

Withdrawal/Redaction Sheet

Clinton Library

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

COLLECTION:

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

FOLDER TITLE:

Correspondence [Alpha File] [S]

2012-1035-S

kc1096

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



John V. Surr

Advocate for Young Children

8217 Lilly Stone Drive, Bethesda, Maryland 20817-4505

Phone and Fax: (301) 469-9170; E-mail: surr@his.com

August 28, 1997

Ms. Nicole Radner
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20502

Dear Ms. Radner,

I understand that you are involved in organizing the President's October 23 Summit on Child Care, a very praiseworthy project. I would like to do whatever I can to ensure the success of that project, including offering my services as a volunteer to help with the logistics, if that offer isn't more trouble than it's worth to you. I retired seven years ago from a career as a lawyer with the International Monetary Fund, and since then I have been playing with young children and advocating for them, as described in the enclosed Wall Street Journal article and resume'.

If I can't be used as a volunteer in this project, I would greatly appreciate any leads you could give me to get involved with or informed about it in detail, as the planning and execution proceed. Thank you very much.

Sincerely,

John V. Surr

Transcript Sent 11/21

27 Feb 95

g Over

them." And there's pride in "showing it's possible for men my age to do this."

Most rewarding, he has discovered that through dance he can share his deepest emotions. Much of the company's repertoire is based on its members' life stories. "Liz reached inside of the Tom Dwyer that was so afraid of exposing himself," he says.

He, in turn, has helped others find themselves through movement, especially at nursing homes where the company holds workshops. "Whether they've got Alzheimer's disease or are in wheelchairs, I urge them to struggle, to feel useful and love themselves," he says. "If they can only move one hand, I tell them they can't let that hand wither."

THE CHILD-CARE SPECIALIST

John Surr feels a surge of pleasure when he walks through the door of Karasik Childcare Center in Silver Springs, Md., and is greeted with a big hug by two-year-old Julie. Within minutes, he's sitting on the floor surrounded by preschoolers, building blocks and singing songs.

It's a world apart from the sedate, oak-paneled offices of the International Monetary Fund in Washington, where Mr. Surr spent 24 years as an attorney. "I started out a very ambitious, industrious lawyer type with my nose to the grindstone," he says.

But halfway through his career at the

IMF, Mr. Surr began admitting to himself that being a lawyer, even in the dynamic realm of international finance, didn't make him happy. "I was leading a workaholic life, in an institution where the exclusive preoccupation was money," he says. "And then I began growing in a very different way becoming much more people-centered."

It took him more than a decade to do something about it. He felt constrained by the need to support his family. So at first he tried to change the way he handled his law career. Instead of working 12-hour days, he left the office at 5:30 to spend more time with his three daughters. He became a shareholder-rights activist in a few companies in which he owned stock. And he tried to "do consciousness raising" about his new values with co-workers—but no one was "terribly interested," he says. "Increasingly, I felt marginal. I wasn't at the center of projects anymore, and a lot of my colleagues didn't understand why I wasn't operating by the same assumptions they'd always operated by."

After turning 50, he began taking courses in early-childhood development. "Everything pointed me there," he says. "I enjoyed being with children, and child care

was a place where I felt I could build something I liked about the world, instead of harming the human fabric or repairing the damage." When an early-retirement package became available in 1991, Mr. Surr, then 33, grabbed it, certain he would quickly land a child-care job.

It wasn't that easy, "being an older man with no experience" in a profession where men are somewhat suspect. And when he did find a job, there was "a sobering moment, realizing it wasn't all fun," he says. He didn't enjoy developing curricula or disciplining children.

In the past year, he has found his niche, working three afternoons a week in a center for children with emotional or physical difficulties. A head teacher plans curricula, while he gets to "to play and listen

and be with the kids." He spends the rest of his work time as a child-care advocate, on the boards of groups like the Children's Foundation and the Maryland Association for the Education of Young Children.

"I wanted to do something that was fun and also helpful," he says. "I've been blessed to find this work."



JOHN SURR
CHILD-CARE SPECIALIST

MS. HYMOWITZ IS CHIEF OF THE WALL STREET JOURNAL'S PITTSBURGH BUREAU.

RESUME' OF JOHN V. SURR

**8217 Lilly Stone Drive
Bethesda, Maryland, 20817-4505**

Phone and Fax: (301) 469-9170

I am an advocate for young children and those who care for them.

I am a married (1963) father of three daughters (born 1964, 1967, and 1970).

My family experiences led me to this work.

Since 1990, I have been working for and with young children:

- I volunteer 9 hours±/week at River Road Children's Center with 2-3 year olds (1995-).
- I chair the Public Policy Committees of local (1990-), Maryland (1992-), and Mid-Atlantic (1995-) AEYCs, and I edit the State AEYC Newsletter (1997-).
- I am Treasurer of the Children's Foundation (1992-).
- I chair the Washington Liaison Committee of OMEP-U.S. National Committee (the World Early Childhood Education Organization) (1995-), and was Treasurer of OMEP-USNC (1993-95).
- I chair the Federal Legislation subcommittee of the Public Policy Committee of the Maryland Committee for Children (1995-).
- I am President of the Montgomery Child Care Association, Inc. (8 accredited centers, 1994-).
- I am Secretary of the Steering Committee of Montgomery County's Network for Children (1996-).
- I chair the Subcommittees on TV Violence and Family/Medical Leave of the Committee on the Rights of Children of the Individual Rights & Responsibilities Section of the American Bar Association (1994-).
- I negotiate with GE as a shareholder to improve children's programs on NBC (1994-).
- I publish articles about child care, e.g., *Child Care as a Second Career*, *The ADA and Child Care*, and *Finding Funding for Child Care*.
- I conduct workshops on advocacy for children, the ADA, child care financing, and delegation.
- I served on the Montgomery County Child Care Commission from 1990-94.
- I completed child care law institutes (1986, 1989), and a Non-Profit Law Seminar (1995).
- I volunteered 3-9 hours±/week at Karasik Child Care Center with 2-3 year-olds with special needs (1992-1997).
- I worked half-time as assistant teacher for 4 and 5-year olds at Nettie Ottenberg Memorial Child Care Center (1991), and as a Pre-K long-term substitute teacher at Green Acres School (1990).
- I conducted workshops for Quakers on living with teenagers in 1984 and 1986.
- I coordinated 2 children's camps and a teen adventure trip for Mid-Atlantic Quakers, 1982-1986.

I meet Maryland child care staff requirements, with over 500 ECE class hours.

- I completed American University's Child Care Certificate (67-hour) program in 1991.
- I completed a course in Early Childhood Development at Montgomery College in 1989.
- I completed a High/Scope five-day Preschool Curriculum Institute in 1990.
- I completed a Wheelock College 3-credit graduate Course on Policy Issues in Child Care in 1994.
- I attended the 1990-95 NAEYC Conferences (presented in '93, '94), many other national conferences concerning young children, such as the 1993 National Summit on Children, and numerous child care workshops since 1988.

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[001]

RESUME' OF JOHN V. SURR (Continued)

I was born in P6/(b)(6)

I graduated from Redlands (CA) H. S.(1955), Yale U.(B.A., m.c.l., 1959), and Harvard Law School (J.D., 1965).

- I was National President, Student World Federalists, from 1957-59 and 1962-63.
- I chaired the Harvard International Law Club & the Assn. of Student Int'l Law Societies, 1964-65.

I served as Ensign-Lt(j.g.) in the U. S. Navy Supply Corps, 1959-62.

I was a Law Associate at Kominers & Fort, Washington, D. C., in 1965-66.

I am an active member of the D. C. Bar (1966-) and the Maryland Bar (1990-).

I served in the International Monetary Fund's Legal Department (1966-90).

