

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Michael Levine
Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022

Dear Michael:

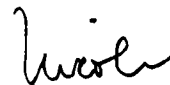
We cannot thank you enough for your participation in the White House Conference on Child Care. Your contributions during the preparation phase and your expertise made the Conference a phenomenal success and we think, helped to start a national discussion on Child Care. On a personal note, it was an honor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

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

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy



Children's World
LEARNING CENTERS®
An ARAMARK Company

Corporate Headquarters
573 Park Point Drive
Golden, Colorado 80401
(303) 526-3400

August 20, 1997

Ms. Melanne Verveer
Assistant to the President and
Chief of Staff to the First Lady
The White House
1600 Pennsylvania Avenue
Old Executive Office Building
Room 100
Washington, DC 20500

Dear Ms. Verveer:

The future of our nation's children is in our hands today – an important statement for an important issue – the early care and education of our children. I was given your name by Lynn White, Executive Director of the National Child Care Association (NCCA), who participated in a recent planning session for the White House Conference on Child Care. As president of Children's World Learning Centers, the second largest early care and education company in the United States, I respectfully request that you consider including our organization in this important conference.

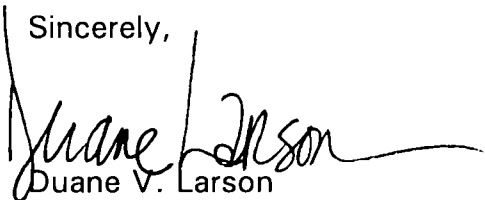
Our organization would be able to provide valuable insight as to what parents "really want and need," since we care for nearly 100,000 children every day in 25 states. For example, Children's World has conducted numerous national surveys among our families and knows that safety is one of the primary concerns for parents today.

We also can contribute information as to the types of regulations that need to be adopted and adhered to by each state in order to provide the highest quality of care and education to every child in America. Such topics could include health and safety standards, training, and accreditation by national organizations such as NCCA and the National Association for the Education of Young Children (NAEYC).

Children's World Learning Centers has been providing early childhood and elementary educational programs since 1969. We care for children ages 6 weeks through 12 years at over 575 community-based learning centers. We also provide employer on-site programs at numerous universities, corporations and government installations, including those at the Pentagon, the National Security Agency, the IRS and the USDA. In addition, Children's World is the country's largest centrally managed provider of elementary school-based after school programs, with programs at over 400 elementary schools. We also recently announced the opening of a "sister division" to Children's World called Meritor Academy, which will provide private elementary education to children preschool-age through sixth grade.

I truly believe that it is imperative to have a national organization such as ours that is dedicated to the quality care and education of children present at this conference, or at minimum, in attendance at one of the satellite locations. Please let me know if you need any additional information. Thank you for your consideration.

Sincerely,



Duane V. Larson
President
Children's World Learning Centers

Enclosure

- cc: Lynn White, NCCA
Governor Roy Romer, Colorado
Senator Ben Nighthorse Campbell (R-CO)
Senator Wayne Allard (R-CO)
Representative Diana DeGette (D-CO-1st)
Representative Joel Hefley (R-CO-5th)
Representative Scott McInnis (R-CO-3rd)
Representative Dan Schaefer (R-CO-6th)
Representative Bob Schaffer (R-CO-4th)

An Exchange guest editorial

Our Children Need National Standards!

by Duane V. Larson

Of all the children in child care today, which child in America doesn't deserve quality care? Most people, those not in the field as well as those from within the early childhood field, would immediately say, "They all do!!" This question may seem rhetorical, but let's look deeper.

Most early childhood education programs, child development centers, and child care centers use the state licensing regulations as the standards under which they operate. These stipulations, by definition and usually written in the regulations, are classified as "minimum standards" of operation.

Only 1,463 Programs Accredited Nationwide

Programs that work towards accomplishing National Association for the Education of Young Children (NAEYC) accreditation have decided that minimum standards are not acceptable. These programs have voluntarily achieved the highest standards of quality for children. Amazingly, there are over 60,000 licensed early childhood programs currently operating in this country, yet only 1,463 are accredited!

How can the field of early childhood focus attention and positive reactions towards the goal of high quality programs for every child in the country? *By setting national standards for high quality early education and care!*

National standards of high quality programming could be the first step of a comprehensive method to impact the entire early childhood profession but, most importantly, the quality of life for children across the country. Every child in the world deserves a quality environment; a quality program; and well-trained, skilled teachers.

Research Proves Value of Quality Early Childhood Experiences

Current research (see "References") shows *high quality* early childhood programming for children from infancy through school age has positive effects on children:

- Children who started high quality child care earlier and attended full-

time care showed more cooperative play, spent more time interacting with their peers, and had more frequent and positive verbal interactions.

- Infants who attend infant child care are more sociable with their peers and adults.

- Children in early infant care showed higher self-esteem in interviews and drawings.

- More than half of the students in the Field study who had attended full-time care from infancy were subsequently assigned to gifted programs in the public schools.

- Academic performance for grade school children who had attended full-time child care from infancy showed consistently higher grades in language arts and math.

Teacher Ratios Major Issue

National standards would also improve working environments for teachers. Key components of the formula for a successful environment for children are the ratio of teachers to children and the stability of the teacher in the classroom. Research conducted by NAEYC in conjunction

with their accreditation program has proven that individual interactions between teachers and children are a key indicator of quality. Lower ratios allow teachers and children more time together to talk, play, and work.

What we really need to be concerned with are teacher turnover issues and the quality of life issues for teachers in this field. When early childhood educators are managing centers with ratios which allow and encourage these positive interactions, they feel valued, they feel that they are being treated as professionals, and they stay in their chosen field. Ongoing training, reasonable pay and benefits, and the ability to participate in professional development must also be a part of this standards package.

High standards would also provide a healthy and safe environment for children, teachers, parents, and administrators. Parents' first concerns fall largely in these two areas. If there are consistently followed systems for staff reference checks; daily health inspections of centers and children; and safe, clean equipment and materials, parents are more secure in leaving their child each day.

State Regulators Overwhelmed

States differ widely in their minimum standards of qualifications for teachers. Why is it acceptable for the children in one state to need less trained and less experienced teachers than those in another? One state requires one teacher for every three infants, another permits 12 children under the age of one per teacher. Several states require specific teacher qualifications and ongoing in-service training, while other states simply require teachers to be over the age of 16. A few states define and list equipment as well as experiences

children must be offered; most states don't mention materials or equipment, much less activities teachers should provide during their day.

State regulators are overburdened with licensing caseloads that are too large to manage. This fact directly impacts the consistency and quality of programs for children. In one state, centers have operated under expired licenses (with written approval of the state) for as long as two years because caseworkers are too overwhelmed with the number of centers which must be visited to complete the re-licensing process.

Legislators Must Be Convinced

We must convince legislators to support national standards for children's care as strongly as they would support public school standards. A united commitment to high quality early childhood education will focus our country's efforts to better prepare children for the future and will insure the growing of leaders who will positively influence America and the world.

References

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- Boyer, E. (1991). *Ready to Learn*. The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey.
- Field, T. (1991). Quality infant daycare and grade school behavior and performance. Presented at 99th Annual Convention of the American Psychological Association at San Francisco, August 1991.
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Gunnarson, L. (1978). Children in day-care and family care in Sweden: A follow-up. Bulletin No. 22. Department of Educational Research, University of Gothenburg.

McCrae, J. W., & Hebert-Jackson, E. (1975). Are behavior effects of infant day-care programs specific? *Developmental Psychology*, pp. 12, 269-270.

National Association for the Education of Young Children and National Association of Early Childhood Specialist in State Department of Education (1990). *A Position Statement: Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8*, November 1990.



Duane V. Larson, president and CEO of Children's World Learning Centers, is a 1971 graduate of the University of Colorado and a life-long Colorado resident. A proponent of high quality early childhood education, Larson has focused the organization on attaining NAEYC accreditation in each of its nearly 500 centers (85 currently accredited and over 300 in self-study process).

Additionally, under Larson's leadership, Children's World has emphasized the importance of staff training and has opened its Management Development Center, adjacent to its home office in Golden, Colorado, where center directors participate in a six day intensive training program.

Dateline Child Care

Alma Powell Cites Child Care As "Most Important"



"I can remember taking my nearly two year old to a drop-in center provided on the post — it was little more than a holding pen. You signed your child in and they entered a space that was fenced off with a lot of other little children and all of them were crying. They cried when you left and they were still crying when you picked them up.

"I am very proud of this center, and I congratulate Children's World on accreditation of 100 of its centers by NAEYC."

At the celebration, Children's World president **Duane Larson** renewed his call for national standards. "Today's celebration is more than a milestone," Larson observed, "it is a recognition of the need for consistent national standards. . . . Our children will benefit from national standards which support high quality early childhood care and education."

This summer, **Children's World Learning Centers** achieved its goal of accrediting 100 of its 500+ centers by NAEYC (it now has 117 accredited centers and 300 more in the self-study process). Children's World held a national celebration of this achievement at its center at the Pentagon. At this event, **Alma Powell**, wife of General Colin L. Powell, offered the following remarks:

"Child care may be the most important service we need in this country. It is our duty to provide the very best that we can. . . .

"Our country has come a long way in recognizing the importance of high quality child care, and we in the military have come a long way from the early days of informal hourly care.

"Today the Department of Defense recognizes that child care is a quality of life *and* a readiness issue. We now operate 300 child development centers around the world that are state of the art. People are starting to come to the military to see how to operate quality centers. . . .

"As a service wife, I know firsthand just how important available child care is to support military operations. As a mother, and now as a grandmother, I can tell you that the quality of the child care is uppermost in my mind at all times.

"This center provides both. I have observed the operation of the Pentagon center since its opening in 1989. I have watched the staff interacting with parents and children to provide the best possible care and learning environments.

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THE WHITE HOUSE
WASHINGTON

March 25, 1998

MEMORANDUM

TO: Dennis Clark
Office of Governor Locke

FROM: Nicole Rabner
Office of the First Lady

RE: Early Childhood Development

I am delighted to have the opportunity to share with you and Mrs. Locke information that I gathered while developing the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. I hope it is useful to Mrs. Locke in preparing for what sounds like an exciting visit to China, which will focus on early childhood development issues.

By way of general background, I have enclosed two items: (1) the transcript from the 4/17/97 White House conference, and (2) *Starting Points*, a 1993 seminal early childhood study by the Carnegie Corporation. In addition, I recommend a study by the Families and Work Institute called *Rethinking the Brain*, which was launched at the White House conference and details scientific research on brain development and its important policy implications. Please call the Families and Work Institute at 212/465-2044 if you are interested in a copy of this report.

Mrs. Locke had also asked for recommendations of experts in the field of early childhood development from the Pacific Northwest area for possible inclusion in the delegation to China. As I mentioned to you on the phone, although I have neither met nor heard her speak personally, I remember the high recommendation of the Carnegie Corporation for Dr. Geraldine Dawson, Professor of Psychology at the University of Washington (phone 206/543-1051). In addition, there were several people from California who either participated in the White House conference or who were recommended to us; they include:

(1) Dr. Ezra Davidson, Professor and Chairman, Department of OBGYN at the Charles Drew University of Medicine and Sciences in Los Angeles (phone 310/668-4601). Dr. Davidson was a speaker at the White House conference, as you will see from the enclosed transcript.

(2) Dr. Ronald Lally, Director of the WestEd Center for Child and Family Studies (phone 415-331-5277). Dr. Lally was a participant at the White House conference.

(3) Elizabeth Bates, Professor at the University of California at San Diego (phone 619/534-3007).

As you may imagine, there were dozens of experts on early childhood issues with whom we have worked over the past many many months and many more who were recommended to us during the development of the conference. For advice on choosing experts on early development issues, I have relied heavily on two people who I recommend to you and Mrs. Locke: Ms. Ellen Galinsky, President of the Families and Work Institute (phone 212/465-2044), and Dr. Michael Levine, Program Officer at the Carnegie Corporation of New York (phone 212/207-6314).

I hope this information and the enclosed material is useful to you. Please contact me if I can be of further assistance. I look forward to hearing about Mrs. Locke's visit to China.

THE WHITE HOUSE
WASHINGTON

September 24, 1997

Mary Speno Mahoney
4967 Elgin Drive
Syracuse, NY 13215

Dear Mary:

Thank you very much for sharing with us your letter to the editor and your resume, which details your clear commitment to issues surrounding early childhood development. We appreciate your offer of assistance with the upcoming White House Conference on Child Care. I will be sure to forward your resume to those planning the regional conference in New York.

We look forward to working with you in the future.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

Mary Mahoney
 4967 Elgin Drive
 Syracuse, New York
 13215
 April 2, 1997

Nicole Radner
 Office of the First Lady
 Re: Conference on Early Childhood / Brain Development
 Attention: Adina

Enclosed is my resume' (the years 1992-95 are not represented due to our 14 year old daughter's bout with Stage III germ cell cancer & her consequent 2 mos. in critical care with multiple organ failure)

1993-95 ... Syracuse University, Early Childhood Education's Day Care Center - Toddler group.

1995-97 ... Corporate Headquarters, O'Brien & Gere Engineers. Teacher with 3-5yr. olds in their model Day Care Center.

1995-97 ... Board member for the Syracuse Association of the Education of Young Children.
 2 yrs... Chairperson for Committee on Violence in the Lives of Children.

Networking, annual dinner event & presentation as a panelist for the 1996 Study "Building a Non-Violent Community: Successful Strategies for Youth" with the Onondaga County League.

As a 30 year veteran committed to quality care for our young children & families I would be honored to attend the conference. My history of engagement & care of this American & my deep devotion create for me, and I remain vigilant to these

THE WHITE HOUSE
WASHINGTON

April 7, 1997

Professor John Mahoney
SUNY-Oswego
Communication Studies Department
2 Lanigan Hall
Oswego, NY 13126

Dear Professor Mahoney:

Thank you very much for your letter and for information on your wife, Mary. Her commitment to early childhood development issues is obvious. Unfortunately, the invitations to the White House Conference on Early Childhood Development and Learning have already been issued. However, a series of regional satellite conferences are being organized and we will be happy to send you information as soon as we can.

Best wishes.

Sincerely,



Nicole Rabner
Associate Director
of Domestic Policy

*(P) - Thank -
invites
went out
hope
she can
be involved
in
regional*

**SUNY-Oswego
Communication Studies Department**

2 Lanigan Hall • Oswego, NY 13126



315-341-2357



315-341-5658

Date: **3 APRIL 97**

Total # of pages including cover sheet: **21** *AS*

To: **Ms. Nicole Radner**

Recipient Fax: **202-456-6244**

From: **Prof. John Mahoney / REGIONAL REP.
FOR REGION II, U.S. DEPT. OF EDUC.**

Memo:

**WHITE HOUSE CONFERENCE
ON EARLY CHILDHOOD / BRAIN DEVELOPMENT
17 APR. 1997**

RE: INVITATION TO MARYS. MAHONEY

ATT: ADINA

ATT: ADINA

TEL. 212-637-6283



US Department of Education
Region II (NY, NJ, PR, VI)

3 April 1997

Wesley - I would greatly appreciate anything you
can do to facilitate my wife's participation. She's
a real pro and very excited about the First
Lady's initiatives.

