concerns.

I am really a "team" player and have no "agenda". My reason for wanting to participate in the conference is so that I may learn from others in the same field and that possibly someone could benefit from my experience.

I will be anxiously waiting to hear from you as my schedule will need to be switched around. I can be reached at (716) 689 6020 or my fax number is (716) 689 6089.

Thanks for taking this into consideration.

Sincerely,

Margaret Kiesel
Margaret Kiesel

THE WHITE HOUSE

July 3, 1997

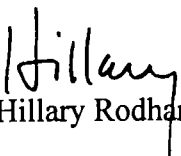
Ms. Alice Kandell
130 East 75th Street, PH-C
New York, N.Y. 10021

Dear Ms. Kandell:

Thank you for your kind letter following our conversation at the Gala Dinner at the Armory and, in particular, for your words of support for the White House Conference on Early Childhood Development and related projects. I am gratified to learn of your deep commitment to early childhood development issues and have enclosed the proceeding of the White House conference for your interest.

With warm regards, I am

Sincerely yours,


Hillary Rodham Clinton

Alice Kandell
130 East 75th Street, PH-C
New York, New York 10021

May 7, 1997

First Lady Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mrs. Clinton:

On the evening of May 1st I had the great pleasure of sitting next to you at the Gala Dinner in the Armory. I had such a wonderful time talking to you and you, unfortunately, never had a chance to finish dinner before your speech!

I mentioned to you that I am a friend of Walter and Selma Kaye, and that we had gone together to see Chelsea perform in the Nutcracker at Christmas, the day after your wonderful Christmas Party in The White House. What a lovely girl Chelsea is and what a fine dancer. You have done a terrific job with her. Stamford is lucky!

I wish to congratulate you on the work you are doing introducing the country to the importance of children from zero to three years old, and in hosting a conference on babies in The White House. Your book is truly sensitive and genuine and a real tribute to you.

After receiving a doctorate in child psychology from Harvard, I went on to specialize in the area of babies and children from zero to three and have worked directly with parents and babies in the field of parenting. I am convinced beyond any doubt that the formative years are the first three. The seeds for most problems are set during that period. I have seen first hand from my work that when proper parenting takes place, we can ward off many future problems and make a difference in a child's life. Alienation, violence, addictions can be addressed in the first years and thus warded off in the future. The problems we see in today's society of disaffected youth, anger, hatred, addictions, poor school performance date back to early childhood.

We at the Early Childhood Development Center in New York City are engaged in parenting classes with mothers and babies zero to three to discuss these very issues and it truly works! We have a curriculum including text books, and we meet weekly with mothers and babies for the first three years. We have a sign in the office:

"Having a baby is a natural process.
Raising one is not."

As I mentioned, I would be willing to help set up a program for you through the health care system or through schools, community centers, churches, etc. to reach mothers of babies at this vulnerable age. I admire your courage in addressing these issues which, as you point out, are so essential to the future health of our nation. Please let me know how I can be of help.

Very truly yours,

A handwritten signature in cursive script that reads "Alice Kandell". The signature is fluid and elegant, with a large initial 'A'.

Dr. Alice S. Kandell

THE WHITE HOUSE
WASHINGTON

April 9, 1997

Dr. Patricia Kuhl
Professor & Chair
Department of Speech and Hearing Sciences
University of Washington
1417 NE 42nd Street
Seattle, WA 98105-6246

Dear Dr. ^{Pat}~~Kuhl~~:

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.

It was a pleasure to meet you at the Society for Research in Child Development.

THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. Patricia Kuhl
Professor & Chair
Department of Speech and Hearing Sciences
University of Washington
Seattle, WA 98105-6246

Dear Dr. ^{Pate}Kuhl:

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