- My duties covered all legal concerns of the IMF, such as: U. S. and local law, administrative law, technical assistance in statutory drafting, public international law, representation at international meetings, parliamentary procedures, legal & financial relations with over 150 governments, banking law, and legal aspects of national and international economic policy.
- I was a member of the Staff Association Committee, 1976-77 and 1984-86.
- I retired as Senior Legal Counsel in May 1990.

I am active in a variety of community organizations, such as:

Langley Hill Friends' Meeting (Recording Clerk, 1971-74, 1994-)
Baltimore Yearly Meeting (Recording Clerk, 1980-84; Supervisory Committee, 1983-84)
Friends' Committee on National Legislation (1972-)
Inside/Out (Publisher, often Editor) (1991-)
Montgomery County Community Action Board, Education Committee (1996-)
Carderock Springs Citizens' Association. (Newsletter Editor) (1991-)
Carderock Springs Retired Men's Club (1992-)
Canoe Cruisers Association (1980-)
Board of Directors, Thornton Friends School (1996- ; Secretary, 1997-)
etc.

THE WHITE HOUSE
WASHINGTON

April 7, 1997

Ms. Lesley Schulte
Community Health Educator Group Health
Cooperative
1730 Minor Avenue
Suite 1520
Seattle, WA 98101-1448

Dear Ms. Schulte:

Thank you very much for your thoughtful letter and for forwarding materials on **Making Connections**. They will be helpful as planning continues for the upcoming White House Conference on Early Childhood Development and Learning.

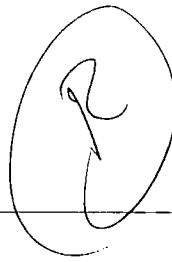
We are thankful for your interest and your obvious commitment to early childhood development issues.

Best wishes.

Sincerely,



Nicole Rabner
Associate Director
of Domestic Policy



CENTER FOR HEALTH PROMOTION
1730 Minor Avenue, Ste. 1520
Seattle, WA 98101-1448
Phone (206) 287-4320
Fax (206) 287-4287

March 17, 1997

Ms. Nicole Rabner
Domestic Policy Council
Suite 100
Old Executive Office Building



LESLEY SCHULTE
Community Health Educator

Center For Health Promotions
1730 Minor Ave., Suite 1520
Seattle, WA 98101-1448
Phone (206) 287-4337
Fax (206) 287-4287
schuljl@macgw.ghc.org

Dear Ms. Rabner:

I am writing to you at the request of Alice Pushkar, with whom I have recently corresponded regarding the upcoming White House Conference on Early Learning and Brain Development which will be hosted by President Clinton and the First Lady. Ms. Pushkar asked that I send you ideas and suggestions regarding this conference.

I work with an innovative program called *Making Connections, Making Choices* which focuses on the brain and learning. All components of the *Making Connections* program were developed by innovative scientists and educators who were able to take the latest brain research and turn it into interactive, hands-on activities and exhibits.

The program illustrates the application of research transformed into understandable, fun interventions for students and the general community. *Making Connections* has been featured as a partner in many leading educational conferences and programs including partnership in the Brain Awareness Week organized by the DANA Alliance for Brain Initiatives.

This public/private partnership program was developed in 1991 with a grant from the National Institutes of Health shortly after Congress declared the 1990's the "Decade of the Brain." *Making Connections* features:

1. **Brain Power** - A traveling science-on-wheels program for middle schools and community groups created by the Pacific Science Center and Group Health Cooperative of Puget Sound. Brain Power features a training workshop for teachers and students, a multi-media all-school assembly, over 30 hands-on exhibits, and a science/health curriculum on the workings of the brain. Brain Power has served over 50,000 students in the state of Washington.

2. **Summer Institute** - This two-week program for educators is held annually at the University of Washington. The Institute presents advances in brain research and promotes partnerships between educators and research scientists.

3. **Bioscientist in the Classroom and Community** - This program created by the Washington Association for Biomedical Research features a speakers bureau, a scholarship contest, and a curriculum for teachers, all designed to educate the public on the humane use of animals in research.

The Brain Power exhibits would provide your conference participants with the opportunity to experience hands-on activities that focus on the brain and learning. I would be happy to coordinate delivery of the program to the conference.

I have enclosed additional program materials to give you a better idea of the various components of *Making Connections*, including pictures of a few of the traveling exhibits, excerpts from the Brain Power curriculum, and brochures for this year's Summer Institute.

I believe this program would be a wonderful enhancement to your conference. Please contact me if you would like any additional information. I look forward to hearing from you.

Sincerely yours,

A handwritten signature in cursive script, reading "Lesley Schulte".

Lesley Schulte
Community Health Educator
Group Health Cooperative



Brain Power

IT'S ALL IN YOUR HEAD

Curriculum

Developed by Pacific Science Center in cooperation with Group Health Cooperative



Brain Power's Overall Goals

The Brain Power Van's Mission statement:

To instill enthusiasm about health and science in middle school students by preparing exciting, interactive exhibits/demonstrations with curricula. To provide ongoing education outreach programs to foster and encourage student understanding and participation in the vital role science plays in their lives. To enhance and support science education, specifically regarding the brain and behavior, in the middle level schools throughout the Pacific Northwest. To work toward creating a scientifically literate society.

- To arouse student interest in science and enable teachers to capitalize on that interest.
- To present brain and behavior information to middle school students to enhance student knowledge about the brain and behavior.
- To target traditionally under-represented populations in science.
- To promote student awareness of options in health and science careers.
- To provide students with the information and health assessment tools to make informed decisions that affect their personal health.
- To create a successful partnership between science museums and scientific/medical organizations to serve as a model in other parts of the country.

Brain Power Curriculum Goals:

- To provide teachers with curriculum that is:
 - Readily implemented in the classroom
 - Interactive
 - Fun
- To increase student knowledge about the brain including:
 - Increasing student awareness of the diversity of brain functions.
 - Increasing student awareness of the uniqueness of each individual brain.
 - Increasing student awareness of the effects of their conscious decisions on their life and health
- To increase students positive attitudes toward learning science in general and learning about the brain in particular.



Model Neurons

Concepts:

The brain is composed of specialized cells called neurons.

Neurons, composed of dendrites, cell bodies and myelinated axons, connect to one another to make up the complexity that is the brain.

Neurons make more connections as we learn new material.

Objectives:

1. Students will act out neural connections with their bodies.
2. Students will create a model neuron, and connect the model to other models to form a neural network.
3. Students will be able to trace the path of an imagined electrical signal through the model neural network.
4. Students will be able to name the cell body, axon and dendrites of a model neuron.

Estimated time:

40 minutes

Teacher Prep and Materials:

- Fabric myelin, three each per student
- 4 pipe cleaners per student, two cut in half
- 2 styrofoam peanuts per student
- 4 twist ties per student
- 1 drinking straw, cut into 1/2" sections, per student
- Overhead of neuron
- Sample model of neuron

Is your class ready for this lesson?

Students should know all living things are made of cells, including the brain.



Activities

Introductory Set:

Question: What do a Lincoln Log house, a Tinker Toy structure and a Lego airplane have in common? (Inter-connections that hold them all together.) How are they like a brain? The brain is composed of billions of specialized cells called neurons. Neurons make connections with other neurons, enabling the brain to form complex thoughts and ideas as well as keep track of all the biological process of life (eating, breathing, sleeping, etc.).

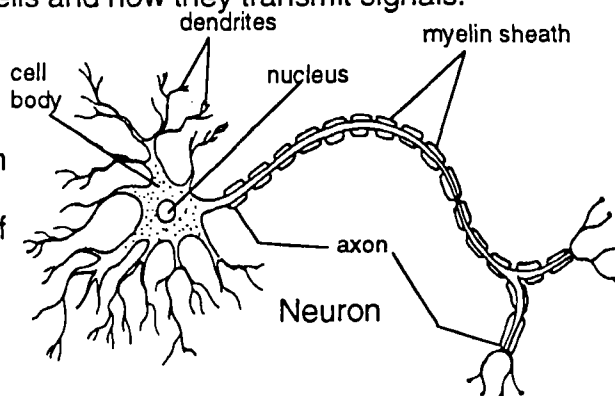
Investigation Focus:

The brain communicates between parts of the brain and to the body by signals transmitted through neurons (nerve cells). The connections in the brain are made when neurons connect to each other. Neurons also run down the spinal cord and throughout the body. This lesson investigates neurons, how they differ from other cells and how they transmit signals.