John Mahoney
Regional Director, Gerry Riley

University of Limerick

INTEROFFICE MEMORANDUM

Date: 24-Feb-1992 12:23pm GMT
 From: Prof. John F Mahoney
 MAHONEYJ
 Dept: American Studies Programme
 Tel No: 333644 Fax No. 330316

Gellert\U:MAHONEYJ\ (161-202-347-3382, Ms. Sandy Gel) (TLXA1MAIL\F:161-202-347-3382\C:Ms. Sand

Subject: Family Day Care Bulletin
 CHILDRENS FOUNDATION

Dear Sandy and Kay:

Enclosed is the article for the March issue-- yet another dimension to my work here. You might have to edit it, but here goes:

Part III " A Report From Ireland", by Mary Mahoney

Last June's article addressed issues such as statistics on social change in the Irish family, women's role in the labor market. a report from the Irish Preschool Playgroup Association on their national organization and training, and a brief view of the ordinary local life of women 'caregivers' in the community.

In September, I set out to get actively involved in an area of caregiving which is extremely limited in Irish society. I began by analyzing "Mothers Alone", a 1983 publication of a study which represents 89% of women who had non-marital births in Ireland in 1983. The report stated that over one third (37%) of that population were teenagers. Only in the births by teenage mothers is the number of non-marital births greater than those of marital births. Other statistics followed: 50% received antenatal care late in pregnancy (twenty weeks or later); 76 % planned to keep their babies; 83% of parents and 80% of putative fathers had knowledge of the woman's pregnancy; 60 % (in one study) of the women had not contemplated contraception, nor had they contemplated conception.

A study which addressed the reproductive responsibility of single attendees at a Dublin Family planning clinic found that almost half came from upper middle class backgrounds. Upper class Irish women make more use of alternative options such as contraception, adoption and abortion. In the abortion choice, women have had to travel to England or other European countries where it is legal. (A current case involving a fourteen year old girl who was raped and

barred from travelling to London for treatment by the Irish court because of the Constitutional ban on abortion is on the political front burner. It is possible that a public referendum may be called to determine the issue).

With a five-fold increase of births in the teenage population between 1973-1983, and with the knowledge that Ireland's current population has 55% under the age of 26, I felt and believed this was where I wanted to work. After some investigating, I found the key person to chat with, Sister Joan Bowles, the Director/Administrator of the Limerick Youth Centre. This facility operates its own MALL in the City of Limerick. The MALL houses a restaurant, a deli, catering service, a bakery, shoe repair shop, laundry service, candy factory, knitting mill, as well as a variety of classes and counselling services for the young people of Limerick-- a youth experience within society where they have an opportunity to be creative and valuable workers, and entrepreneurs. Many of them come from public housing projects where unemployment is over 90% and is now in the third generation. This Centre represents the best functional opportunity for growth and development for the semi-, skilled, and managerial youth of Limerick. I must say, Sister Joan is a "Can-do" person with a sense of mission, and a love that energizes the available resources in these dynamic programs.

When she and I first spoke about the development of a child care program for the teen mothers employed at the Centre, there was not even a building site-- only a possibility. Negotiations had not begun yet. The alternative was to provide a Child Development class for the teen mothers. (Data gathered will be used for a proposal for funds from the European Community and other sources.)

In January, I started teaching on Tuesdays and Thursdays. The young women get off work to come to class. We see it as an important gathering place where they engage in a self-awareness sharing time followed by a sequenced curriculum in Child Development. We use "Better Baby Care" in addition to lots of other materials, games, videos, magazines, and Irish newspaper clippings. The weeks fly by and the relationships are becoming more open and trusting.

Last week, I brought in an Irish Times which had 12 articles about the 14 year old girl who had been raped. In the context of the Irish culture and the Constitution, we discussed the political origin of the law, legalities, the sequence of events in the case, women's rights, power, journalism, access to information, and the need to have women's voices in Ireland heard. For a moment, I could experience that a huge block had been removed from a private and intimate space in these women. The flow of logical, reasonable language and the sound of strong, determined voices, their own voices, was so clear to them. Adolescent, and adult, girl and woman, all in one single voice, a collective assembly of compassionate, caring women. The process was coming together as we sat in our circle. In their laps laid a photocopy of the stages of embryonic and fetal development, and in their minds was the information we'd shared about different areas of human development - social, emotional, intellectual (cognitive) and spiritual.

I won't expand any more on this particular class, but I am certain these women are learning and growing. In the next month, we will make visits to "childminders" (Family Day care) and creches where we will exercise some of our observational skills.

In May, I will give a detailed report on the Child Development class. For

now, the remainder of our second year in Ireland, the Mahoney family is active in social and community events. We are aware of the risks we have taken in this "uprooting" experience. There have been days and nights when the sense of "not knowing" has sent raw fear coursing through our veins. As Americans in a Third World country, we have had to adapt. Yet, like families all over the world, with a little help from our friends, we make it!

University of Limerick

INTEROFFICE MEMORANDUM

Date: 21-Nov-1991 02:29pm GMT
From: John F Mahoney
MAHONEYJ
Dept: College of Humanaties
Tel No: 333644

TO: PMTC

(PAPER MAIL)

Subject: Mary Mahoney Press Release

Press Release

Human Ecology! Is That something like domestic science? How would you market it? Environmentally friendly people!" That's close" says Mrs. Mary Mahoney, an early childhood professional from America who has designed a video documentary focused on human development.

Mrs Mahoney will deliver a series of lectures at the University of Limerick titled "Children- Our Challenge " beginning in January. The lecture program, sponsored by the Plassey Management and Technology Centre, is designed to focus

onthe critical relationship among the Irish business community, working mothers and the educational and psychological needs of Irish children.

During Mrs. Mahoney's early professional days (1971) she was director of the Nursery-Kindergarten Internship Program at Cornell University's College of Human Ecology. She subsequently worked in two major American re search and developmen programs, the Liverpool Laboratory Nursery School and the

Syracuse University Children's Centre. She was co-ordinator of the Child and Family Day Care Centres in Syracuse, New York. Other teaching experiences included a number of pre-schools in the Washington, D,C, Metropolitan area. One, the Resurrection Pre-school mainstreamed handicapped children, and another focused on English-as-a-second-language among Washington's large population of foreign national and immigrants.

From 1988-1989, Mrs Mahoney was an Adjunct Professor at Marymount University in Arlington, Virginia where she taught Early Childhood Education and supervised the undergraduate and post-graduate students in the College of Education and Human Service.

Over the years, she has served as President of the Volunteer Advisory

Committee at Childrens' Hospital in Washington, D.C., and chaired the Public Policy Committee for the Northern Virginia Association for the Education of Young Children.

she is currently a Board Member and International Representative for the Children's Foundation in America.

Mrs. Mahoney received her undergraduate Degree from Syracuse University and a Masters Degree in Education from The State University of New York.

University of Limerick

INTEROFFICE MEMORANDUM

Date: 15-May-1992 05:00pm GMT
From: Prof. John F Mahoney
MAHONEYJ
Dept: American Studies Programme
Tel No: 333644 Fax No. 330316

HONEYJ\ \) TO: > FAX (021275477, Tim Vaughan) (TLXMAIL \F:021275477\C:Tim Vaughan\U:M

Subject: Limerick Teen Mothers' Program

Tim

Pursuant to our conversation a short time ago, I am attaching a short article on the program Mary has put together for the Limerick Youth Centre. She started out with three young girls but once the tom-tom drums went out on the street and the community learned about the class the group quickly grew to its present size of 20. Many of the girls are already mothers; others are pregnant. They have bonded into an interesting and very comfortable company of young women.

By way of background, you might be interested in knowing that Mary has a Masters Degree in Early Childhood Education from the State University in New York. She was on the faculty at Cornell University, served as an adjunct Professor at Marymount University and has done extensive public lecturing in both the United States and in Ireland. She serves on the Board of the Children's Foundation in Washington and is also their international representative.

Of course she has also had twenty five years of "hands on" experience in working directly with parents, infants and young children.

Trying to educate the Irish Government on the value of Early Childhood Education is a little like preaching Taoism to the Aztecs, I realise, but you might find a story there that would at least catch some of the public's attention.

I really enjoyed our conversations. You are a real comer. Hope to see you soon.

Regards.

John

Check up

LIMERICK CHILD DEVELOPMENT AIMS AT TEEN MOTHERS
(Mary Speno Mahoney)

For several weeks, 19 year old Noreen's 13 month old daughter Vanessa would point under the couch whenever it was time for her to have her drink. "I would not heed of it" said Noreen. "She was always pointing." Vanessa, with her non-verbal pointing, was trying to communicate to her mam that her special juice cup was under the couch.

Now Noreen uses language to attend to her daughter's pointing rather than ignoring her. "Is something under the couch, Vanessa? Shall we look under it?" Down on their hands and knees and at eye level with each other they search the space. Face to face Noreen says "What do we see, Vanessa?" Smiling, Mam say to her daughter "I see your cup!" Vanessa smiles a knowing look.

Playfulness between mam and baby begins at birth with the first look that engages a new lifetime relationship. It is the awareness of that important relationship that helps build strong and healthy families. These families search both their own inner resources and the resources of the larger community to satisfy their information needs.

Teen mothers at the Limerick Youth-Centre have an opportunity to participate in a child development course which began last January and is now offered two mornings a week, Tuesdays and Thursdays. The course format provides the young women with a vehicle for sharing interests, needs and concerns on a mutual voluntary basis. As the moderator/facilitator of this group, I believe the cornerstone of the program is the promotion of infant learning, health and development. The delivery of information to these young parents plays a positive role in Irish society's preventive services for young children. (A survey done 9 years ago showed that 37% of Ireland's lone parents were teenagers. That figure has risen alarmingly today.)

Adolescent parents like Noreen need time to mature. Even though they have become parents, they have growing of their own to do. Individuals may form perspectives on each other at different levels, from shared superficial information or interests to common values or appreciation of very abstract moral, legal or social notions. This concept of personal and human relations develops for each of these young women as we explore issues together.

The Youth Centre program is not being carried out in a vacuum. Many establishments in the Limerick community are involved and committed to our work. Mary Immaculate College has provided videos on child development, O' Mahoney's Book Stores have loaned us children's story books; C.A.R.I. (Children at Risk Ireland) have loaned videos on sexual abuse of children. Community co-operation for the program has strengthened the group's identity immensely.

The program has taken on a number of dimensions. Medical books with charts on the reproductive cycle have been studied and reproductive responsibility and

human sexuality have been discussed in a frank and open manner. Sometimes, using household materials, we have made play dough or inexpensive toys for children such as sensory shakers and boxes. Also, members of the local Irish Pre-School Play Group Association have offered us games and puzzles which are used in class to demonstrate the different developmental skills of young children.

I should note here that information needs are not a constant. They come and go, changing with the passage of time as the tasks of parenthood themselves change. The challenges to the parents of a toddler are not at all like those that were faced when the child was a newborn. Therefore, information must be tailored to both the needs of the child and the ability and readiness of the parent to receive it.

Two critical times exist for promoting infant learning and development: first, parents need support and intervention shortly after birth. The mother must be aware that her infant is capable of a reciprocal relationship, and she should be aware of issues of separation, clinging and curiosity. Next, during the second year, the mother needs to be aware of issues involving exploration and mastery of environment, and separation, individualisation and socialisation.

Needs expressed negatively as problems which concern slightly older parents, especially about the time when the child is two years old, are heard from a mam like Bidy who says " I'm having trouble getting my Christopher to respond to toilet training." Michelle says " My child resists what I ask her to do." Tina, Mary and Fiona are pressed by their young ones and wish they had more time for themselves.

Young mothers often see their child's negative behaviour as a personal rejection rather than as a stage in the child's growth and development. The Child Development course for teen mothers is predicated on the understanding that young mothers should be helped to observe their child's action, to know what the actions mean and then to respond to them in appropriate ways. In class, the young women share this "sense of knowing" with one another in many ways.

As a case in point, Mary is concerned about her five year old who just recently started to wet the bed at night. Mary's natural reaction is to be angry and to punish the child. As the story unfolds, however, we all hear that she recently moved house and her child has had a difficult time adjusting. Mary is learning to be sensitive to her daughter's insecurities at this time of change, and many suggestions are made by her peer group to minimise the child's fears and anxieties. Mary, of course is also given support and understanding and is reassured that things are OK.

This month the young women made observation visits to some of the Irish Pre-School Playgroup Association members' programs. One of the programs even had a teenage mother working as an assistant in her creche/playgroup! At the end of the morning she shared a photo album of the Child Care Centre for teen mothers where she worked in Canada and received her training in Early Childhood Education and Child Development. In another program, the members of our group observed a handicapped child and were pleased to see how much the little girl enjoyed the program. These young mothers were surprised and pleased with the independent choices the 3 and 4 year olds were making. The children used lots of language in these enriched learning environments.

I believe the Child Development information needs of families deserve attention from the Irish society. These needs are not a deficit to be erased, but an essential and positive step in parental growth. Investment in parental information such as the program at the Limerick Youth Centre are passed on as benefits to the children. What better investment can any society make.

We can change effects of poverty in schools

Re "Schools struggle against poverty," the article in last Sunday's

Herald American.

In the late '80s, before I was invited to Cornell University to direct its Nursery-Kindergarten Internship Program in Human Development and Family Studies, I was the first coordinator of Child and Family Service Day Care Centers in Syracuse. The three centers were Shonnard Street, Pioneer Homes and Salt City. (They cared for the population addressed in "Schools struggle against poverty.")

The only limitation we have today is our level of commitment. The building blocks of a civil American society will be found in our capacity for organized, rational, voluntary reaction to challenges.

We can reconstruct the crumbling foundation of our society if we use the resources that are developmentally appropriate for the needs of our young children and families in the Syracuse community.

MARY SPENO MAHONEY
Syracuse

1/20/97 Herald American



Onondaga
Citizens League

January 7, 1997

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Dear Ms. Mahoney:

The Onondaga Citizens League would like to thank you for serving as a panelist for the 1996 study "Building a Non-Violent Community: Successful Strategies for Youth." We are grateful not only for the gift of your time to participate in the study, but also for your ongoing commitment to our community and its youth. Enclosed you will find a copy of the final report. We recognize that it is individuals like you who make the difference in the lives of youth and we hope that our report will serve as both a useful tool and an affirmation of the good work you do.

We would also like to invite you to join us for the 1997 series of study meetings. The title of this year's study is "Security Check: Perceptions of Personal Safety." Over the next months we plan to meet with organized groups across Syracuse and Onondaga County to discover what concerns different constituencies have and what people think should be done about them. We will also conduct our regular series of meetings to allow citizens the opportunity to hear from, and question, the experts. Enclosed you will find a brochure outlining the Citizens' League and its activities for your information. Please join us for what we know will be a timely and interesting series of presentations.

Cordially Yours,

Marcia Harrington

Exec. Assistant Director, OCL

University of Limerick

INTEROFFICE MEMORANDUM

Date: 24-Feb-1992 12:23pm GMT
 From: Prof. John F Mahoney
 MAHONEYJ
 Dept: American Studies Programme
 Tel No: 333644 Fax No. 330316

sellert\U:\MAHONEYJ\161-202-347-3382.Mr. Sandy Gel (TLXALMAIL\F:161-202-347-3382\C:Ms. Sanc

Subject: Family Day Care Bulletin

Dear Sandy and Kay:

Enclosed is the article for the March issue-- yet another dimension to my work here. You might have to edit it, but here goes:

Part III " A Report From Ireland", by Mary Mahoney

Last June's article addressed issues such as statistics on social change in the Irish family, women's role in the labor market, a report from the Irish Preschool Playgroup Association on their national organization and training, and a brief view of the ordinary local life of women 'caregivers' in the community.