Investigation:

Step 1: Model for students how to become a neuron, with one arm decorated with fabric myelin out to the side, and the other arm bent and near the head and fingers spread. Discuss the parts of a neuron while illustrating with the overhead.

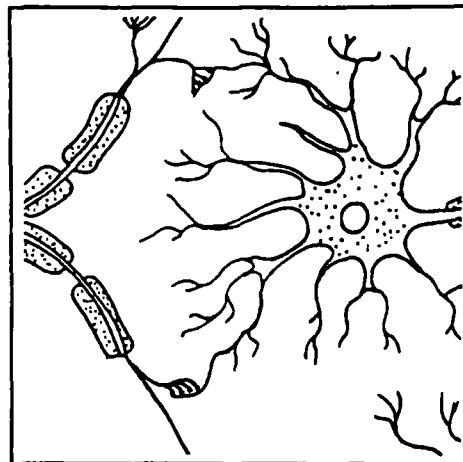
- Your undecorated hand and fingers represent the **dendrites**, which receive the signals and pass them to the cell body. They are like baseball mitts all over the cell; these catcher's mitts are positioned to catch impulses from neighboring axons.
- Your body represents the **cell body**, where the cell nucleus and most of the cytoplasm is located.
- Your decorated arm represents the **axon** which carries the signal away from cell body.
- The fingers on your decorated arm represents the axon's end plates, where they **synapse** (the very small gap the signal must cross, see below) with another neuron's dendrites.
- The fabric decoration is the **myelin sheath**, which insulates the axon and helps conduct the signal. Signals are transmitted electrically along the axon of one neuron and chemically between neurons.



Demonstrate a neural connection with a student as another neuron, connecting your axon to the student's dendrites. Axons cannot synapse with other axons, only with dendrites. Define terms for the class, then review the roles of each component of the neuron.



Step 2: Distribute myelin to each student and have everyone become a neuron. Make connections first between two students, then in groups of four. **Rules: No connecting with self. Axons connect to dendrites.** Though axons can connect to another axon, these connections are rare and specialized, but the usual connection occurs between an axon to another dendrite. For simplicity, each finger of the axon can connect to a different neuron's dendrites. Challenge them to come up with more than four connections (one axon synapses with two or three dendrites) for each neuron/person. Combine groups of four to make even more connections. Summarize how nerve impulses are transmitted from one cell to another, down the dendrite to the cell body, then down the axon to synapse with another cell's dendrites.



Step 3: Show the class the model neuron you made in the workshop. Have them describe the parts and their functions. Distribute whole pipe cleaner, one half pipe cleaner, one twist tie, one styrofoam peanut and about 5 1/4 " pieces of straw to each student. Guide them through making a model neuron, if necessary.

Step 4: Explain to students that axons and dendrites have a space between them (synapse) and the signal is transmitted by chemicals, called **neurotransmitters** at the gap. This synaptic gap is very small, and for years scientists were unsure as to if there was or was not a gap between neurons. (It took the electron microscope to actually see the gap. It is that small.) Have each student make a second neuron model using new materials. Then instruct students to connect their neurons together, twisting them at the synapse so they will stay in place.

Step 5: Learning takes place when a neural pathway develops in the brain. We cannot grow new neurons, but we do grow new **spines** (ends) to our axons and dendrites. Students have learned something new, so hand out another 1/2 pipe cleaner and twist tie to each student so they can make more spines on their neurons.

The following is an analogy to help students understand how learning takes place: Similar to how a path can be worn into a field of grass by repeatedly walking across it, our brains make neuro-connection paths as we learn. When we learn how to ride a bicycle, but then don't ride for a long time, we still remember how to ride because the neuro-connection path is well established. When we learn something new, but don't use it again, we often don't remember it, just like walking once across a field of grass will not wear a path into the grass.

Step 6: Have students pair up and connect their neurons together, making multiple connections with one connection made incorrectly (axon-to-axon or dendrite-to-dendrite). Then have them swap neuronets with another group of two with the challenge to find the wrong connection.



Investigation Summary:

Review the parts of a neuron with students. In both neuron models demonstrated, the neurons could make several different connections. Real neurons make between 1000 and 15,000 different connections. With 200 billion neurons in the brain, that is more than 20 trillion different connections and nearly infinite possible combinations. Have students make a classroom neural net with all their pipe cleaner neurons.

Check for Understanding:

Invite students to teach another group about neurons and neural connections.

Extensions:

Have students create another model of a neuron or neural net, using other materials. Let students draw a sample neural net, making connection within specific parts of the brain, or to illustrate one of the relays from the "Making Connections" lesson.



Clay Brains

Concept:

The brain is composed of four major parts: the cortex, cerebellum, limbic system and brain stem. Each part has a specific function

Objectives:

1. Students will be able to identify the four major parts of the brain; the cortex, cerebellum, limbic system and brain stem.
2. Students will be able to briefly describe the role of each of these four sections of the brain.

Estimated time:

45 minutes

Teacher Prep and Materials:

- A double wide sheet of newspaper (not provided)
- Modeling clay, 1/4 pound per student
- Toothpicks, one per student
- Brain diagrams (same as for "Making Connections")
- scotch tape (not provided)

Is your class ready for this lesson?

No special requirements.

Activities

Introductory Set:

Have students guess how much area the cerebral cortex (cerebrum) would take up if the surface were completely smooth. The answer is about 1.5 square meters, the size of a double sheet of newspaper. Show the paper, then crumple it up to brain-sized so students can see how folding helps make more area fit into a small space.



Investigation Focus:

Students will be able to identify and locate the four major parts of the brain, the cerebrum, cerebellum, limbic system and brain stem and briefly describe their functions.

Investigation:

Step 1: Name and describe the four major sections of the brain, listed below. As you describe each function, have the class come up with a kinesthetic symbol to recall that section. For example, the cerebrum might be hand to forehead in the "The Thinker" pose; the cerebellum might be someone walking the balance beam with arms straight out for balance. Once all the parts have been assigned symbols, review them quickly, getting students up and moving.

- The **cortex**, also called the cerebrum, is the largest section of the human brain, where thinking and reasoning take place.

- The **cerebellum**, located under the back of the cerebrum, is responsible for balance and rote movements.

- The **limbic system**, the emotional center of the brain, is responsible for processing memory and learning, located inside the cerebrum over the brain stem. As each part of the limbic system listed below is described, have the students create a kinesthetic symbol for each section.

- The **corpus callosum** is the main band of fibers connecting the two halves.

- The **thalamus** processes all sensory input (except for smell), and sorts it to the appropriate parts of the brain.

- The **hypothalamus** houses emotions and it also regulates body temperature and blood pressure.

- The **amygdala** is responsible for rage, aggression and expression of sexuality. Smells have strong links to memories because the amygdala receives input from the olfactory bulb first.

- The **hippocampus** is pertinent in learning and memory.

- The **pituitary gland** controls the release of hormones which help to produce energy from the foods we eat.

- The **olfactory bulb**, under the frontal lobes processes smell.

- The **brain stem** in the base or root of the brain, controls heart rate and respiration.

Step 2: Students will work in pairs to make clay models of half the brain. Hand out copies of the brain diagram, one to each student. One partner will form the limbic system and brain stem, the other, the outside portions of the cerebrum and cerebellum. The handout works well as a template, giving students the general shape and size of the respective parts.