In September, I set out to get actively involved in an area of caregiving which is extremely limited in Irish society. I began by analyzing "Mothers Alone", a 1983 publication of a study which represents 89% of women who had non-marital births in Ireland in 1983. The report stated that over one third (37%) of that population were teenagers. Only in the births by teenage mothers is the number of non-marital births greater than those of marital births. Other statistics followed: 50% received antenatal care late in pregnancy (twenty weeks or later); 76 % planned to keep their babies; 83% of parents and 80% of putative fathers had knowledge of the woman's pregnancy; 60 % (in one study) of the women had not contemplated contraception, nor had they contemplated conception.

A study which addressed the reproductive responsibility of single attendees at a Dublin Family planning clinic found that almost half came from upper middle class backgrounds. Upper class Irish women make more use of alternative options such as contraception, adoption and abortion. In the abortion choice, women have had to travel to England or other European countries where it is legal. (A current case involving a fourteen year old girl who was raped and

barred from travelling to London for treatment by the Irish court because of the Constitutional ban on abortion is on the political front burner. It is possible that a public referendum may be called to determine the issue).

With a five-fold increase of births in the teenage population between 1973-1983, and with the knowledge that Ireland's current population has 55% under the age of 26, I felt and believed this was where I wanted to work. After some investigating, I found the key person to chat with, Sister Joan Bowles, the Director/Administrator of the Limerick Youth Centre. This facility operates its own MALL in the City of Limerick. The MALL houses a restaurant, a deli, catering service, a bakery, shoe repair shop, laundry service, candy factory, knitting mill, as well as a variety of classes and counselling services for the young people of Limerick-- a youth experience within society where they have an opportunity to be creative and valuable workers, and entrepreneurs. Many of them come from public housing projects where unemployment is over 90% and is now in the third generation. This Centre represents the best functional opportunity for growth and development for the semi-, skilled, and managerial youth of Limerick. I must say, Sister Joan is a 'Can-do' person with a sense of mission, and a love that energizes the available resources in these dynamic programs.

When she and I first spoke about the development of a child care program for the teen mothers employed at the Centre, there was not even a building site-- only a possibility. Negotiations had not begun yet. The alternative was to provide a Child Development class for the teen mothers. (Data gathered will be used for a proposal for funds from the European Community and other sources.)

In January, I started teaching on Tuesdays and Thursdays. The young women get off work to come to class. We see it as an important gathering place where they engage in a self-awareness sharing time followed by a sequenced curriculum in Child Development. We use "Better Baby Care" in addition to lots of other materials, games, videos, magazines, and Irish newspaper clippings. The weeks fly by and the relationships are becoming more open and trusting.

Last week, I brought in an Irish Times which had 12 articles about the 14 year old girl who had been raped. In the context of the Irish culture and the Constitution, we discussed the political origin of the law, legalities, the sequence of events in the case, women's rights, power, journalism, access to information, and the need to have women's voices in Ireland heard. For a moment, I could experience that a huge block had been removed from a private and intimate space in these women. The flow of logical, reasonable language and the sound of strong, determined voices, their own voices, was so clear to them. Adolescent, and adult, girl and woman, all in one single voice, a collective assembly of compassionate, caring women. The process was coming together as we sat in our circle. In their laps laid a photocopy of the stages of embryonic and fetal development, and in their minds was the information we'd shared about different areas of human development - social, emotional, intellectual (cognitive) and spiritual.

I won't expand any more on this particular class, but I am certain these women are learning and growing. In the next month, we will make visits to 'childminders' (Family Day care) and creches where we will exercise some of our observational skills.

In May, I will give a detailed report on the Child Development class. For

now, the remainder of our second year in Ireland, the Mahoney family is active in social and community events. We are aware of the risks we have taken in this "uprooting" experience. There have been days and nights when the sense of "not knowing" has sent raw fear surging through our veins. As Americans in a Third World country, we have had to adapt. Yet, like families all over the world, with a little help from our friends, we make it!

THE WHITE HOUSE

July 3, 1997

Elizabeth Memel, M.A.
Infant Specialist
Resources for Infant Educators
8233 West Third Street
Los Angeles, CA 90048

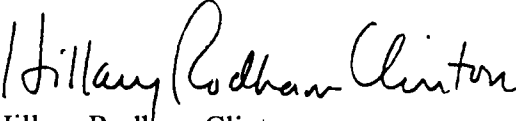
Dear Ms. Memel:

Thank you for your thoughtful letter and for sharing materials with me about your work at Resources for Infant Educators.

As you may know, the President and I hosted the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children* to spotlight the critical importance of the earliest years to later success in life. I have enclosed the conference proceedings for your interest.

With best wishes for your continued success, I am

Sincerely yours,


Hillary Rodham Clinton

ELIZABETH MEMEL, M.A.



Infant Specialist



RIETM *Fellow*

• PARENT EDUCATOR
• CONSULTANT
Day Care Center Staff Development
Early Childhood Education • Infants and Toddlers

8233 W. Third St., Los Angeles, California 90048
(213) 651-0022

Infant Specialist



RIETM *Fellow*

ELIZABETH MEMEL, M.A.



May 15, 1997

Hilary Rodham Clinton
The White House
Washington, D.C.

Dear Hilary Rodham Clinton:

"Talking to a baby while changing a diaper...." Sounds simple enough. I also recommend that idea, and I get the chance to see such respectful interactions demonstrated as I facilitate a family support program that presents a unique approach to caring for infants. I am a child developmentalist working primarily with families in a mental health program led by Magda Gerber, a nationally renowned infant specialist. She founded and directs Resources for Infant Educators (RIE) in Los Angeles, a non-profit educational organization dedicated to infants and their caregivers which advocates a humanistic philosophy and unique methodology based on several child development theorists. RIE's preventive approach has been used in many settings, both family and group care, by people of diverse resources from multicultural backgrounds and is taught in parent/ infant guidance classes, community college child development classes, teen parenting programs (both residential and school-based), teacher college curriculum and RIE's own three-part certification program. The RIE Board of Directors is proud to say there are two RIE accredited model child care centers in the Los Angeles area and countless others, both private and public, in cities across North America, which try to implement for infants and toddlers the work of Magda Gerber.

Some years ago the California Department of Education gathered a group of eight national early childhood educators to create a caregivers' training program. There were to be nearly thirty videos on training caregivers. Only one educator was chosen to be interviewed for an hour on a tape, Respectfully Yours. The CDE chose Magda Gerber because her RIE approach offers the methodology to reach the all important goals for zero to three development that are identified by researchers and educators. In fact she is the seminal pioneer and main practicing theorist on issues of infant education, who decades ago was teaching three main principles which have become the national guidelines: small groups, primary caregiving and consistency of caregiving.

My work led to me Budapest, Hungary to an orphanage called "Loczy" where infants and toddlers are prevented from becoming liabilities to society by virtue of their earliest care. Loczy's founder, Dr. Emmi Pikler, was the mentor of Magda Gerber who brought the Loczy model to this country in the late fifties, transformed it for families and day care and has been educating the infant/family work force for decades.

Your friend, Ruth Hunter, has been involved with her husband and son in weekly RIE classes which provide support as their family develops. They and other families with children around Quincy's stage are gaining the tools you so sincerely write about for building the very foundation of the lifelong parent/child relationship. RIE is not behavior modification or a didactic approach to parent education. Unlike one-on-one interventions for new families, such as costly home visitations studied recently by the Rand Corporation, learning in RIE takes place through an experiential collaborative process for groups of six to eight families. During these critical first two years, parents, along with some grandparents and caregivers, come together to observe their children's demonstration of growing competencies as the young ones make choices from the very beginning of life. A RIE certified professional facilitates in an infant-oriented environment that encourages babies to become attentive, active exploring persons who are self-rewarded in the mastery of new tasks, from gross and fine motor development to social emotional learning. Parents and children together are given ongoing opportunities to discover their own "batch of shovels" as they grow authentically and autonomously.

I offer the enclosed literature which I trust you will enjoy. It is my sincere desire and great honor to introduce you to this richly rewarding work.

Very truly and respectfully yours,

THE WHITE HOUSE
WASHINGTON

September 12, 1997

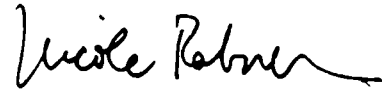
William D. Murphy, Ph.D.
President, ATSA
Suite 26
10700 S.W. Beaverton-Hillsdale Hwy.
Beaverton, OR 97005-3035

Dear Dr. Murphy:

Thank you very much for your invitation to the 16th Annual Research and Treatment Conference for the ATSA in October. Unfortunately, I am not going to be able to attend the conference.

Once again, thank you for the invitation and I hope that the conference is a success.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy



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**Past recipients of the ATSA
"Significant Achievement Award"

September 1, 1997

Nicole Rabner
The White House
Washington, DC 20500

Dear Ms. Rabner:

The Association for the Treatment of Sexual Abusers (ATSA) is hosting the 16th Annual Research and Treatment Conference at the Hyatt Regency Crystal City in Arlington, Virginia October 15 - 18, 1997. We are hoping that your interest in the issues and problems associated with sexual abuse, as indicated by your position as the Special Assistant to the Chief of Staff for the Office of the First Lady, will be the impetus for you to attend all or a portion of the conference.

Invite

We are enclosing both a one page narrative describing the history of the organization, as well as this year's conference brochure for your perusal. As you will notice there are many presentations in the form of Plenary addresses, concurrent workshops, seminars, paper presentations and poster sessions throughout the 3 1/2 day conference. The presentations address issues directly related to the assessment and treatment of sexual abusers, as well as research outcome studies that may impact the formation and implementation of public policy. We welcome you to attend any part of the conference as our guest. If you are interested in attending the conference, please complete the registration form on pages 27 and 28 of the brochure and return the form with a copy of this letter to the ATSA office. All registration fees will be waived.

We also invite you to attend our opening reception at the Hyatt Regency Crystal City on Wednesday, October 15th beginning at 7:00 p.m.. Members of the Executive Board of Directors will be available to officiate as your personal host for the evening. If you are interested in attending the opening reception, we would appreciate it if you would inform our office by letter, fax, telephone or e-mail (all numbers on this letter head) by October 1, 1997.

Sincerely,

William D. Murphy Ph.D.
William D. Murphy, Ph.D.
President, Board of Directors

Connie Isaac
Connie Isaac
Executive Director

10700 S.W.
Arton-Hillsdale Hwy.
Suite 26
Beaverton, Oregon
97005-3035
Phone (503) 643-1023
Fax (503) 643-5084
E-mail: atsa@atsa.com
Web: www.atsa.com



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September 1, 1997

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The White House
Washington, DC 20500

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Sincerely,

William D. Murphy Ph.D.
William D. Murphy, Ph.D.
President, Board of Directors

Connie Isaac
Connie Isaac
Executive Director

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Beaverton, Oregon
97005-3035
Phone (503) 643-1023
Fax (503) 643-5084
E-mail: atsa@atsa.com
Web: www.atsa.com

Memorandum

Date: September 12, 1997

To: Nicole Rabner

From: Jon Poling

Re: Summary of Information on The Association for the Treatment of Sexual Abusers

The Association for the Treatment of Sexual Abusers (ATSA) was officially incorporated in 1984 and is a nonprofit, interdisciplinary and international group. They are research oriented specifically in the area of sex offender evaluation and treatment processes.

The current president of the organization is a Dr. William Murphy, Ph.D. The ATSA is approved by the following organizations: California Psychologists Association, National Association of Social Workers, California Board of Behavioral Sciences, Pennsylvania State Board of Social Work Examiners and the Accreditation Council for Continuing Medical Education.

ATSA claims to be strong advocates of “the elimination of sexual victimization, the protection of communities through responsible and ethical treatment of sex offenders and their victims, the prevention of sexual assault through effective management of sex offenders, and the promotion of education to advance knowledge and awareness in the field of sexual abuse.”

The phone number for ATSA is 503.643.1023 and the Fax number is 503.643.5084. ATSA's E-mail is atsa@atsa.com and their website is www.atsa.com. They are located at ATSA, 10700 S.W. Beaverton-Hillsdale Hwy. Suite 26, Beaverton, OR 97005-3035.



ATSA HISTORY

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Significant Achievement Award

In the mid 1970's, Dr. Gene Abel and Dr. Judith V. Becker received an NIMH grant to fund their work with sex offenders. This research project was instrumental in the formalization of periodic meetings with NIMH representatives and some of the pioneers in the sex offender field. The meetings were so beneficial to those involved, as well as to the newly developing field, additional monies were requested from NIMH to continue--and more importantly--to expand the focus of the meetings. Several post-doctorate positions were also established to assist in expanding the research. Initially, Drs. Abel and Becker organized four meetings, the first occurred in Memphis, Tennessee in 1977, the second in New York City, the third on the California Central Coast and the fourth in Denver, Colorado.

The meetings were instrumental in fostering and supporting the communication among those professionals who were initiating and conducting research projects and with those who were providing treatment to the sex offender population. NIMH expressed an interest in the ongoing meetings and co-sponsored, with the Masters and Johnson Institute, a meeting in St. Louis, Missouri. The following year the meeting was held in Tampa, Florida, in conjunction with the awarding of a NIMH grant to Dr. D. Richard Laws who was researching the prevention of relapse with child molesters. The interest in that meeting, as well as the identified growth in the field of sex offender research, evaluation and treatment suggested the possibility that future meetings might be able to be organized and funded without NIMH financial support. The members of the original Association for the Treatment of Sexual Abusers (initially named the Association for the Behavioral Treatment of Sexual Abusers) offered to sponsor an annual conference to review ongoing research and to share information about clinical issues and expertise. It was with that focus the first ABSTA sponsored conference was scheduled in Newport, Oregon in 1987.

The Association for the Treatment of Sexual Abusers (ATSA), a non-profit, interdisciplinary organization, was incorporated in 1984 by a small group of clinicians in Oregon who were working with sex offenders. ATSA remains dedicated to principles which foster research and information exchange, further professional education and provide for the advancement of professional standards and practices in the field of sex offender evaluation and treatment. ATSA is an international organization with a membership of over 1,400 professionals committed to the prevention of sexual assault through effective management of sex offenders.

10700 S.W.
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Phone (503) 643-1023
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E atsa@atsa.com
www.atsa.com

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Major General John G. Meyer, Jr.
Chief of Public Affairs
1500 Army Pentagon Room 2E636
Washington, DC 20310-1500

Dear General Meyer:

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

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

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

*Thank you also for the
medallion, which sits
proudly on my desk!*

THE WHITE HOUSE
WASHINGTON

October 28, 1997

The Honorable Jane Maroney
4605 Concord Turnpike
Wilmington, DE 19803

Dear Representative Maroney:

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.

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Sincerely,

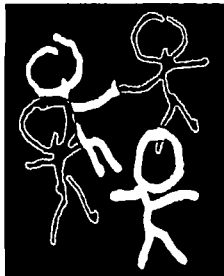


Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

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Paul Metzger
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Irving B. Harris
Chairman Emeritus

Harriet Meyer
Executive Director

August 18, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Nicole:

I recently met a gentlemen named Mr. Fritz Kopeinig who is the Director of Community Relations for the Canadian Imperial Bank of Commerce, which operates out of New York, Chicago and Los Angeles. (I have attached a copy of his business card.) CIBC has recently acquired Oppenheimer Funds, the large and highly regarded mutual fund company. Oppenheimer Funds is supporting the development of the Ounce of Prevention Fund's new child care center over the next three years.