Step 3: Have students put their inner and outer sections together, either fitting the cerebrum over the limbic system or placing the limbic system over the cerebrum.

Step 4: Have students create their own labels to identify the locations of the four major brain parts on their clay models. Students may use toothpicks, paper, pen tape and any other props of choice to create labels.

Step 5: Have students create a description (i.e. symbol, title, or by line) for each of the four major parts, describing what each part does. For example, the cerebrum could have a symbol of a light bulb or a title "The Seeking Solution Cerebrum" or a byline of "the thinking cap".

Investigation Summary:

Make a brain museum and allow everyone a chance to view all the creations. Review the function of each part of the brain.

Check for Understanding:

Have students draw a brain, labeling the parts.

Allow students to construct a brain from some other type of material.

Extensions:

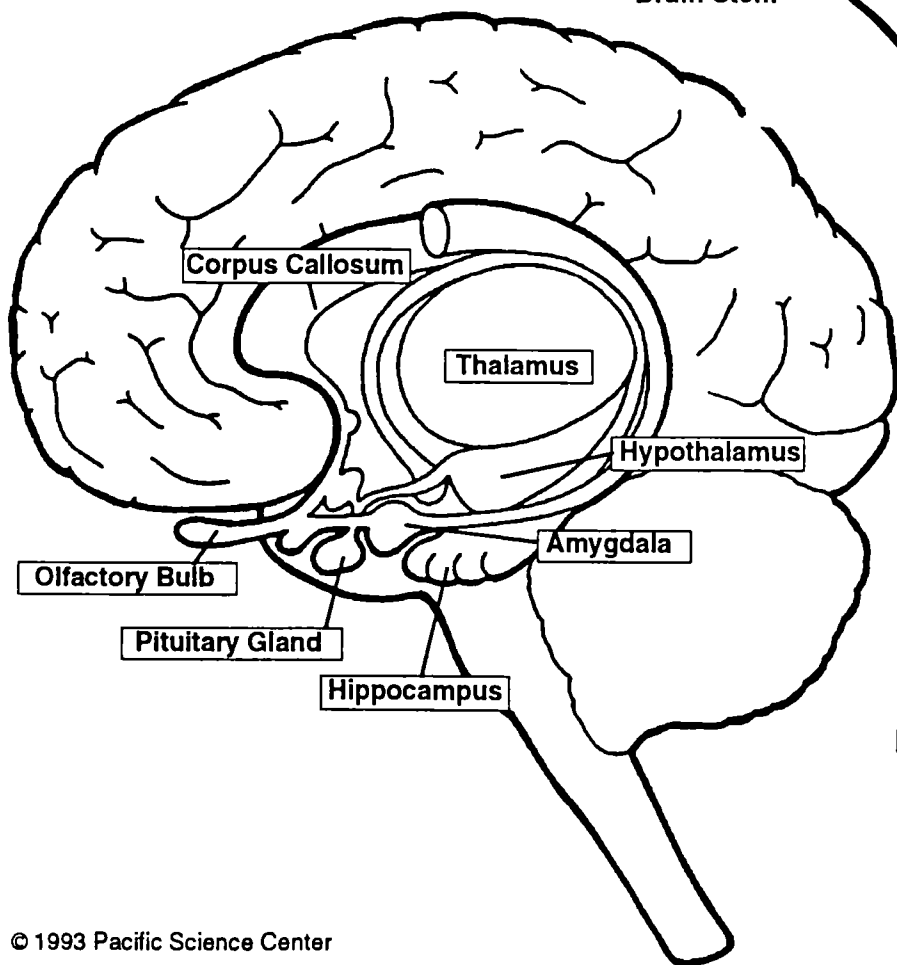
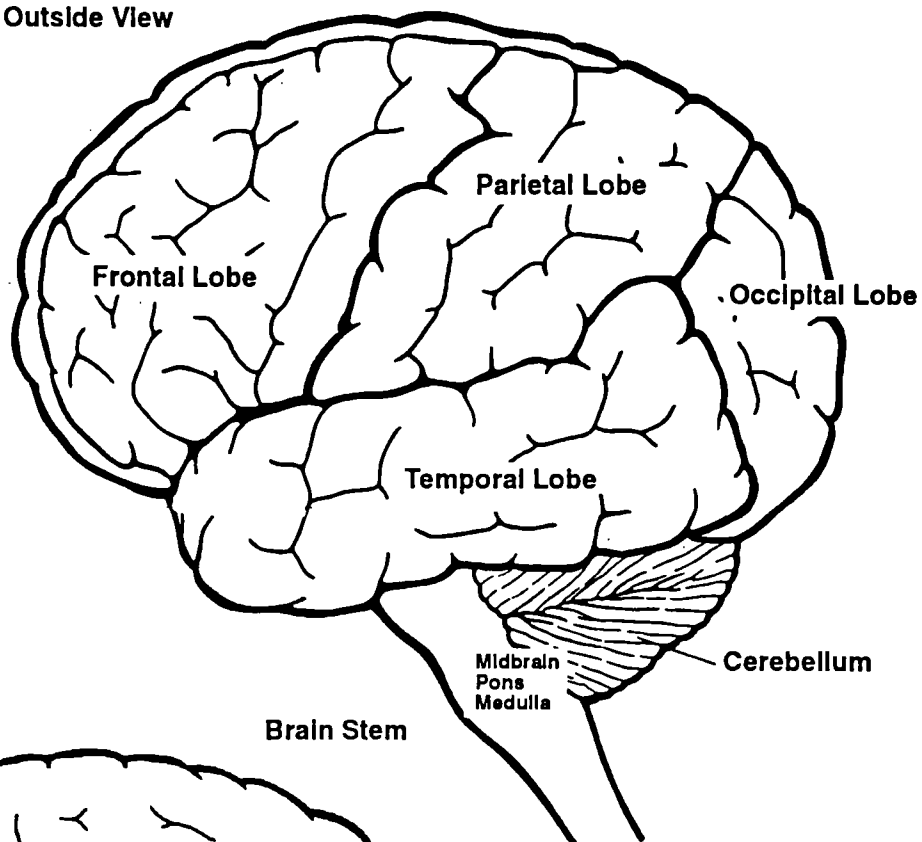
Use clay that can be dried or fired and create permanent models of the brains. Students can paint the various parts (especially if the outside view is put under the limbic system, showing all parts).

Have students make models of different cross-section views of the brain.

Give students copies of the "Chocoholic's Brain" and a template on which they can construct a brain of their choosing.



Outside View



Inside View

What's Your Reaction?

Description

A suitcase box contains two different ways to explore reaction time.

Set-up

Place **What's Your Reaction** near an electrical outlet.

Trouble Shooting

If the exhibit is plugged in properly and not functioning, please set it aside with a note. A PSC staff member will check it as soon as scheduling permits.

Educational Objectives and Activities

It takes time for signals from the outside world to reach and be processed by the human body. This is reaction time. The more thinking that occurs, the longer the reaction time. Reaction time can also be improved with practice.