I thought you might like to contact Mr. Kopeinig for the October 23rd White House Conference on Child Care because the bank invests \$700,000 annually in child-related causes with a specific focus on child care. For example, they were the originators of the innovative pooled-loan activity that allowed not-for-profits to borrow money specifically for capital development of child care centers. They have also recently invested in capacity building for family home day care networks

I know that you will be looking for a balance between public and private sector representatives at this conference and thought he might be an ideal spokesperson for the private sector.

Good Luck!

Sincerely,

Harriet Meyer
Executive Director

enclosure

Fritz Kopeinig
Director
Community Relations

**Canadian Imperial
Bank of Commerce**
425 Lexington Avenue
New York, NY 10017

Tel: (212) 856-4010
Fax: (212) 856-4241

THE WHITE HOUSE
WASHINGTON

sent

September 15, 1997

Ms. Barbara Oehlberg
35375 Solon Rd.
Solon, OH 44139

Dear Ms. Oehlberg

Thank you for your letter and for sharing your thoughts on education and teacher training. We greatly appreciate your advice on these matters. Your advice will certainly help us as we prepare for the White House Conference on Child Care.

Once again, thank you for the information that you have provided us with and we look forward to working with you in the future.

Sincerely yours,

Nicole Rabner
Associate Director for
Domestic Policy

Dear Niede -

After having my letter to Lucey Hackney returned I called the White House and received your name as someone who might be willing to peruse the enclosure. I've left my letter to Mrs. Hackney in the envelope to explain the "Chain of events."

Sincerely,
Barbara Oakley

35375 Solon Rd.
Solon, OH 44139
July 22, 1997

Ms. Lucy Hackney
The White House
Washington, D.C.

Dear Ms. Hackney;

I'm the woman from Cleveland, OH, who talked with you concerning the White House Conference on Children of 3, advocating some type of follow-up on the impact of experiences of terror on brain development.

I do not know if you will have any involvement in designing President Clinton's proposed program to encourage educators to agree to teach in urban communities but you may be able to pass my recommendations on to those directly involved.

You expressed awareness of Bruce Penix's research and message. The implications of his notions of use-dependent brain development for urban students affords educators new and significant

options for responding to acting-out youth without shutting down their ability to learn.

To my knowledge, Perry's research has not been directly translated to classroom management and educational strategies for middle and secondary schools. I have attempted some strategies for pre and early elementary teachers in my book Making it Better: Activities for Children Living in a Stressful World.

Could you please encourage a broader search for other examples and advocate that the teacher training connected with this project include the implications of Perry's research? Thank you!

Sincerely,
Barbara Oehlberg

Dear Nickie -

After having my letter to Lucey Hackney returned I called the White House and received

your name as someone who might be willing to peruse the enclosure.

I've left my letter to Mrs. Hackney in the envelope to explain the "Chain of events."

Sincerely,

Barbara Ackberg

35375 Solon Rd.
Solon, OH 44139
July 22, 1997

Ms. Suecy Haskrey
The White House
Washington, D.C.

Dear Ms. Haskrey;

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I do not know if you will have any involvement in designing President Clinton's proposed program to encourage educators to agree to teach in urban communities but you may be able to pass my recommendations on to those directly involved.

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To my knowledge, Perry's research has not been directly translated to classroom management and educational strategies for middle and secondary schools. I have attempted some strategies for pre and early elementary teachers in my book Making it Better: Activities for Children Living in a Stressful World.

Could you please encourage a broader search for other examples and advocate that the teacher training connected with this project include the implications of Perry's research? Thank you!

Sincerely,
Barbara Cehlberg

CIVITAS
CHILD TRAUMA
PROGRAMS

BRUCE D. PERRY M.D., PH.D.
EXECUTIVE DIRECTOR



BAYLOR
COLLEGE OF
MEDICINE

DEPARTMENT OF PSYCHIATRY
AND BEHAVIORAL SCIENCES

December 2, 1996

Ms. Barbara Oehlberg
35375 Solon Rd.
Solon, OH 44139

Dear Ms. Oehlberg,

Thank you so much for the wonderful book. It is very well put together and I am very touched that you so kindly mentioned me in the forward. I find that the activities are actually very well thought out and the book is an excellent example of how complex and complicated issues can very simply be distilled into core concepts and presented to parents and individuals working with children. Bravo!

Thank you for the copy of the book and we will be ordering a number of them for our work down here.

Best regards,

A handwritten signature in black ink that reads "BDP".

Bruce D. Perry, M.D., Ph.D.
Thomas S. Trammell Research Professor of Child Psychiatry
Vice Chairman for Research, Department of Psychiatry
Baylor College of Medicine
Chief of Psychiatry
Texas Children's Hospital

BDP:bh

ONE BAYLOR PLAZA HOUSTON, TX 77030 (713) 770-3751 FAX (713) 770-3747

In Partnership with
CIVITAS
INITIATIVE

I sent a copy of my
book to Hillary Clinton
in Feb. , I think.

Making It Better

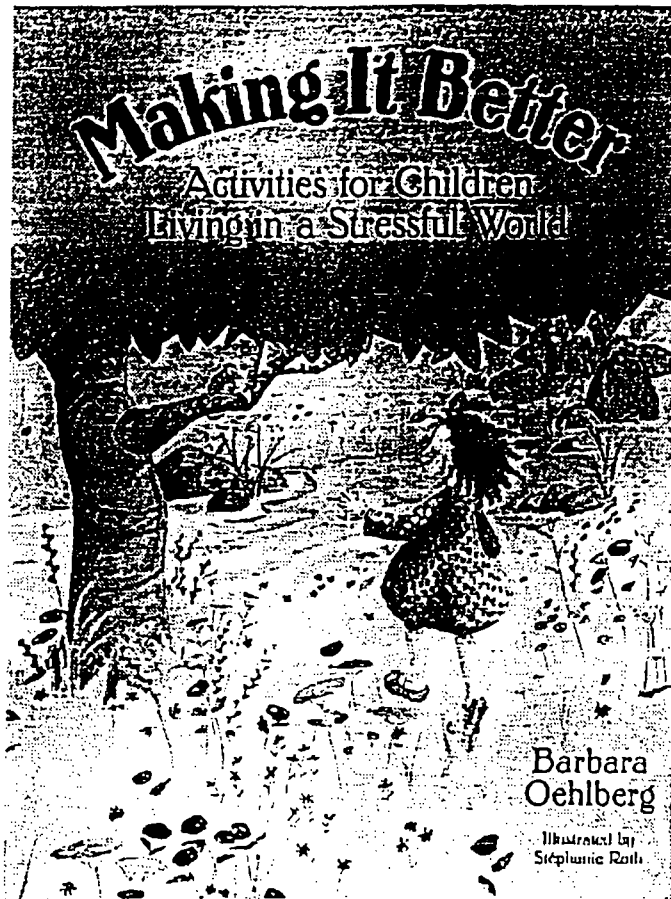
Activities for Children Living in a Stressful World

by Barbara Oehlberg

"Children haven't changed. Childhood has." *Making It Better*, p. 2

A long-awaited and essential tool you can use to help children deal with the emotional and physical effects of the stress, trauma, and violence facing them today.

- Bold new information
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Make the classroom a better place for children to chase their dreams.

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8 1/2" x 11" paperback
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(plus \$2.95 shipping)

To order *Making It Better: Activities for Children Living in a Stressful World*, complete the form below and send \$19.90 (\$16.95, plus \$2.95 shipping) to Redleaf Press • Box A7 • 450 N. Syndicate, Suite 5 St. Paul, MN • 55104

Name _____ Organization _____

Street Address _____

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Daytime Phone _____ Call toll free with inquiries: 1-800-423-8309

THE WHITE HOUSE
WASHINGTON


October 29, 1997

Henry D. O'Karma
84 West Market Place
Stamford, CT 06901

Dear Henry:

I want to take a moment to express my thanks for your work on the video that was shown at the White House Conference on Child Care. The video provided a wonderful and compelling opening for the Conference.

Sincerely,



Nicole Rabner
Associate Director
for Domestic Policy

NEW SCREEN CONCEPTS

HENRY D. O'KARMA

84 WEST PARK PLACE
STAMFORD, CT 06901 (203) 921-0670

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Deborah Phillips
National Research Council Board On
Children, Youth and Families
2101 Constitution Avenue, NW
Harris Building, Room 156
Washington, DC 20418

Dear Deborah:

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

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

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy

Ditto →



Nicole Rabner
Associate Director
for Domestic Policy

Thanks for your
many kind words &
continual wise counsel.

THE WHITE HOUSE
WASHINGTON .

April 9, 1997

Dr. Deborah Phillips
Director of Board on Children, Youth and
Families of the National Research Council
National Academy of Sciences
2101 Constitution Avenue, NW
Harris Building, Room 156
Washington, DC 20418

Dear Dr. ~~Phillips~~ ^{Deborah}:

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

October 28, 1997

Doug Price
First Bank of Colorado
10403 West Colfax Avenue
Lakewood, CO 80215

Dear Doug:

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

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

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

Ditto →

Pls know that your phenomenal presentation continues to draw praise at the White House.

THE WHITE HOUSE

November 26, 1997

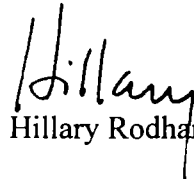
Ms. Ann Pleshette Murphy
Editor-In-Chief
Parents
375 Lexington Avenue
New York, NY 10017-5514

Dear Ann:

I want to thank you for your wonderful response to the President's call for greater recognition of the work of child care professionals. I hope that the *Parents Magazine* Child Care Awards Program will help to give these heroes the recognition they deserve and focus attention on the need for quality care giving.

With best wishes, I am

Sincerely yours,


Hillary Rodham Clinton

McCall's
Jen

Parents

375 Lexington Avenue
New York, NY 10017-5514
Telephone (212) 499-2000

FOR IMMEDIATE RELEASE

Contact: Gabrielle Torello
212-849-8257

PARENTS MAGAZINE CHILD CARE AWARDS ANNOUNCED

New York, NY—October 27, 1997—The first-ever *Parents Magazine* Child Care Awards has been announced by Editor-in-Chief Ann Pleshette Murphy. The awards will be the first recognition program to honor individuals and organizations dedicated to caring for America's children.

The *Parents Magazine* Child Care Awards program will spotlight the true, unsung heroes and heroines of the child-care industry. Awards will be given in the public and private sectors. Honorees will include child-care providers as well as legislators, educators, business leaders and religious leaders.

"Excellent child-care providers don't get the recognition or respect they deserve," states Ann Pleshette Murphy, Editor-in-Chief of *Parents Magazine*. "We are hearing so much about the shortcomings of child care in America but last week's White House Conference on Child Care provided superb examples of individuals and organizations across the nation who are doing a fabulous job taking care of children. With the *Parents Magazine* National Child Care Awards, we hope to bring their work to national prominence in the same way teacher awards programs identify and honor the country's best educators."

Entry information will be available online in early November on *Parents.Com*, the magazine's Web site. Those interested in the program can write for entry forms to The *Parents Magazine* Child Care Awards at 375 Lexington Avenue, New York, NY 10017, or look for information in the February issue of *Parents*.

For eight decades, *Parents Magazine* has been the voice of parents for parents. The first and largest magazine in its category, *Parents* reaches a total audience of more than 13 million mothers and fathers, providing up-to-date information, practical advice, and emotional support.

#

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Parents
Ser Padres Network
YM
YM Specials

THE WHITE HOUSE
WASHINGTON

December 1, 1997

Mary Beth Powell
Associate Director of Policy Development
Oregon Medical Association
5210 S.W. Corbett Avenue
Portland, OR 97201

Dear Ms. Powell:

Thank you very much for your letter and for sharing with the First Lady and me information on the Fruit & Flower Day Care Center. I was very impressed with your description of the center. Please know we will keep your letter on file as we continue to work on child care issues. I have taken the liberty of enclosing a copy of the conference proceedings from the White House Conference on Child Care.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

R

November 4, 1997



Hillary Rodham Clinton
First Lady
c/o Nicole Rabner
White House, Second Floor, West Wing
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500

MARY BETH POWELL
Associate Director of Policy Development

5210 S.W. Corbett Avenue
Portland, Oregon 97201
(503) 226-1555
Fax (503) 241-7148

Re: "Making Child Care Macho", Newsweek, November 3, 1997.

Dear Mrs. Clinton:

Thank you for your interest in improving the quality of child care in the United States. As working parents, we experienced the difficulty in finding child care and the trepidation and anguish of leaving our child in the care of others. Fortunately, we were able to place our daughter Claire in the Fruit & Flower Day Care Center in Portland, Oregon.

Our experience with Fruit & Flower over the past year suggests that it could serve as a model for day care centers throughout the country. The center provides scholarships for children according to need and therefore, the program includes children from different socio-economic backgrounds. Each care giver is expected to understand child development and is thoroughly screened both for their ability to work with children and for any criminal record. The children are fed nutritious meals and snacks, and hygiene is strictly observed by the staff. Caregivers lead learning activities that vary from day to day and foster positive social interaction. Despite low salaries, the center maintains a high caliber staff who are bright and thoughtful people and enjoy the children.

Recognizing that day care is provided in many different ways, we believe that Fruit & Flower is doing an excellent job as a centralized day care facility which provides the kind of care that nourishes children and encourages a healthy childhood. Combined with the love and support of their parents, children provided with this kind of quality day care will have the opportunity for a bright future.

Good luck with your endeavor. Enclosed is information about the Fruit & Flower program. Thank you again for your interest and leadership in this important issue.

Sincerely,

Mary Beth Powell
Greg Powell
Greg & Mary Beth Powell



OUR FRUIT AND FLOWER STAFF

Our teaching and caregiving staff is the heart of our program, providing support, nurture, guidance, and supervision to the children. All of our staff members are carefully screened and selected for their skills, education, experience, and love of young children. Their qualifications are exemplary, with many holding degrees in early childhood education.

Each group is organized for maximum effectiveness, enabling staff to provide individual attention for each child. In the event of absent staff, a qualified substitute serves as a replacement.

Support staff assure consistency of program, sufficient materials and supplies, on-going supervision and training, adequate funding sources, well balanced meals, cleanliness, and other facility related matters.

HOW IS ALL THIS FUNDED?

The primary source of income for the Center is through parent fees. United Way provides some of the funding for the low income families who attend the Center with the rest of the support coming from fundraising done by the Center. Additional efforts like Sustaining Membership, events, community and corporate contributions, and gifts-in-kind all help make Fruit and Flower the special place it is.

EACH DAY IS CAREFULLY PLANNED

We do not fit children into our program ... we shape our program to fit our children! And the program is reshaped as the needs and interests of the children change and develop.

Each day at Fruit and Flower is planned to include opportunities for growth and exploration. We nurture the growth of the whole child: emotional, social, physical and intellectual. As a result, we group children by their developmental age rather than strictly by their biological age.

Each child is treated as an individual because children do best when allowed to set their own pace. For a child, the day has a variety of activities, orientations, and paces. Teacher-directed activities and free choice, group and individual activities, and both quiet and active times are included in a typical day. Examples of specific activities are painting, block building, simple cooking, trike riding and listening to stories. Gaining skill in cooperating, sharing and expressing emotions is also emphasized.

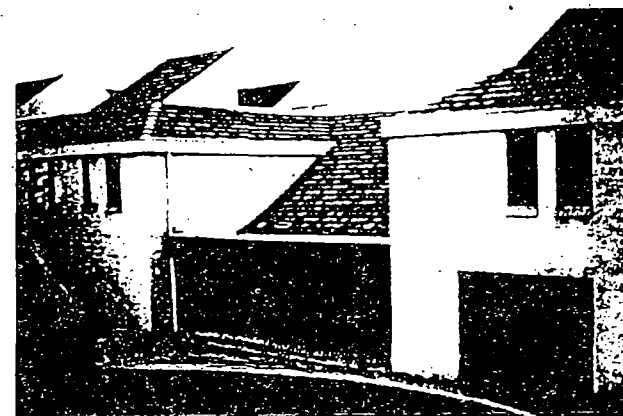
Children are encouraged to develop self-help skills as they are ready. Learning how to put shoes on, serving food at a meal, or taking care of personal hygiene are all part of the day.