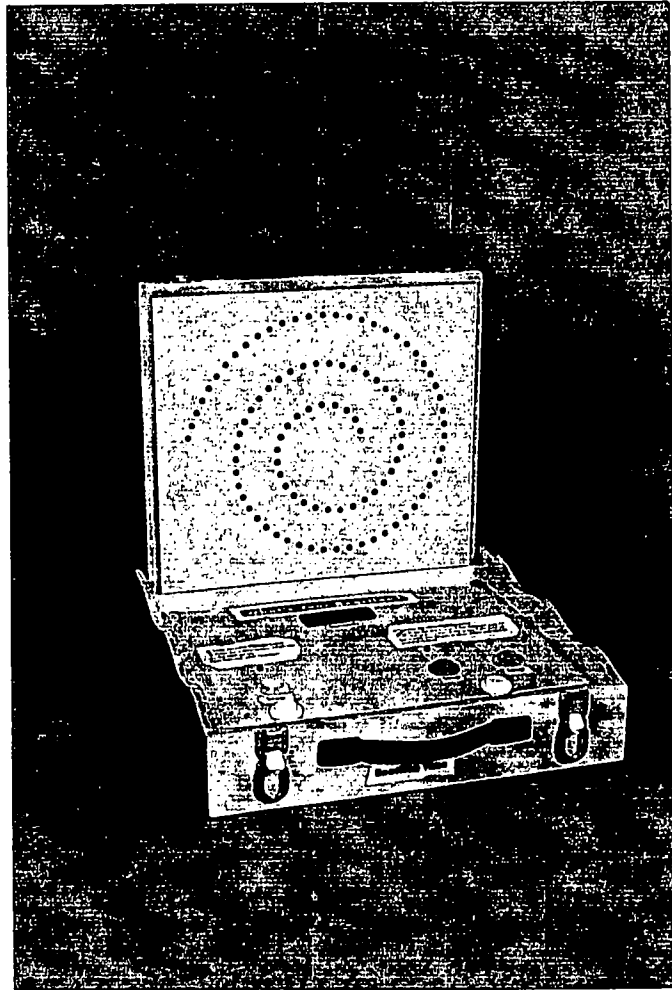
With this device, students can explore how fast they react to simple stimulus, how fast they react when they need to make a choice, and how they can improve their reaction times by repeating the activities.

Repair Info. and Sources

Buttons provided by: Happ Controls
 106 Garlisch Drive
 Elk Grove Village, IL 60007
 phone: 312-593-6130

LEDs and READOUTS provided by:

Chris Williams Electronic s Design
9301 SW Saggert St #8
Tualatin, OR 97062
phone: 503-691-1169



Colored Words

Description

This exhibit looks like a freestanding sandwich board. It has three main components, all of which are connected. A front panel with the heading "Colored Words" which contains the first part of the main activity. A pull up panel inside the box which is the second part of the activity; and a panel which lies flat on the table top and contains additional information.

Set-up

Place **Colored Words** on any exhibit table. The sign which lies flat on the table top should be folded up for storage. Make sure to undo the velcro strap and open up the sign during exhibit set-up.

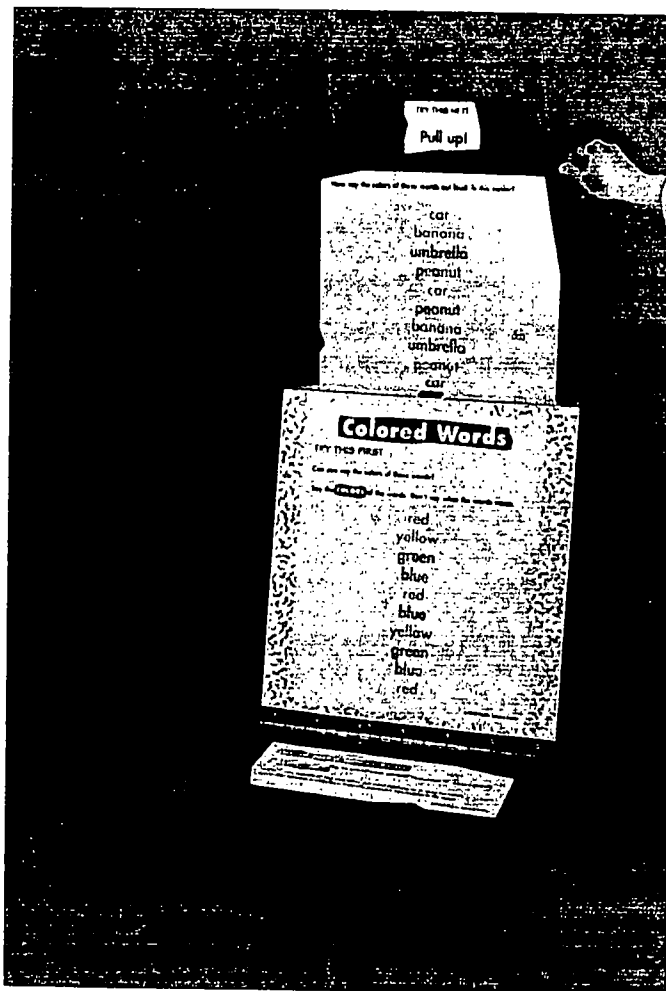
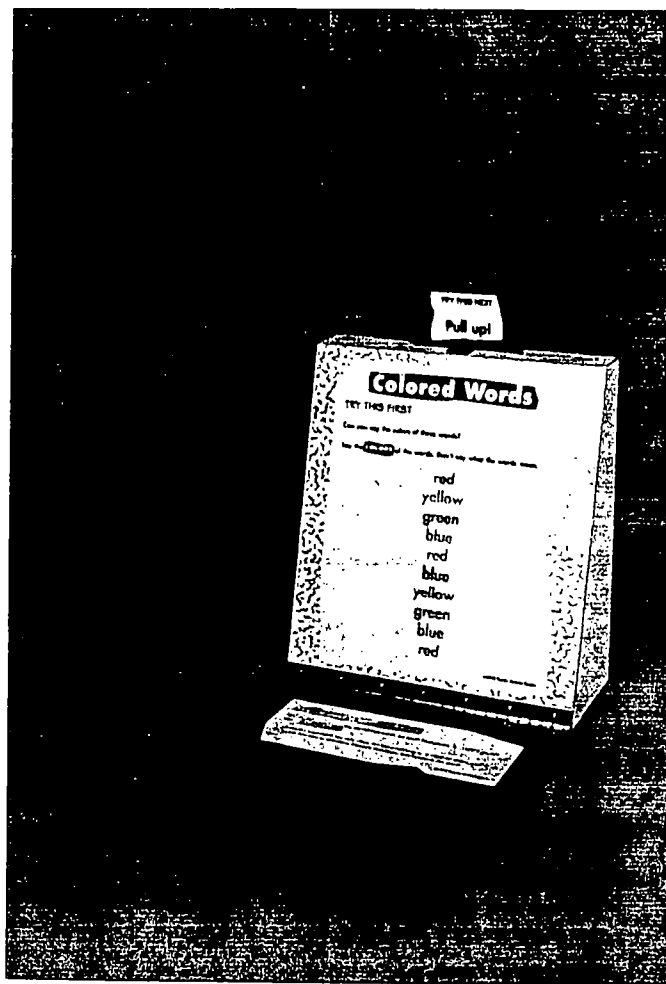
Trouble Shooting

The pull up sign has been coming away from its sintra mounting. This sometimes makes it difficult to pull the sign out of its holder. We've been trying to keep this repaired. If it seems particularly damaged and difficult to manipulate, set the exhibit aside with a note. A PSC staff member will check it as soon as scheduling permits.

Educational Objectives and Activities

This exhibit highlights something we sometimes experience but seldom have a name for: interference. Interference occurs when we're asked to pay attention to information we recognize, but which we're accustomed to thinking of as being unimportant. Such as the colors of the words in this exhibit, rather than the words' meaning.

Repair Info. and Sources



It's A-MAZE-ing

Description

A suitcase box contains a finger maze in the shape of the human brain and an LED readout so students can time how long it takes them to solve the maze.

Set-up

Place **It's A-MAZE-ing** near an electrical outlet.

Trouble Shooting

If the exhibit is plugged in properly and does not function, please set it aside with a note. A PSC staff member will check it as soon as scheduling permits.

Educational Objectives and Activities

This exhibit explores learning and memory. If students take the time to repeatedly solve the maze, they will discover that they get faster with practice.

Repair Info. and Sources

Maze designed and constructed by:

Ann Hawes
Sunshine Farm Quality Puzzles
12827 - 164th Ave NE
Redmond, WA 98052
phone: 206-883-7318

Electronics provided by:

Chris Williams Electronic Design
9301 SW Saggart St. #8
Tualatin, OR 97062
phone: 503-691-1169



It's A-MAZE-ing

TRY THIS

How fast
can you
solve the
maze?

Run your finger through the maze.

Make sure you begin at **START** and go
all the way to **STOP**. That's what turns
the timer on and off.

How long did it take you to solve the maze?
Keep trying! You can get even better
with practice.

What Did You Say?

Description

A suitcase box contains a telephone receiver and instructions on how to use the device.

Set-up

Place **What Did You Say?** near an electrical outlet.

Trouble Shooting

If the exhibit is plugged in correctly and does not function, please set it aside with a note. A PSC staff member will check it as soon as scheduling permits.

Educational Objectives and Activities

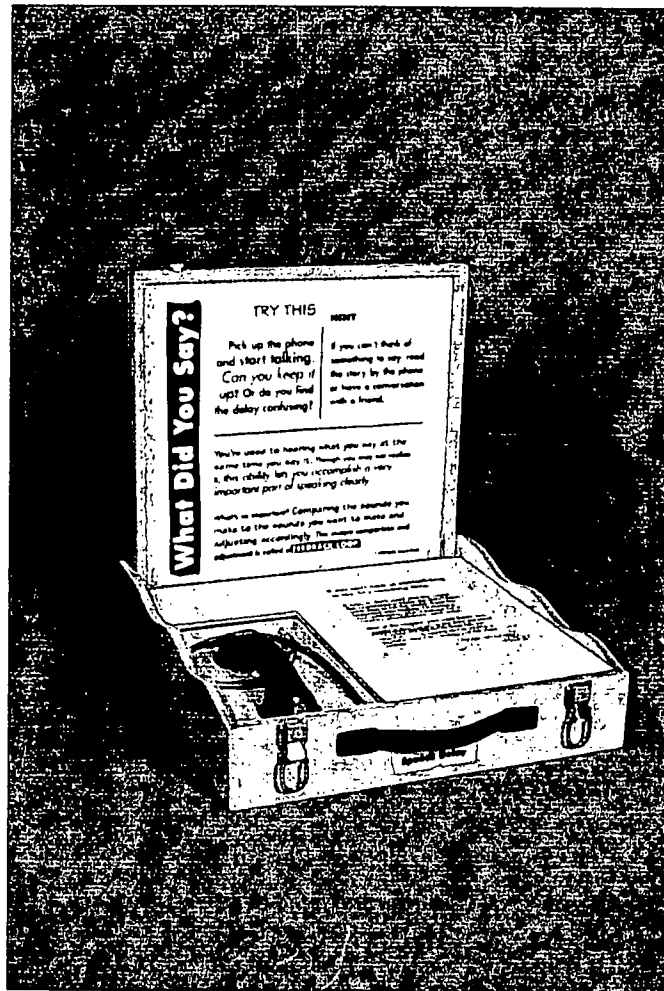
When we speak, we're constantly comparing the sounds we make to the sounds we wanted to make. This comparison happens automatically--we're not doing it consciously. It's called a feedback loop.

If enough of a delay occurs between speaking and hearing our own words, this feedback loop is interrupted and it's difficult to continue talking. Students listen to themselves speak into the phone handset and see how long they can continue talking with a delay interrupting their own loop.

Repair Info. and Sources

Electronics created by: Chris Williams Electronic Design
9301 SW Sagert Rd #8
Tualatin, OR 97062
503-691-1169

Handset donated by US West.



What Did You Say?

TRY THIS

Pick up the phone and start talking. Can you keep it up? Or do you find the delay confusing?

HEART

If you can't think of something to say, read the story by the phone or have a conversation with a friend.

You're used to hearing what you say at the same time you say it. Though you may not realize it, this ability lets you accomplish a very important part of speaking clearly.

What's important? Comparing the sounds you make to the sounds you want to make and adjusting accordingly. The more comparison and adjustment is made, the better you speak.

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University of Washington
Fifth Annual Summer Institute

MAKING CONNECTIONS

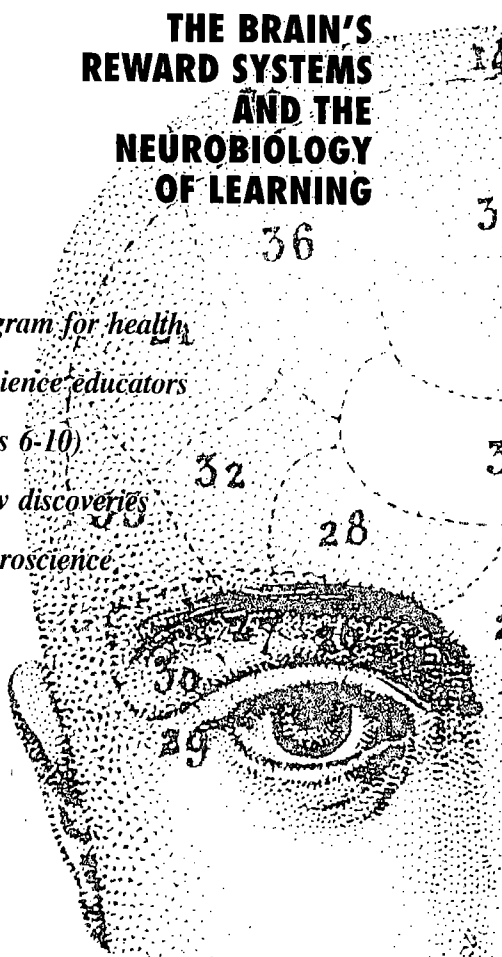
2000-2001
2002-2003
2004-2005

1997 Institute Foci

THE BRAIN'S REWARD SYSTEMS AND THE NEUROBIOLOGY OF LEARNING

A program for health
and science educators
(grades 6-10)
on new discoveries
in neuroscience

JULY 7-18, 1997
UNIVERSITY OF
WASHINGTON
SEATTLE, WASHINGTON



THE WHITE HOUSE

WASHINGTON

April 14, 1997

Dr. Carla Shatz
Professor of Neurobiology
Department of Molecular and Cell Biology
Howard Hughs Medical Institute
University of California, Berkeley
Berkeley, CA 94720

Dear Dr. ^{Carla}Shatz:

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

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

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

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

Sincerely yours,



Nicole Rabner
Associate Director
for Domestic Policy

THE WHITE HOUSE
WASHINGTON

April 9, 1997

Dr. Carla Shatz
Professor of Neurobiology
Department of Molecular and Cell Biology
Howard Hughes Medical Institute
University of California, Berkeley
Berkeley, CA 94720

Dear Dr. ~~Shatz~~^{Carla}:

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

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

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

Sincerely,



Nicole Rabner
Associate Director
for Domestic Policy

Encl.

THE WHITE HOUSE
WASHINGTON

April 4, 1997

Ms. Sandra Sears
Sister Vickie Perkins
Mount Saint Vincent Home
4159 Lowell Boulevard
Denver, CO 80211

Dear Ms. Sears & Sister Perkins:

Thank you very much for your thoughtful letter and for spending time on the phone with me sharing your work and perspectives. The materials you forwarded on the Mount Saint Vincent Home reflect your inspiring work.

Thank you for writing and best wishes in your important work.

Sincerely,



Nicole Rabner
Associate Director
of Domestic Policy

Our Programs

Residential Treatment: Our residential program provides a structured, nurturing environment for the children. Around-the-clock staff supervision and direction guide the development of appropriate social skills and relationships. Families are involved in milieu activities. Ten girls and 33 boys can be accommodated in our four living units.

Day Treatment: Our program offers extended treatment hours. The therapeutic components begin before school with a hot breakfast and an opportunity to discuss concerns; the program ends with an after-school milieu component. This provides the children and families greater opportunities for intensive treatment and time on the milieu.