Parents are welcome visitors any time during the day. Parents are also encouraged to join a field trip, eat lunch with the children, or share a special skill or hobby.

Each day the children receive a nutritious lunch that is shared family style, followed by a nap or resting period. Children can also be served a light breakfast in the early morning. Snacks are offered mid-morning and again in mid-afternoon. We prepare our meals emphasizing whole grains and foods low in sugar, fat and sodium.

Young infants are often on varying meal and nap schedules. Because of this, time is available for the caregiver to provide each baby with individual attention and nurturance. We have comfortable rockers for both caregivers and parents who wish to feed or cuddle with their babies.

We are accredited by the National Academy of Early Childhood Programs, in Washington, DC. The Academy administers the only national, voluntary, professionally sponsored verification of quality for early childhood education programs. Of course, we also are licensed by the State of Oregon and are inspected annually by the County Sanitarian, Fire Inspector and our Certifier.



WHAT ABOUT THE BUILDING?

Fruit and Flower is unique in that it owns its own center — one that was specifically designed as a child care facility.

Each classroom is able to provide a wide range of activities. This versatility of use is possible because of the openness of space and the use of moveable dividers rather than fixed walls and furnishings.

The Infant Center was designed to pediatricians' specifications for hygiene, developmental stimulation and nurturing.

Each classroom has age-appropriate equipment and furnishings that enhance self-help skills.

Other features include:

- Spacious classrooms which exceed licensing standards
- Playgrounds outside classroom doors
- Natural lighting in each room
- A special room for an ill child
- Well-equipped kitchen
- On-site laundry facilities
- Separate ventilation systems for each classroom to insure high air quality

The building, constructed in 1971, was made possible through a number of community and foundation donations, and through the sale of the original Fruit and Flower building on the campus of Portland State University.

When needed and appropriate, renovation projects are undertaken to update the facility, keeping the Center a leader in the child care field.



OUR STORY

In 1885 a group of eight girls began delivering baskets of fruit and bouquets of flowers to hospital patients and those less fortunate.

Hence our name, and the beginning of a tradition.

In 1906, with more and more women entering the work place, the Fruit and Flower Mission responded to an emerging community need by opening Oregon's first child care center, the Fruit and Flower Day Nursery.

Today, though, a long history of providing child care is simply not enough.

WE BELIEVE...

- Young children need nurturing. They need understanding and loving relationships with adults that foster positive self-images.
- Our program must be flexible and responsive to the needs of children.
- Our program must provide a clean, safe and healthy environment for children: full of opportunities for growth in all areas: social, emotional, physical and intellectual.
- Children need to learn positive ways of resolving differences. Discipline must be positive, not punitive, and a basis for learning.
- Children benefit from being given challenges, guidance and the opportunity to develop at their own pace.
- Our program must strengthen the parent and child relationship and be responsive to parent and family needs.

FRUIT AND FLOWER TODAY

Today Fruit and Flower Child Care Center is known as a leader in the child care field. As a result, the Center is often asked to provide information and tours to interested groups from across the nation and abroad.

Fruit and Flower is guided by a volunteer Board of Directors made up of local business men and women, parents of the Center's children, and persons interested in child care and education.

Currently, 120 children are enrolled, ranging in age from six weeks to five years. Families are from all corners of the metropolitan area.

Parents must be employed at least 30 hours a week, in school or in training, in order to have a child eligible for enrollment.

Sliding scale tuition subsidies are available on a limited basis to families who qualify. The amount is based on income and family size.

Care is available from 6:45 in the morning until 6:00 in the evening, week days.

FOR MORE INFORMATION

If you would like to enroll your child at Fruit and Flower please call the Center during business hours and ask to speak to the program coordinator. While some age groups often have a waiting list, others do not. A program coordinator can advise you about this.

If you would like to volunteer your time and talents, various projects are available.

Tours are conducted each month so that you may see the program in action.

For more information, please call 503/228-8349.



It is the policy of Fruit and Flower Day Care Nursery that no person shall be discriminated against by reason of race, color, religion, handicap, sex, age or national origin.

Fruit & Flower



QUALITY CHILDCARE SINCE 1906

2378 N.W. IRVING PORTLAND, OR 97210

228-8349

SCHOLARSHIP PROGRAM

Fruit and Flower provides fee assistance to eligible families as funding allows.

WHERE DOES THE MONEY COME FROM TO PAY FOR SCHOLARSHIPS?

The Fruit and Flower Scholarship Program is funded through United Way, charitable contributions and fund - raising by the Fruit and Flower Board of Directors. Together, these monies help offset child care fees for eligible families.

WHO IS ELIGIBLE FOR ASSISTANCE AND HOW MUCH DO THEY RECEIVE?

Our first priority is serving single-parent families where the parent is employed, in school or in a training program. Our second priority is two parent families. The amount of scholarship depends on the family's income. For this purpose, we define 'family' as any group of people living together and sharing resources and obligations. Because of limited funding, we are unable to fund all requests for fee assistance.

HOW DO I APPLY FOR SCHOLARSHIP?

To be considered for scholarship assistance, an application and interview are completed with the Executive Director. Scholarships are assigned at the beginning of January and in the beginning of July. Families must reapply every six months. Special scholarships may be given in extreme hardship or unusual need situations.

ARE THERE OTHER SUBSIDIES AVAILABLE TO HELP PAY FOR CHILD CARE?

Yes! First ask your employer if there are any workplace subsidies for child care. Second, you may qualify for assistance from Adult and Family Services. To find out further information about the program phone the Child Care Resource and Referral Subsidy Specialist Coordinator at 257-4118.

FEE INFORMATION

Fruit and Flower Child Care Center * 2378 N.W. Irving * Portland, OR 97210
Phone: 228-8349 FAX: 228-7868

The monthly fees listed here do not cover the full cost of providing care to your child. The actual cost is in parentheses. Fund raising done by the Board of Directors and the Staff of Fruit and Flower subsidizes the full cost. Each year it is challenging for the Board and Staff to raise funds to cover the costs for all families. If you are able to pay the full cost or at least an additional part, and choose to do so, we would be grateful.

If you choose to pay the full cost each month, or an amount above what is listed, you can claim the difference between the base tuition rate and the amount paid as a charitable contribution to our non-profit center. This method of payment is a self-determined sliding fee scale. Please write two separate checks. You will receive a receipt with our tax identification number so that you have a record of your donation.

Effective September 1, 1997, the fees for care are:

Infant Center, Rooms 6 and 1 (Infants and Toddlers)	\$785 Full Day / \$730 Short Day (The actual cost is \$971 a month)
Room 2 (Transition Age)	\$615 Full Day (The actual cost is \$670 a month)
Rooms 3, 4, and 5 (Preschool)	\$555 Full Day (The actual cost is \$569 a month)

To enroll your child at Fruit and Flower you must be employed at least 30 hours a week or be a full time student.

A FULL DAY is 7 to 10 hours of care a day. **A SHORT DAY** is under 7 hours of care. If you require more than 10 hours a day of care, please talk with the Executive Director.

DEPOSITS *** A deposit of \$50 is required once the Center staff and parents have agreed upon a specific starting date for care. Half of the deposit is applied to the first month's fee. The Center will refund the deposit ONLY if the agreed upon entry date is not available.

MONTHLY FEES *** Fees are to be paid on the first of each month unless special arrangements have been made with the bookkeeper. If fees are not paid in full within 30 days, the account will be considered delinquent unless a schedule of payment has been established. Otherwise, the account will be referred to our collection agency.

LATE FEES *** A late fee of \$5 for every five minute period, or segment there of, after 6 p.m. will be assessed whenever a child is not picked up by closing time. Please be respectful of our time, as we try to be of yours.

HOLIDAYS, VACATIONS, AND ILLNESSES *** Monthly fees are not prorated for holidays or vacations. However, if your child should be seriously ill for more than five consecutive days, your fee will be adjusted to reflect the absence.

Re: Phone Response for White House Conference on Child Care

Ms. Lisa Rowan-Gillis of the Parents' Plus, Inc. was called on Tuesday, October 21, 1997 by Jon Poling, intern for Nicole Rabner. Ms. Rowan-Gillis 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 Boston. 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.

Parents' Plus, Inc.

P.O. Box 1777, Boston, MA 02130-0017 • 670 Centre St., Jamaica Plain, MA 02130
617-522-1515 • FAX: 617-522-1694 • email: tlpp@paul.com • <http://www.parenting qa.com>

August 19, 1997

Patty Solis Doyle
Schedule Office, First Lady
The White House
Washington, D.C. 20500

Dear Patty,

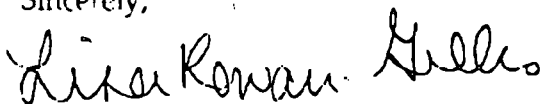
I am writing on behalf of the Publisher/CEO of Parents' Plus/The Boston Parents' Paper. Dr. Betsy Weaver was invited to the White House Conference on Early Childhood Development and Learning on April 17, 1997. At that time Dr. Weaver awarded Mrs. Clinton a National Advocate of the Year Award on behalf of Parenting Publications of America.

At the conference Dr. Weaver was able to take away information that was discussed and continue to keep Mrs. Clinton's agenda on the front burner for all regional parenting publications in America.

Recently we have learned that there is to be another White House Conference on early education and/or children's development. This letter is to mean to serve as a formal request that Dr. Weaver be considered as a guest at this prestigious occasion.

I will anxiously await a reply in the next several weeks.

Sincerely,



Lisa Rowan-Gillis
Director, Corporate Communications

OUR FAMILY OF PRODUCTS:

The Boston
Parents' Paper

Boston, MA
Parents' Paper

PARENTS PLUS
**FAMILY
ANNUALS**

PARENTS PLUS
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**the
FAMILY FORUM**
The Parenting Experts



THE WHITE HOUSE
WASHINGTON

September 24, 1997

Gretchen L. Randolph, Ph.D.
A Healthy Association
6690 SW Ventura Dr.
Portland, OR 97223

Dear Dr. Randolph

Thank you for your thoughtful letter to the First Lady and for sharing your advice and experience with us. We also appreciate your kind words about the White House Conference on Early Childhood Development and Learning, as well as your assistance in preparing for the next convening.

Thank you also for your offer of continued assistance. We look forward to working with you in the future.

Sincerely yours,



Nicole Rabner
Associate Director for
Domestic Policy

Gretchen L Randolph, Ph.D.

A Healthy Association LLC
6690 SW Ventura Drive, Portland, Oregon 97223
Web: <http://www.aha4kids.com>
Email aha4kids@teleport.com
Phone/Fax (503) 245-0928

Hillary Rodham Clinton
First Lady
White House
Washington, D.C.
Dear Mrs. Clinton,

May 23, 1997

Thank you for creating the Conference on Early Childhood Development. We sought to support your efforts with a gift to the participants but unfortunately our package arrived too late. Even so, the media response was exciting. It is seldom one hears television focus on the important early childhood years and it's life-long impact. Hearing Good Morning America emphasizing that children must have one-to-one relationships with caring adults, was a marvel. Bravo for your accomplishment!

Where to go now? You and the media are doing a good job in raising the awareness of the critical importance of early childhood, and the effects of wise parenting for children. I understand you will be doing another conference in October on Child Care. That's an excellent forum, but now that the population knows what they need to do for children, they are going to ask "How do we do it?" No one taught us how to work with feelings when we were children."

You will need concrete demonstrations of how to provide the emotional and intellectual nourishment children require

How does one foster the development of emotional skills (Emotional Intelligence) in children? Enclosed you will find samples of our educational materials created for this purpose, helping adults help children with feelings. It's not easy, but this is why I'm in an unusual position to assist in your children's campaign.

The last several years, a film producer/director, Wanda Appleton, M.S. and I have joined forces. We shared a frustration of watching children vent their feelings in destructive ways. No one could help them work with their anger. Even adults who were well meaning, didn't have the information about how children develop emotional skills- it wasn't in a form available to the average person.

A Healthy Association was born to develop educational materials that entertain as they teach about the feeling process. Enclosed are samples of our productions. Jackie Meets the Anger Monster, Danny and the Fiery Dragon, and How to Work with Feelings. Our goal is to facilitate affirmative relationships between children and their adults, thus preventing the self destructive and violent behaviors so evident today. Please review these materials, and let us know how they might fit in your future plans for children. Further information

available at Website: www.aha4kids.com.

Beyond our educational materials, I would be glad to assist in other ways: testify about how adults can help children develop emotional skills, create programs for television, consult with agencies, speak at conferences, write articles, work with children. We believe strongly in your campaign and will support you and President Clinton in any way that will facilitate children growing into healthy, productive citizens.

Sincerely,

A handwritten signature in black ink that reads "Gretchen L. Randolph, Ph.D." The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Gretchen L. Randolph Ph.D.
Psychotherapist and Creator of Children's
Preventative Mental Health Videos

Gretchen L Randolph, Ph.D.

A Healthy Association LLC

6690 SW Ventura Drive, Portland, Oregon 97223

Web: <http://www.aha4kids.com>

Email aha4kids@teleport.com

Phone/Fax (503) 245-0928

Hillary Rodham Clinton
First Lady
White House
Washington, D.C.
Dear Mrs. Clinton,

May 23, 1997

Thank you for creating the Conference on Early Childhood Development. We sought to support your efforts with a gift to the participants but unfortunately our package arrived too late. Even so, the media response was exciting. It is seldom one hears television focus on the important early childhood years and its life-long impact. Hearing Good Morning America emphasizing that children must have one-to-one relationships with caring adults, was a marvel. Bravo for your accomplishment!

Where to go now? You and the media are doing a good job in raising the awareness of the critical importance of early childhood, and the effects of wise parenting for children. I understand you will be doing another conference in October on Child Care. That's an excellent forum, but now that the population knows what they need to do for children, they are going to ask "How do we do it?" No one taught us how to work with feelings when we were children."

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Sincerely,



Gretchen L. Randolph Ph.D.
Psychotherapist and Creator of Children's
Preventative Mental Health Videos

HOW TO WORK WITH FEELINGS

A beginner's multimedia Workshop
about anger and mixed-up feelings

Introduces

TWO *New* SLICE-OF-LIFE STORIES ABOUT CONFLICT AND ANGER

"Danny and the Fiery Dragon"

"Jackie Meets the Anger Monster"

The stories are written in terms children can understand with parent notes added, to help families learn how to develop closer, more stable relationships. Many adults grew up when people were discouraged from talking about feelings and don't know how to talk to kids about feelings because no one helped them understand the process when they were young. With these new materials, all ages can enjoy learning together—

how to understand feelings and how to work with feelings.

Children take themselves seriously and want to know how to lead fulfilling lives. The media often misrepresent reality to them, staging situations that by-pass decision-making and ignore repercussions. In the 'Danny' and 'Jackie' stories, a missing soccer ball and a new baby in the house evoke conflicts within a family that kids can readily relate to. The action is compelling yet informative as Danny and Jackie consider the feelings of everyone involved and come up with resolutions that get them what they want.¹

Each story dramatizes:

- ▶ how a child can turn intense emotions like anger into constructive energy
- ▶ how adults can help children build emotional competency skills

The different media formats, the selection of ethnic cover art, and a Spanish language edition of the read-along stories allow choices that—

- ▶ fit literacy skills
- ▶ support cultural identity
- ▶ offer easy use in diverse settings
- ▶ encourage shared reading-listening-viewing experiences between children and adults
- ▶ increase probability of repeat exposure to key concepts
- ▶ extend varied opportunities for a reader-listener-viewer to absorb new ideas and talk about them with others.

Recommended especially for children 4 - 11 years old & their families



AUDIO STORIES with sound effects, character dialog, music scores, sing-along song, and narration are entertaining and convenient to use—in the car, at a friend's house, in a group, or individually. The production quality of these new audio stories surpass even Disney sound productions, and field checks show strong user appeal with repeat usage. In English only.



READ-ALONG STORY COLORING BOOKS are fun, and easy to 'take along.' Whether used while listening to the audio stories or independently; whether shared or used individually, reading and coloring pictures are highly personalized activities, and effective learning tools for children. The stories are available in English or Spanish. Choose African-American, Hispanic, or Anglo cover art.



ADULT NOTES in each book expand the dialog, thought and action of the stories, encourage parents, teachers and counselors to rethink anger, recognize new ways of enabling children to learn how to consider the feelings of others; how to understand their own unique feelings, and turn intense emotions into constructive energy. In English.



THE VIDEO documents youngsters in a beginner's workshop as they talk about feelings, act out the two model stories, discuss how to resolve conflict when angry, and begin building emotional competency skills. In English.



VIDEO GUIDE, keyed to the video, is a handy reference for group leaders and anyone with children in their care. Suggested questions and activities can help adults learn how to talk with kids about feelings and help them develop EQ (emotional intelligence.) In English.

¹ See "Going Beyond Anger Management," attached.

GOING BEYOND ANGER MANAGEMENT

A giant step beyond crisis intervention programs²

"Jackie Meets the Anger Monster" and "Danny and the Fiery Dragon," can help every age begin learning how to understand feelings, work with feelings, and prevent mis-understood emotions from escalating to crisis stages.

TIME OUT – TIME TO TAP IN!

Currently, schools are teaching children to recognize anger and conflict, accept different points of view (what the other child is thinking and feeling) and make a plan to compromise. These are important emergency measures for resolving conflict. Yet, there is a danger that children will stuff down their feelings as they compromise their behavior, lose valuable information about themselves, and never know who they really are. They can be left feeling lost, unimportant, unvalued, and believing their feelings are 'wrong.' Another danger is *focusing* on anger control. While we certainly must rein in our angry actions from time to time, there's a false message in teaching anger control programs to children because—

- Anger ✗ cannot be controlled.
- Actions ✓ can be controlled, but feelings happen and persist, no matter who you are or how hard you try to make them go away.
- If you crush ✗ anger down and don't know how to work with intense feelings, at some point they will flood into your actions.
- They'll come out ✗ despite your wishes, and likely will be *mis*-directed.
- Another disturbing ✗ result of teaching only 'external' anger management to children occurs with kids who cannot contain themselves, and will act uncontrollably.
- Then they'll feel a failure ✗ once more, troubled by misunderstood feelings inside and fighting the world outside at the same time.

A HEALTHY ASSOCIATION helps turn the negative into the positive

Feelings are not 'bad,' needing to be driven underground and hidden. Feelings are valuable resources that need to be explored, shared openly, and understood. This is the only effective way to convert intense emotions, like anger, into positive energy. Anger 'control' is possible only when you are aware of feelings, consider their meaning, then decide how to include your feelings in your life. The information embedded in feelings is empowering when you let it surface and excite your imagination to find creative, constructive solutions to life's conflicts and hurts.

You do not invalidate yourself if you choose to compromise or stop angry actions—when you understand your feelings or share them with someone you trust. We often need to compromise our actions to accommodate relationships. But it is equally important not to lose track of the full feelings we experience. Feelings help to tell us 'who we are' because they tell us what is important to us. When that information is tapped, it can help us understand our uniqueness and move us closer to fulfilling our personal potential.

Tapping feelings is an individual undertaking, as each person represents incredible diversity in emotional patterns, talents, and relationships. A HEALTHY ASSOCIATION has spent several years developing a core curriculum that reveals to all people—adults as well as children—how to begin making individual decisions that help you 'control' destructive actions. Start kids on this fascinating lifelong journey and help them build emotional skills that lead to healthier, happier, more productive lives.

Why is it
important
to develop

EQ

= Emotional Intelligence?



- **Your child's EQ can matter more than their IQ.**

When children understand feelings and how feelings work, they have a much greater chance to succeed in life.

- **Feelings are a key to knowing who you are.**

Stuffing them down is one way to deal with feelings, but if you do that, if you deny your feelings, you are denying who you are— what is unique about you; what is important to you.

- **All feelings are valuable and deserve respect because of the information they carry.**

It's what you choose to do with that information, your actions, that can be good or bad.

- **Children often think feelings are bad because they have been punished for things they did while angry — like hitting.**

It's okay to be angry at someone and it's important to acknowledge your anger — but it is not okay to hit. Kids need help in learning how to tap their feelings and turn intense emotions, like anger, into constructive energy.

- **An important part of preparing for life is understanding your own emotional self and also recognizing feelings of others.**

Parents and educators traditionally have not attended to the emotional development of children with the same fervor as they have the 3-Rs. Yet, when children learn how to work with their feelings and consider the feelings of others, they emerge healthier, happier, expand their ability to learn, become more productive, and enjoy more stable loving relationships.

- **Now parents and teachers can use our ✓ audio stories ✓ coloring books ✓ video workshop to help kids develop emotional skills.**

Often adults don't know how to help children understand feelings because no one helped them understand feelings when they were kids. If this is your experience, read the Video Guide, as well as the parent guide in the coloring books, and talk to your children about what Danny and Jackie do in the stories.

The materials we produce are intended for use only by a healthy population. They are not a treatment program for emotional problems. If you don't know if you or those close to you have emotional problems, ask a mental health professional for advice.

A HEALTHY ASSOCIATION produces *info-tainment* for kids 4 - 11 years old & their families!

E-Mail: aha4kids@aol.com

1-888-454-3242

Website: <http://www.aha4kids.com>

✓ Recommended for
4 - 11 year olds
& their families

A HEALTHY ASSOCIATION

Producers of info-tainment for children!
A fun way for kids to learn--and adults, too!

★ Ask for
quantity discounts
to schools and
non-profit groups

VIDEO & VIDEO GUIDE

Kids act out stories of anger & conflict, talk about feelings and resolution. Guide suggests ways adults can help kids build EQ.

AUDIO STORIES

Listen to the Danny and Jackie stories! Storyteller, character dialog, sound effects, and sing-along song.

Read-along COLORING BOOKS with PARENT NOTES

Have fun as you learn how to understand feelings and turn intense emotions like anger into constructive energy.

Visit our WEBSITE: www.aha4kids.com

New info-tainment		Packages		Your choice of coloring book cover art			to order Spanish language story in book*			
				African-American	Anglo	Hispanic	# of Pkgs	x	Pkg. Cost	= \$ TOTAL
				Write # wanted of each cover in boxes						
★ Danny and the Fiery Dragon Danny gets angry because his little sister has taken his soccer ball. He's about to hit her when a remarkable thing happens-- he stops! The Fiery Dragon helps him tap his feelings, and he comes up with an idea that gets him what he wants.	1		Story on audio cassette & read-along coloring book with parent help notes 1 of each item per package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	2		Read-along coloring book with parent help notes 10 books per package					x	\$15.95	=
★ Jackie meets the Anger Monster Jackie gets angry because Mom spends so much time on the new baby. She hates the baby but likes it, too, and feels very mixed up! The Anger Monster helps her to understand her feelings, and she takes action that brings her closer to Mom.	3		Story on audio cassette & read-along coloring book with parent help notes 1 of each item per package					x	\$15.95	=
	4		Read-along coloring book with parent help notes 10 books per package					x	\$59.50	=
★ How to Work with Feelings - going beyond anger management WANDA H. APPLETON, M.A. AND GRETCHEN L. RANDOLPH, Ph.D. ♦ The Video features kids in a school workshop who act out model stories, discuss how to resolve conflict when angry and begin building emotional competency skills. ♦ The Video Guide is keyed to the video for use by group leaders and anyone with children in their care. Suggests questions and motivational activities that can help kids and adults learn how to talk about feelings, and work with them effectively.	5		VHS Video & Video Guide 1 each per package ✓ for <input type="checkbox"/> PAL format					x	\$29.95	=
	6		Video Guide only 5 books per package					x	\$29.75	=

☎ **Order Toll-free 1-888-454-3242**
have your credit card ready
FAX 503-235-4886

Shipping/handling: USA/Canada - via US Mail, Surface	x	\$2.95	=
All Other - via US Mail, Surface	x	\$4.95	=

✉ **Or Mail your order to:**
A HEALTHY ASSOCIATION
1339 S.E. Morrison Street
Portland, OR 97214
U.S.A.

Allow 6 weeks for delivery. All prices subject to change without notice.
TOTAL \$
These materials are intended for use by a healthy population only. If you don't know if you or those close to you have emotional problems, ask a mental health care professional for advice.
All payments in U.S. dollars (Do not send cash)

✉ **Enclose:** ★ check ★ money order or ★ charge to credit card (check one): Visa Mastercard

Card # - - - Expiration Date: / /

Authorized Signature _____ Today's Date: / /

Print name (here) _____ We accept returns made within 30 days

SHIP TO: (Please print) Name _____	(for delivery use) Phone () _____
Company _____	FAX () _____
Street Address _____	E-mail: _____
City _____ State _____ Zip _____	
Country _____	

* The two stories, "Danny and the Fiery Dragon" and "Jackie Meets the Anger Monster," are available in SPANISH in read-along coloring books. All other material is in English. Made in U.S.A. Form 0587

THE WHITE HOUSE

October 29, 1997

Ms. Barbara Reisman
Executive Director
The Schumann Fund
21 Van Vleck Street
Montclair, NJ 07042

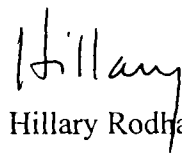
Dear Barbara:

Thank you for your letter and words of support. You were missed at the White House, but I am pleased to know that you participated in the White House Conference on Child Care at the New Jersey convening. I hope you agree that the conference opened an important national discussion of the critical challenges our nation faces in child care.

I look forward to working with you as we move ahead.

With warm regards, I am

Sincerely,



Hillary Rodham Clinton

cc: Jennifer Klein
Nicole Rabner

THE WHITE HOUSE

November 26, 1997

First Lady Maga Nevares de Rossello
La Fortaleza
San Juan, Puerto Rico 00902

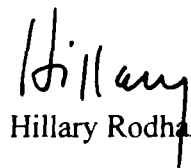
Dear Mrs. Rossello:

Thank you very much for your kind letter and for sharing with me information on "La Casita Rosa." I was pleased to see you at the White House Conference on Child Care and am grateful for your leadership on behalf of the children of Puerto Rico.

I am hopeful that the conference will begin a discussion on the importance of child care everywhere.

With warm regards, I am

Sincerely yours,


Hillary Rodham Clinton



Maga Nevares de Rosselló

October 28, 1997

Mrs. Hillary Rodham Clinton
First Lady
The White House
Washington, D.C. 20500

Dear Mrs. Clinton:

Thank you so much for granting me the exciting opportunity to participate with you and the President in the First White House Conference on Child Care last week. I was both pleased and encouraged by the experience, which will help us press ahead with renewed zeal on our programs in Puerto Rico.

To meet the needs of our youth, we have already set in motion a number of initiatives, including: the elaboration of a detailed work plan; the donation of equipment and materials from private enterprise; the establishment of a model center; and the selection of a preschool curriculum, "Boys and Girls Who Explore and Construct," by Dr. Angeles Molina-Iturrondo.

Please do not hesitate to call whenever I may be of any assistance in furthering your and the President's efforts to make quality child care more accessible to working families. For example, I would be happy to speak at other forums, and nothing would give me greater pleasure than the chance to show visitors to our island how much we have accomplished thus far with our own child care and development centers.

With appreciation and warmest wishes.

Sincerely,

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

Maga Rosselló



Maga Nevares de Rosselló
La Fontaleza
San Juan, Puerto Rico 00902

Mrs. Hillary Rodham Clinton
First Lady
The White House
Washington, D.C. 20500



NUESTROS NIÑOS
Primero

'Our children first'

LA CASITA ROSA La Fortaleza SA



Child Care and
Development Center



"La Casita Rosa"

On July 24, 1997, the governor of Puerto Rico, Pedro Rosselló, inaugurated the "Our Children First" Child Care and Development Center, known as "La Casita Rosa". This center is the first of its class and initiates the implementation of the Executive Order that authorizes government departments and agencies to establish centers for child care and development.

Recognizing the importance of child development, even during the months of pregnancy, and the importance of providing children with activities that foster and enrich their development, was the philosophy behind the "Our Children First" child care centers.

Upon conceptualizing and initiating the center at La Casita Rosa, an alliance was created between the government, the community, and the private sector. And, as we organized the work group to meet our goals, we ensured that representatives from each of these different sectors were included.

Team work was indeed a vital factor in accomplishing the inauguration of La Casita Rosa. Bringing together all the different elements resulted in the following:

- 1- Elaboration of a detailed group work plan.
- 2- Remodeling of the physical plant of a gorgeous historical building in Old San Juan to be used as the child care and development center.
- 3- Team work by different government agencies.
- 4- Donation of equipment and material from private sector for the center.
- 5- Selection of the preschool curriculum, "Boys and Girls Who Explore and Construct," by Dr. Angeles Molina Iturrondo.
- 6- Participation and education of the parents involved in the center.
- 7- Establishment of a model center that serves as a reference for the creation of others in all government agencies.
- 8- Revision of the laws and regulations for the operation of child care and development centers.

In this first child care center, the parents are also First. And this is so, because education on subjects that allow for healthy family and social interaction is one of the many services offered as part of the model curriculum. La Casita Rosa fosters a spirit of cooperation between parents and the center, where the parents make a firm commitment to devote their time and effort to different aspects of the day to day operation of the center.

Our curriculum, conceived by Dr. Angeles Molina Iturrondo, is defined by the philosophical current of constructivism, which postulates that the child build her/his own internal intellectual world through spontaneous social interaction.



The child does his part discovering and exploring, which allows the educator to work with his or her strengths and needs in development areas at an early age. The interaction-constructivist curriculum model sees the child as a central character who, in conjunction with the teacher, determines the instruction that is necessary.

The parent is kept informed on what to expect from the curriculum, so that he/she may extend it to the home in a consistent manner. Our children and parents learn while they socialize. The curriculum, "Boys and Girls Who Explore and Construct," by Dr. Molina Iturrondo, has been correlated with the development-work guide, "Portage Project."

The teacher performs an evaluation of the child to discover his or her areas of competence, and those areas that are still lacking. The educator works on the specific needs of the children on an individual basis through spontaneous activities directed toward exploration and cognition, so the students become girls and boys who explore and construct.



NUESTROS NIÑOS
Primero

"Our Children First"

Executive Order:

To direct the Departments and Agencies of the Government of Puerto Rico to establish "Our Children First: Care and Development Centers".