After Care: Because withdrawing from an intensive treatment program may place a family in temporary crisis, we provide a smooth and successful transition to a less restrictive setting. After-care services may include individual, family or group therapy, home visits, and connecting families with appropriate support services and liaisons.

Our Staff

Our staff includes licensed clinical social workers, other Master's level clinicians, licensed consulting psychiatrists, certified mental health workers, certified special education teachers and teaching assistants, licensed school psychologists, speech therapists, and a licensed nurse.

Licensed by the Colorado State Department of Social Services.

Academic program approved by the Colorado State Department of Education

Member of the Colorado Association of Family and Children's Agencies

If you would like to support the children and families at Mount St. Vincent Home, please contact the Director of Development.

Direct all inquiries to: Mount St. Vincent Home
4159 Lowell Boulevard
Denver, CO 80211
(303) 458-7220

Mount St. Vincent Home
Serving children since 1883
4159 Lowell Boulevard
Denver, Colorado 80211



**Mount
St. Vincent
Home**

Serving children since 1883

At Mount St. Vincent's, our services are offered without discrimination by reason of race, color, religion, national origin, or sex.

Who We Are

Located on a beautiful 16-acre site, Mount St. Vincent Home provides a continuum of treatment services for children and families burdened with serious emotional distress. Since 1883 we have served more than 14,000 children of all races and creeds through residential treatment, day treatment, special educational service, and aftercare programs. New programs are designed to meet the changing needs of children, their families, and the community. Our ultimate goal is to preserve family relationships. Mount St. Vincent Home is a private, non-profit agency owned and operated by the Sisters of Charity of Leavenworth.

Who We Serve

We serve girls and boys ages 5 to 14. The age limit at time of application is 12 years. We work with families who have children with serious emotional and behavioral problems, including multiple traumas (loss, abuse, neglect, deprivations and other disruptions) resulting in failed relationships in the family, at school and in the community. While most of the children are of average intelligence, many function below their potential because of the stresses of their emotional problems. Learning disabilities, low self-esteem and interruptions in education further compromise their ability to succeed. The disruptions in emotional growth and an inability to trust have left many of the children insecure and unable to use words to express their feelings. They often communicate their distress in such self-destructive ways as striking out, hurting themselves or withdrawing emotionally. The length of stay varies with the severity of problems and the amount of time needed to develop healthier coping mechanisms.

Our Philosophy

Mount St. Vincent Home is committed to providing a safe, nurturing, predictable environment in which children can grow emotionally. Treatment and care are provided in the least restrictive setting. Families are an important and integral component of each child's treatment program since our aim is to assist families in becoming stronger and learning new ways to cope. The goal for each child in residential treatment is to unite the child with the family. When there is no family, the goal is

placement in a family-like setting. Understanding the child and family in the context of their internal dynamics, coupled with all the external factors that affect them, is a unique strength of our program. Treatment for all children is individualized, integrated and team-mediated. We support and encourage spiritual development according to the family's wishes. Under the guidance of dedicated staff, the strong therapeutic and educational programs form the treatment nucleus at Mount St. Vincent's.



Our Treatment Services

Milieu Treatment: In the therapeutic milieu, problem behaviors are identified and addressed through the children's interactions and relationships with responsible adults and other children. We provide an emotionally safe, warm, consistent and structured atmosphere. Predictability and empathetic support allow the children to risk, experience, and explore various thoughts, feelings and new behaviors. Positive changes in emotional learning are designed to carry over to the family and community.

Psychotherapy: Individual, family and group psychotherapy involves building trust among the children, families and therapists. In time, feelings of sadness, pain, anger, fear or frustration begin to emerge. Expressing those feelings replaces "acting out" behaviors which

results in a stronger sense of self-worth. Group therapy assures both support and challenge. In addition to ongoing therapies, we offer focused groups for those sharing common problems. Social skills training and task- and goal-oriented groups are also available. Because the children heal and grow through non verbal expression, music, art, and activity therapies are also important.

Special Education: We offer a continuum of individual academic experiences ranging from small, self-contained, onsite special education classes to education experiences coordinated with local schools. Special emphasis is placed on finding creative ways to meet the needs of learning-disabled and emotionally impaired children. Our teaching methods identify and correct weaknesses using the child's strengths. Life skills and coping mechanisms are also emphasized as are assessment and advocacy to ensure that educational needs are met after discharge.

Ancillary Services: Regular psychiatric consultation is provided as are onsite medical services and speech therapy. Art, music and adaptive physical education are offered on-campus and additional recreational, educational and nature activities take place at St. Anne's Lodge in the mountains. A gym, outdoor swimming pool, and chapel are found on our campus.



“We Partner with Families and Children”

Mission

Rooted in the tradition of the Sisters of Charity of Leavenworth responding to the needs of the time Mount St. Vincent Home partners with families and children to strengthen their ability to emotionally and socially participate in their community.

Vision

We envision a future in which families and children use their support systems to realize their strengths and skills in meeting responsibilities and opportunities of life.

Values

While we are not a substitute for families we support families and children.

We value relationships that promote:

**Dignity*

**Humor*

**Individual Responsibility*

**Justice*

**Learning*

**Personal safety*

**Respect*

**Sense of Community*

**Spiritual Growth*

We challenge ourselves to learn and develop so we can offer the best services possible.

In a continual effort to meet the ever-changing needs of children and their families, we have recently added two new programs:

Family Bridge Builders Program

Our Family Bridgebuilders program offers two viable levels of intervention and treatment for families. One option assists families of children, ages infancy to twelve years old who are at imminent risk of out-of-home placement, the other for families with children who are transitioning back to home following out of home treatment.

A third component of the program is designed to assist case workers or case managers in need of an expedient assessment regarding a complicated family case.

All lead clinicians for this program are Master's level therapists, experienced in treating psychiatric problems of young children and in assisting families to cope with difficulties.

ANDS Program

The ANDS (Affective Needs Day Services) program began in August 1995 to accommodate Denver Public School students (ages 5 through 12) who have identifiable emotional, behavioral, and/or learning disabilities. The curriculum integrates social skills training with solid academic curriculum. Services are provided during the traditional school day, and hot lunch is included.

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1995-1996

ANNUAL REPORT



**MOUNT
SAINT
VINCENT
HOME**



**“WE PARTNER WITH FAMILIES
AND CHILDREN”**

THE WHITE HOUSE
WASHINGTON

June 30, 1997

Ms. Stephanie Sullivan
Policy Advisor
Office of the Governor
State of Rhode Island and Providence Plantations
Capitol Hill
Providence, RI 02903-1196

Dear Ms. Sullivan:

Thank you very much for your letter to Pam Cicetti and for sharing information with us about Governor Almond's "FAMILIES FIRST." As you know, promoting an innovative foster care and adoption initiative is a priority for the President and First Lady. Enclosed please find Adoption 2002, a report developed by the Department of Health and Human Services in response to President Clinton's goal of doubling, by the year 2002, the number of children adopted or permanently placed each year. From the material you sent, it is clear that FAMILIES FIRST will help to answer that call.

Please keep us informed of the program's continued success and progress, and please feel free to call me at (202) 456-6266.

Sincerely yours,



Nicole Rabner
Associate Director for Domestic Policy



State of Rhode Island and Providence Plantations

State House
Providence, Rhode Island 02903-1196
401-277-2080

LINCOLN ALMOND
GOVERNOR

February 10, 1997

Ms. Pam Cicetti
Executive Assistant to the First Lady
The White House, 2nd Floor, West Wing
Washington, DC 20502

Dear Ms. Cicetti:

At the request of Rhode Island First Lady Marilyn Almond, I would like to share some information on "FAMILIES FIRST," the Governor's innovative program for adoption and foster care. I understand that during last week's NGA session for First Ladies, Mrs. Almond described the State's FAMILIES FIRST initiative, noting that it should serve as a national model. Mrs. Clinton requested that information on FAMILIES FIRST be sent along to you.