NUESTROS NIÑOS
Primero
"Our Children First"

**La Casita Rosada
Our Children First**

Executive Order:

To direct the Departments and Agencies of the Government of Puerto Rico to establish "Our Children First : Care and Development Centers"

COMMONWEALTH OF PUERTO RICO
LA FORTALEZA
SAN JUAN, PUERTO RICO

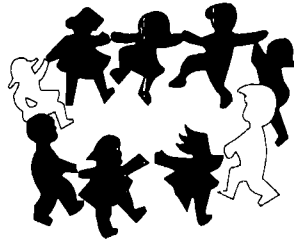
Administrative Bulletin No. _____

**EXECUTIVE ORDER OF THE GOVERNOR OF THE COMMONWEALTH OF PUERTO RICO
DIRECTING THE DEPARTMENTS AND AGENCIES OF THE GOVERNMENT OF PUERTO RICO
TO ESTABLISH "OUR CHILDREN FIRST: CARE AND DEVELOPMENT CENTERS."**

WHEREAS: In Accordance with the Executive Order of April 8, 1997, Administrative Bulletin Number O.E.-1997-13, which created the "Our Children First Congress," the Government of Puerto Rico adopted the public policy of guaranteeing that all children and youth have the opportunity to achieve optimal physical, mental, social, spiritual and moral development in a positive environment.

WHEREAS: This Administration, in harmony with the aforementioned public policy and with a special interest in the well-being of its children, who are the future of Puerto Rico, has among its priorities to contribute to the integral formation of autonomous, well-balanced and happy human beings.

WHEREAS: Scientific studies have established the importance of the development of a child beginning at conception, and the environmental characteristics that are conducive to the development of empathy, intelligence and personality in a stable and healthy manner.



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Primero
"Our Children First"

WHEREAS: Experience has demonstrated the usefulness and necessity of creating care and development centers in the work environment inasmuch as they foment the physical, mental and moral development of boys and girls.

WHEREAS: The State should take an active part in the child care and development process, facilitating the necessary resources for the parents.

WHEREAS: The establishment of the centers increases the productivity and work performance of the fathers and mothers who labor in different places of employment. The work of these employees is of better quality when they are certain that their children are in secure places receiving the attention they deserve.

WHEREAS: The Government of Puerto Rico realizes that to be a parent is a difficult task that encompasses the search for orientation, aid and support for responsible motherhood and fatherhood.

WHEREAS: In tune with this principle, it is necessary to facilitate the establishment of Our Children First: Care and Development Centers in the dependencies and agencies of the Government of Puerto Rico, so that they may provide educational and recreational activities in a secure environment.

NOW THEREFORE: I, PEDRO ROSSELLÓ, Governor of Puerto Rico, by virtue of the powers invested in my position and the authority that has been conferred upon me by the Constitution and the laws of Puerto Rico, do hereby ordain the following:

FIRST: The departments and agencies of the Government of Puerto Rico are authorized to establish "Our Children First: Care and Development Centers", to be called Care and Development Centers, with the purpose of guaranteeing and providing optimum care and development to the girls and boys of the parents at those dependencies.

SECOND: The departments and the agencies that wish to establish Care and Development Centers will prepare, in coordination with the Child Care and Development Program of the Family and Child Administration, a study of necessities and a plan of action. These should include, among other aspects, the registration and the ages of the children, the additional services to be offered and the physical facilities available.



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"Our Children First"

THIRD: The Care and Development Centers will have the following basic requisites:

1. The father or the mother should be working full-time in a department or an agency of the Government
2. Eligibility of boys and girls who ranges between the ages of birth and kindergarten age.
3. Fathers or mothers who have children registered in the Care and Development Centers will participate in an active manner. To this effect, they may be asked to participate in an education program during or out of work hours, which will include:
 - a) attendance at courses, training and workshops related to the well-being and care of children;
 - b) participation in Care and Development Center activities;
 - c) volunteering service at the Care and Development Center;
 - d) offering an economic contribution to defray special expenses
 - e) other activities that are deemed pertinent.

FOURTH: The Child Care and Development Program of the Family and Child Administration of the Department of the Family will be responsible for harmonizing, integrating, coordinating and offering technical support for the development of those modalities and alternatives that are required for the establishment and operation of the Child Care and Development Centers during the process of their implementation. The Licensing Office of the Department of the Family will be in charge of all aspects related to the granting of corresponding licenses for the establishment and maintenance of the Child Care and Development Centers according to the law.

FIFTH: The departments and the agencies that establish the Care and Development Centers will have human, fiscal and physical resources for the implementation of the same.

SIXTH: The departments and agencies will generate income to defray the expenses incurred in the establishment and upkeep of the Care and Development Centers, without affecting the services required by law.

SEVENTH: All departments or agencies which up to the present have been operating Care and Development Centers will be able to continue their function and the lending of their services, as accustomed.



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Primero
"Our Children First"

EIGHTH: The departments and agencies will, according to their necessities, expand the services, registration and ages of their Care and Development Centers.

NINTH: The departments and agencies will be able to establish consortia among themselves, with public corporations, with municipalities and/or private enterprise to start Care and Development Centers. These consortia that are established will be able to share human resources, fiscal and physical facilities, among other things, which will facilitate the implementation and management of the services.

TENTH: Public corporations, municipalities and private enterprises are exhorted to establish Care and Development Centers in their dependencies.

ELEVENTH: The State Department is instructed to publish the content of this Executive Order according to Article 55 of the Political Code of 1902.

TWELFTH: This Executive Order is effective immediately.

IN TESTIMONY WHEREOF, I now sign and affix hereto the Great Seal of the Commonwealth of Puerto Rico, in the city of San Juan, today, the 24th of July of 1997.

PEDRO ROSSELLO
GOVERNOR

Enacted in accordance with the law, today, July 24, 1997.

Secretary of State



NUESTROS NIÑOS
Primero

"Our Children First"

Hon. Pedro Rosselló
Governor



Plan of Action 1997-98

Our Children First Congress

Plan of Action 1997-98

It is the policy of the Government of Puerto Rico to guarantee that all children and adolescents have the opportunity to achieve complete physical, mental, emotional, social, spiritual and moral development in a positive and nurturing environment.

Children constitute our most valuable and precious resource. We are all responsible for addressing and defending their rights, because they are incapable of doing it themselves. They need the concerted action of all segments of society -- the family, the church, government, and business -- to attend to their basic needs. It is for that reason essential that we succeed in uniting our resources and our wills to offer them quality access to all of the options and opportunities that correspond to the diversity of their interests and needs, so that they can attain optimal personal development and self-improvement.

Warning signs -- such as dysfunctional homes, poor ethical values, school drop-outs, drug and alcohol use and abuse, child abuse, and other problems -- alert us that we must fight for our children's rights and develop coordinated and integrated programs directed at boosting their self-esteem. We should strive to teach them about, and equip them with, the necessary skills for social interaction so that they may resist pressure from their peers, family, and an environment plagued with problems.

Recognizing that our children represent the commitment to the future of this generation of Puerto Ricans, we must care for them and effectively prepare them for the challenges they will face in a changing world. So it is that we propose to take actions that will foster:

- a healthy childhood, physically and emotionally;
- an excellent education;
- constant support from parents, the government and every community institution;
- a safe environment for their development;
- access to sports and recreation;
- cultural appreciation;
- opportunities for work experience and personal development.

To that end, the Governor of Puerto Rico, through Executive Order OE-1997-13, establishes the Our Children First Congress, under the supervision of his own Office and the Office of the First Lady of Puerto Rico.

Through the creation of this Congress, we are attempting to bring together all of the agencies that provide services to the children of Puerto Rico, and in an alliance with private individuals and private institutions thereby to unite our resources, initiatives and programs in a coordinated and systematic manner for the purpose of ensuring that this administration's public policy toward children is highly effective.



Action Areas



OUR CHILDREN FIRST



- Created by Executive Order
- Overseen by the Office of the First Lady and Office of the Governor
- Public-Private Initiative

The Our Children First Congress will coordinate the provision of services in the following areas (though services are not limited to these areas):

EDUCATION

- ▶ Timely Rescue Program established by Executive Order
- ▶ Participating Schools
- ▶ Free time for parents and teachers to meet
- ▶ Computers/Technology
- ▶ Opportunity Scholarships
- ▶ Early Education Development, Kindergarten Development
- ▶ Sex Education, including pregnancy prevention for adolescents
- ▶ Extended Hours
- ▶ Tutorial Programs

CHILD SUPPORT

- ▲ Day Care
- ▲ Public Sector Funds
- ▲ Stimulate Private Sector Funds
- ▲ Expedite the license approval process
- ▲ Father Responsibility ASSUME
- ▲ Penalties
- ▲ Bank Payments
- ▲ Direct Deposit
- ▲ Payment via Telephone
- ▲ TELE ASSUME-24
- ▲ ASSUME-24 Internet
- ▲ Child Care Vouchers for families with insufficient resources
- ▲ Business Vouchers for use in Private Sector Care for employees
- ▲ Anti-Drug Support
- ▲ Expediting adoption processes
- ▲ Support to preschool children.
- ▲ Respite Centers for Children in dangerous situations.
- ▲ Children's Clubs

LEGISLATION

- ▶ Establish child abuse as a crime ((97) F-14)
- ▶ Create a permanent fund for the prevention of child abuse and the protection of minors ((97) F-166)
- ▶ Amend articles in the civil code to expedite and facilitate the adoption process ((97) F20)
- ▶ Create a Registry of People Convicted of violent sexual crimes or child abuse ((97) F20)
- ▶ Executive Order to grant time to parents to visit educational institutions and speak with their children's teachers about their conduct and development
- ▶ Study the possibility of work flex time for mothers who must care for their children

CULTURE

- ✦ Orchestras, Musical and Chorus Groups
- ✦ Graphic Arts Groups
- ✦ Children's Museums
- ✦ School Curriculum

HEALTH

- ◆ Prenatal services
- ◆ Universal immunization
- ◆ Free time for employees to vaccinate their children
- ◆ Preventive Health
- ◆ Nutrition
- ◆ Anti-Drug Programs
- ◆ Drug Rehabilitation
- ◆ Revised Health Card Coverage to stimulate preventive measures by mothers and their children

PUBLIC SAFETY

- Safe Schools
- Safe Homes-Revision of Laws and Programs Regarding Child Abuse
- Safe products and toys
- Safe Transportation in Emergencies 9-1-1
- Rapid Response Center to Family Violence
- Stimulate and Facilitate the Adoption process
- Commission for the Prevention of Child Abuse and Family Violence
- Protecting the environment, recycling, reforestation, planting, etc.

SPORTS AND RECREATION

- ✦ Athletes of the New Century Program
- ✦ Recreation Plan for Children and Youth
- ✦ School Curriculum

WORK PREPARATION

- ✓ Youth Action 2000-Summer Program
- ✓ School to Work Program
- ✓ Female entrepreneurs to develop Day Care Center franchises for the private sector (with loans from the Economic Development Bank and government funds)
- ✓ Part-Time Work Opportunities for Youth



NUESTROS NIÑOS
Primero

"Our Children First"

Congress Initiatives

Healthcare reform is a roaring success

Disappearing is the costly, clumsy, woefully deficient government-operated delivery system that was formerly the sole provider of medical services for the population's medically indigent majority. Taking its place is a government-financed but privately-run program that is putting health insurance cards into the hands of every resident of Puerto Rico, empowering the medically indigent by offering them quality care and the freedom to choose who will provide it. To date, healthcare reform has become a reality for more than 1,000,000 residents in 61 of Puerto Rico's 78 municipalities.

The individual citizen now possesses the option of selecting from among four times more physicians; seven times more dentists; four times more pharmacies; four times more primary care centers; seven times more hospitals; and 30 additional medical specialties.

Cost reductions, under the system of privately contracted insurance coverage, are in the range of 30%. The ratio of patients to primary care physicians has fallen from 2,500 to 1, down to 835 to 1. Nearly every eligible person has elected to participate.

And most significantly of all, objective surveys consistently place the participant satisfaction rate at a level surpassing 90%.

Vaccination

The Vaccination Campaign for Children achieved a 95% efficiency rate in 1996, thereby becoming the most successful program of this kind in all of the United States.

Puerto Rico Safe Kids Campaign

On May 12, 1997 Governor Rossello and First Lady Maga Rosselló announced the establishment of the Puerto Rico Safe Kids Campaign. The US territory will participate in this national campaign, which will add another dimension to Puerto Rico's main initiative in this area, "Our Children First Congress" - which unites 20 state agencies for the purpose of promoting the physical, mental, emotional, and spiritual development of youngsters and teens.

The Safe Kids Campaign will be instilling positive values and foster self-esteem among our children and our youth, and will teach their fathers and mothers that prevention is an essential tool that is readily accessible and easy to implement. The coalition will stress the fact that our children are complete human beings - thinking individuals - who, with a little direction, can make wise, positive decisions.

Governor establishes weekly meetings with children and youngsters

On May 1, 1997, Governor Rosselló began a new initiative entitled "the Governor talks with children," which was launched in conjunction with the newly established "Our Children First Congress." During these weekly discussions, wherein the Governor sets aside one day to meet with children and youth between the ages of 5 and 18, youngsters have the opportunity to share their ideas, feelings, suggestions and concerns with the island's chief executive. The youngsters are free to share their honest thoughts and opinions, as the Governor is the only "grownup" present at the meetings.

Governor signs executive order promoting the establishment of new day care centers

Governor Pedro Rosselló signed an executive order designed to promote the establishment of day care centers for the children of island residents who work in both in the public and private sectors. These day care centers will be managed in such a manner that special attention can be given to recent scientific findings that underscore the importance early childhood education and orientation. The day care centers will also stress the active and ongoing role that parents must play in the overall development of their children.

In July 1997, Governor Rosselló plans to inaugurate a new day care center for the children of employees who work at the Governor's office and residence. The Governor **hopes** this center will serve as a model to be emulated by other government agencies and throughout the private sector.

Kindergarten building initiative

The Department of Education's goal in this project is to construct 276 kindergartens in public elementary schools, in which modern teaching techniques shall be utilized. The classrooms are designed to integrate various preschool education elements into the surroundings, such as:

- Geometric figures incorporated into the building structure.
- Mobile furniture to adapt the classroom space to varied activities.
- Student height design, including low windows, restrooms with student height facilities, and student height water fountains.
- Air conditioning.
- Cushioned walkways, to avoid injuries.
- Sand patio.
- Computers and educational software.

Each Child Will Have Access to a Computer

The Rosselló Administration is committed to developing and implementing a plan to equip all public schools with modern computers in an effort to support new teaching techniques. The computers will be connected to advanced information sources. Our goal is to provide access to a computer for each child of our educational system.

This project is currently in the planning stage with our initial focus on students in kindergarten to third grade. During the first phase we plan to have a computer for every six students, that is, five computers per classroom.

The administrative division of the Department of Education is analyzing the needs arising from the mechanization process to define the necessary infrastructure to facilitate the implementation of Laws number 68 and 18 in an effective and economical manner.

The Drug and Weapon Free School Zone Program

The Drug and Weapon Free School Zone Program was created on August 23, 1994 by executive order number 10949 by Governor Pedro Rosselló, and ascribed to the Secretary of Education, the Honorable Víctor Fajardo.

This innovative program was designed with to reduce the demand for drugs and weapons within the elementary and secondary level educational settings, including a 100 meter zone surrounding school grounds. It is based on the fundamental elements of education, prevention and orientation, security and protection, and referrals and rehabilitation.

The program's cardinal purpose is to help students and school personnel to exercise their rights to study and/ or work in an environment free of drugs, weapons, and violence. The 100 meter perimeter around school grounds is established with the firm purpose of eradicating the presence of illegal drugs and weapons within that area.

¡YO SI PUEDO! (I CAN DO IT!) Office of the First Lady

¡Yo Si Puedo! is a drug and alcohol prevention project created by the First Lady of Puerto Rico, Maga Rosselló.

This project primarily reaches students on the elementary and intermediate school levels, bringing them the message of prevention along with strategies to elevate their self-esteem. Each school participates in the program for a period of three years. The schools are visited for a week, and on Friday nights' discussion panels are held where students' parents talk about issues regarding selfimprovement.

After the first week of intervention, students begin a series of sequences. Once a month, they are involved in discussions about motivation (leadership, values, peer pressure, dropping out of school, etc.); education (historical monuments, the environment, music) or arts and crafts work (ceramics, découpage, etc.) Many agencies support this project by providing guest speakers, in addition to other resources from the private sector all provided on a voluntary basis.

Since October of 1993, ¡Yo Si Puedo! has impacted nearly 80,000 elementary and intermediate school students.

EDUCATION COMMISSION OF THE STATES

In August 1997, Governor Rosselló hosted the Policy and Priorities Committee of the Education Commission of the States seminar, held in Puerto Rico, on the timely and vital topic of the educational implications of recent advancements in brain research. As a member of the Executive Committee of the Education Commission of the States, Governor Rosselló took this opportunity to praise the remarkable breakthroughs in cerebral studies relating to child development, which reaffirms and validates what the best family caregivers have always understood and put into practice that affection, understanding, attention and communication are some of the key components which act as conductors and encourage brain function and development in babies and toddlers.

FIRST ANNUAL OUR CHILDREN FIRST CONGRESS

Governor Pedro Rosselló and First Lady Maga Rosselló hosted the premiere conclave of the Our Children First Congress held September 23-24, 1997 at the Hyatt Cerromar in Dorado, Puerto Rico, to officially generate and promote concrete commitments between public, private and community sectors in a collective effort to enhance the quality of life for all children of Puerto Rico.

This conference included the participation of Mayors and First Ladies of island municipalities, local businessmen, community organizations and experts in the field of children and children's issues. Among members of the private sector invited to address Congress participants included: Ms. Donna Klein, Director of Marriott International's Work-Life Programs based in Washington D.C. and Ms. María Robledo Executive Director of Coca-Cola's Youth Value Program.

Panel discussions offered strategies for uniting resources, initiatives and programs. One forum entitled "Alliances to Construct the Future of Puerto Rico" enabled the participation of members of the private sector to act as Agents toward Change and agreed to unite and create a steering committee to ensure that the following initiatives are the following goals are fulfilled:

- create a structure within the Congress where the private sector can actually participate and offer their services.
- create an inventory of existing projects within the private sector focused on the same services in order to avoid duplication.
- develop joint campaigns with the Department of Health, Department of Education and Department of Family in teenage pregnancy prevention and family planning.
- encourage mentoring and tutoring within their companies for small children, in coordination with their communities using young adults, retirees, housewives and volunteers.
- support the school voucher program
- share and support government as necessary
- provide monetary support, time and dedication for the benefit of all children.
- assist the Department of Education in coordinating special projects for extended school hours so children can do their homework, participate in extra curricular activities and most of all share more quality time with their parents.

Some professionals who have graciously offered their individual services include:

- Ms. Myriam Diaz of Sprint has made herself available to offer her services to the disabled community.
- Mr. Gil Godreau, of the GM Group will offer computer usage to children
- Ms. Wilma López of Kelly Services has offered to provide computer training for youth.

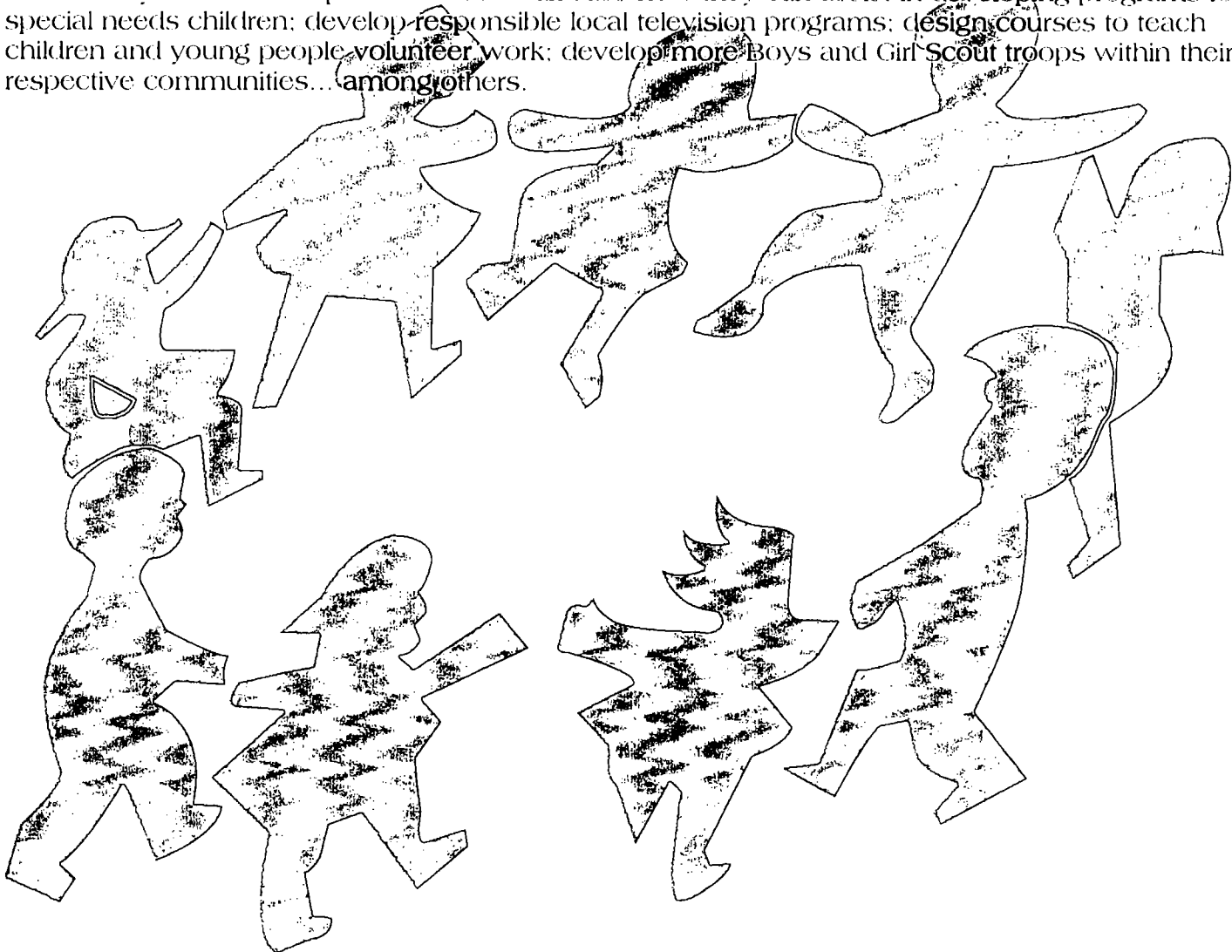
Business groups who have offered their companies services include:

- **Walgreens Pharmacies** will sponsor children's sports teams; support immunization and "Safe Kids" campaigns.
- **Tony Trelles Advertising** will create a television campaign which will be directed toward child abuse prevention and a television program where children can express their opinions, which will mirror the Governor's one on one weekly children's meetings held in his private office of the Governor's Mansion, La Fortaleza.

Municipalities which have also offered their resources include:

- **Isabela** will open child care centers with extended hours
- **Vega Alta** will continue to create community centers for adults and children and develop an athletic league for children.
- **Sabana Grande** plans to create free summer camps and separate municipal funds to assist the needs of economically disadvantaged children.
- **Lajas** will find new alternatives to encourage talented children to express themselves through the arts and sports.

Community Service Groups convened to discuss how they can assist in developing programs for special needs children: develop responsible local television programs; design courses to teach children and young people volunteer work; develop more Boys and Girl Scout troops within their respective communities... among others.





Executive Order



Government of Puerto Rico
La Fortaleza
San Juan, Puerto Rico

Administrative Bulletin Num. OE-1997-13

EXECUTIVE ORDER OF THE GOVERNOR OF PUERTO RICO

**TO CREATE THE "OUR CHILDREN FIRST CONGRESS";
AND TO ESTABLISH ITS STRUCTURE AND FUNCTIONS**

Whereas: It is the policy of the Government of Puerto Rico to guarantee that all children and adolescents have the opportunity to achieve complete physical, mental, emotional, social, spiritual and moral development in a positive and nurturing environment.

Whereas: Our children and adolescents are the leaders of the future, and are thus our most important resource; for which reason, since 1959, they have been recognized as possessing specific rights.

Whereas: The XIV Session of the United Nations General Assembly, via its Resolution Number 1386 of November 20, 1959, established the Declaration of Children's Rights.

Whereas: That Declaration establishes that children shall enjoy special protection and shall have access to opportunities and services, all to be provided by law and other means, so that they may develop physically, mentally, morally, spiritually, and socially in both a healthy and proper manner, as well as in conditions of liberty and dignity. In establishing laws to meet this objective, the basic consideration will be serving the best interest of the children.

Whereas: The efforts being put forth should be directed toward utilizing and developing all available resources in an effort to diminish or eliminate the negative elements that deprive children and youth of their emotional security, or prevent them from realizing their full physical and mental development in leading compete and healthy life.

Whereas: Special attention should be given to the family, so that, through strengthening of ties and relations between family members, we shall encourage the emotional and psychological health of children and youth, thereby providing them with the best opportunity for a promising future in which violence and neglect are no longer present.

Whereas: To that end, the agencies of the Government of Puerto Rico, in close collaboration with private institutions, have created and successfully managed a series of programs and services directed specifically toward assisting children and youth in the areas such as health, education, safety, sports, culture, and professional skills.

Whereas: It is appropriate to create a Congress to unite the agencies that provide services to Puerto Rican children and that can, through partnerships with private citizens and private institutions, combine the resources, initiatives, and programs in a coordinated and efficient manner, with the goal of realizing this administration's policy regarding children.

Now therefore: I, Pedro Rosselló, Governor of Puerto Rico, by virtue of the powers invested in my position and by the authority that has been conferred on me by the Constitution and the laws of Puerto Rico, do hereby ordain the following:

First: The "Our Children First Congress," hereinafter referred to as "the Congress," will be under the supervision of the Office of the Governor and the Office of the First Lady.

Second: The following public officials will compose the Congress:

1. First Lady of Puerto Rico
2. Secretary of Justice
3. Secretary of Health
4. Secretary of Education
5. Secretary of the Department of the Family
6. Secretary of Sports and Recreation
7. Administrator of The Family and Children Administration
8. Administrator of The Child Support Administration
9. Administrator of The Family Economic Development Administration
10. Administrator of The Right to Employment Administration
11. Administrator of The Mental Health and Anti-Addiction Services Administration
12. Executive Director of the Youth Affairs
13. Executive Director of the Corps of Volunteers in Service to Puerto Rico
14. Special Assistant to the First Lady
15. Advisor to the Governor on Legislative Affairs

16. Advisor to the Governor on Education
17. Advisor to the Governor on Social Welfare
18. Advisor to the Governor on Cultural Affairs
19. Advisor to the Governor on Public Safety
20. Advisor to the Governor on Health Issues
21. Advisor to the Governor on Federal Affairs
22. Six community representatives appointed by the Governor

Third: Duties of the Congress and Priority Areas

1. To coordinate existing resources and to guarantee that they are utilized in the most efficient manner possible.
2. To develop strategies for providing services to children in a way that will promote their full physical, mental, emotional, spiritual and moral development.
3. To facilitate and bring about effective coordination between government agencies and private institutions that offer or would like to offer programs and services to children and adolescents.

Fourth: The Congress will coordinate the provision of services to children in the following areas, among others:

1. **Health** -- Emphasis will be placed on:

- a) Immunization (vaccination);
- b) The prevention of accidental bodily harm;
- c) A review and strengthening of laws relating to the use of tobacco, alcohol, and drugs, as well as other substances;
- d) Preventive mental and emotional health services;
- e) Sexual education;
- f) Nutrition (during pregnancy and infancy);
- g) The Prevention of teenage pregnancy;
- h) The Prevention of drug, tobacco and alcohol usage;
- i) Drug-user rehabilitation;
- j) The promotion of mental health;
- k) Preventive health; Attention and referral for children with special needs, and the prevention of child abuse.

2. **The Family** -- Emphasis will be placed on:

- a) Strengthening the family;
- b) Community development;
- c) The prevention of child abuse;
- d) The development of artistic expression in children;
- e) Meeting with parents;
- f) Adoption.

3. Education -- Emphasis will be placed on:

- a) Establishing new libraries and improving existing ones;
- b) Educational technology computer access;
- c) Scholarships for post-secondary study;
- d) The allotment of resources and the establishment of programs for the care of children over 5 years of age;
- e) Day care service programs;
- f) Educational programs for parents regarding the prevention and use of drugs and alcohol;
- g) Support programs for parents who use drugs;
- h) The prevention of school drop-outs;
- i) The teaching of values;
- j) Extended-hours activities, before and after school.

4. Safety-- Special emphasis will be placed on:

- a) A review of legislation pertaining to child-abuse;
- b) Education on community and traffic safety, among others;
- c) Campaigns to deter the use of dangerous toys;
- d) Deterrence of the sale of cigarettes and alcoholic beverages to minors; and their use by minors;
- e) Campaigns for the use of child-restraint auto seats and protective equipment for sports.

5. Recreation and Sports:

- a) Encouraging the practice of sports, from an early age, as well as participation in recreational activities free from alcohol and drugs;
- b) The coordination of sports activities that will help children and adolescents attain better physical and mental health.

6. Culture:

- a) Encouraging activities that contribute to the cultural enrichment of the child and the nuclear family.

7. Work:

- a) Job training and the creation of job opportunities for adolescents.

Fifth: The Congress shall have a President appointed by the Governor, and an Executive Director named by the President. The President shall call the members of the Congress for meetings when necessary.

Sixth: The Office of the Governor shall provide adequate physical space for the Congress. Each agency represented in the Congress shall provide the necessary fiscal and human resources to achieve the objectives of this Executive Order. This Executive Order shall authorize the President of the Congress to require any agency represented in the Congress to do the following:

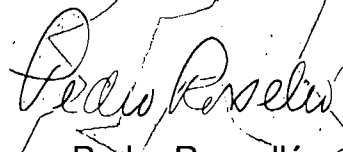
- 1) To lend the services of its qualified personnel to the Congress.
Agencies represented in the Congress shall adopt the necessary means and provisions to ensure that any agency lending an employee to the Congress shall be able to continue carrying out its normal functions in the absence of said employee.
- 2.) Negotiate the contracting of goods and services on behalf of the Congress.

Seventh: The Congress is authorized to establish partnerships with private institutions in order to accomplish the objectives of this Executive Order.

Eighth: The Congress shall be able to receive federal, state, municipal and private funds, which will be held in a separate account under the supervision of the Office of Management and Budget. In the same manner, the Congress may receive services, technical help, and materials from the government agencies, municipalities and private institutions.

Ninth: This Executive Order shall be effective immediately..

In Testimony Whereof, I now sign and affix here to the Great Seal of the Commonwealth of Puerto Rico, in the city of San Juan on April 10, 1997.



Pedro Rosselló
Governor of Puerto Rico

Enacted in accordance with the law, today, April 10, 1997.

Norma Burgos
Secretary of State