Our State, like many, is dealing with a startling increase in the numbers of children who are abused and neglected. Consequently, there is a persistent shortage of good, out-of-home- placements. Welfare Reform and cutbacks in federal support for the poor will only compound the problem. In March 1996 Governor Almond initiated the FAMILIES FIRST Task Force to address these critical needs of our most vulnerable Rhode Islanders.

FAMILIES FIRST, co-chaired by Governor Almond, Mrs. Almond and Alan Hassenfeld, Chairman of Hasbro, is charged with finding immediate, innovative strategies that result in the placement of every child under state care in a safe home with a nurturing family. Working collaboratively, business, state government and community agency leaders are taking action to promote public awareness, increase family recruitment and streamline the adoption process. Public interest and support is tremendous, and, already, we are seeing some real, measurable progress on meeting the goals. The highlights fact sheet will give you an brief overview of what has been accomplished.

Ms. Pam Cicetti
February 10, 1997
Page #2

I have enclosed an informational package on the program. New materials are being designed, but are not yet available. Please feel free to contact me at (401) 277-2080 Ext. 261 if you would like further details on FAMILIES FIRST. Thank you.

Yours very truly,

A handwritten signature in cursive script, reading "Stephanie Sullivan", with a horizontal line extending to the right.

Stephanie Sullivan
Policy Advisor

Enclosure

cc: Marilyn Almond (with enclosure)
cc: Michael DiBiase (with enclosure)

SS:rb



Office of the Governor
State of Rhode Island and Providence Plantations

Stephanie Sullivan
Policy Advisor

Capitol Hill
Providence, RI 02903-1196

Tel. (401) 277-2080
Fax (401) 521-1665

- * A "Families First" team is actively assisting all interested companies with specific details on benefits.
- * Five companies, including Citizens Bank with more than 3,000 employees, have added adoption/foster care assistance benefits. Hasbro has added foster care incentives for its employees.

Adoption Process Improvement Team

- * The Chief Justice of the Family Court participates actively on the Task Force. The lead judge on the Family Court panel is giving adoption-related cases top priority
- * The use of mediation to expedite cases involving termination of parental rights is being explored
- * Governor-sponsored legislation to address open adoption and facilitate termination of parental rights will be introduced in the 1997 session.
- * Inadequate legal services were identified as a barrier. Funding has been approved to hire another Public Defender. Roger Williams Law School is assigning interns to assist with legal services for families.
- * Minority recruitment has shown a dramatic increase through the joint efforts of the Urban League, Department of Children, Youth and Families and Ocean State Adoption Resource Exchange. A single parents' support group is recruiting other single women for foster care and adoption. DCYF staff is being trained to assist with recruitment in their respective communities.
- * RI Ministerial Alliance is actively assisting with the recruitment of minority families for foster care and adoption.

Public Awareness Activities

- * The ABC-affiliate aired a 30-minute special on Special Needs Adoption, "Families First" was highlighted.
- * An Op Ed from the Governor on "Families First" was published in every paper in the state.
- * A top public relations firm is developing a media campaign and designing public relations materials on a pro bono basis.

For further information about the Rhode Island Families First Initiative, contact: Stephanie Sullivan, Governor's Office, (401) 277-2080 Ext. 261

For adoption information: call OSARE at 724-1910

For foster care information: call RI Foster Parents Assn. at 738-9915

Families First

The Rhode Island Initiative for Foster Care and Adoption

Honorary Chairpersons

The Honorable Lincoln Almond	Governor
Mrs. Marilyn Almond	
Alan G. Hassenfeld	CEO, Hasbro, Inc.

Directors

Jay Lindgren	Director, RI Department of Children, Youth & Families
Wayne Charness	VP, Corporate Communications Hasbro

Members

Bill Allen	President, United Way
Melvin Bell	Rhode Island Foundation
B. Jae Clanton	Urban League of Rhode Island
Fitz Collymore	Hoechst Celanese
Christine DeFarias	R.I. Foster Parents Association
Judge Jeremiah Jeremiah	Chief Justice of the Family Court
Jeff Katz	Ocean State Adoption Resource Exchange
Patricia Martinez	Progreso Latino
Bruce Wilde	Providence Gas
Erin Ready	Rhode Island Housing and Mortgage Finance Corporation



State of Rhode Island and Providence Plantations

Governor's Media Office
State House, Room 124
Providence, RI 02908

Office of the Governor

Phone 401-277-2080
Fax 401-272-0860

Press Release

For Immediate Release
Wednesday, March 13, 1996

Contact: Jim Taricani
(401) 277-2080

Governor Almond Announces First Foster Care/ Adoption Partnership Program in Country

Governor Lincoln Almond today announced creation of a unique public/private partnership program charged with increasing the public's awareness of adoption and foster care, as well as their interest in taking part in adoption and foster care. Entitled **Families First** and based on an idea by the Ocean State Adoption Resource Exchange (OSARE), this creative, new initiative is the first such public/private partnership in the Country.

"There is a real need to unite our children with adoptive families who can provide them with a safe, nurturing, loving environment in which to grow," said the Governor, "and it's crucial that we come together as a community to help fill this need. **Families First** is a perfect opportunity for individuals from both the public and private sector to get involved, and for businesses in Rhode Island to play a direct role in building families."

Families First is a coalition of public and private agencies, government and business leaders, and private citizens working to actively increase the number of businesses which offer corporate adoption and foster care benefits; increase the percentage of minority families interested in adopting older children; and decrease the time necessary to place Rhode Island's children in permanent homes. Currently, four businesses in Rhode Island offer adoption and foster care benefits. These are Hasbro, Inc., Providence Gas Company, Hoechst Celanese, and Stanley Bostitch.

"Experience shows that providing adoption benefits to employees is very affordable and sends a powerful message about the heart of a company-- one that must be heard throughout Rhode Island and across the Country," said Alan G. Hassenfeld, Chairman and CEO of Hasbro, Inc.

-more-

The Governor announced formation of a **Families First Task Force** working to bring together public, private, and community resources to publicize and promote adoption and foster care. Chaired by the Governor, Mrs. Marilyn Almond, and Alan G. Hassenfeld, the Task Force will be directed by Jay Lindgren, Director of the State's Department of Children, Youth, and Families, and Wayne Charness, Vice President of Hasbro, Inc. and a board member of OSARE, a nonprofit whose mission is to find adoptive families for abused and neglected children in state care.

Other Task Force members include Bill Allen of the United Way; B. Jae Clanton of the Urban League; Judge Jeremiah Jeremiah, Chief Judge of the Family Court; Jeff Katz, Executive Director of OSARE; Melvin Bell of the Rhode Island Foundation; Bruce Wilde of the Providence Gas Company; and Fitz Collymore of Hoechst Celanese.

The Governor made the announcement at a **Families First** luncheon held at the Westin Hotel in Providence. He was joined by Dan Barry of OSARE, Jay Lindgren, Alan G. Hassenfeld, and Dave Thomas, Founder and Senior Chairman of Wendy's International, Inc. who gathered to talk about adoption and the many benefits associated with it.

For more information on the **Families First** initiative, please contact the Governor's Office at (401) 277-2080, x 261.

'It's the right thing to do, and it will make you feel good.'

—WENDY'S FOUNDER DAVE THOMAS, ADOPTED IN INFANCY

Businesses to help build families

■ Families First, a private-public effort, will encourage businesses to offer employees incentives to be adoptive and foster parents.

By LAURA MEADE KIRK
Journal-Bulletin Staff Writer

PROVIDENCE — Dave Thomas, founder of the Wendy's restaurants, knows the importance of finding families for youngsters who have no permanent homes.

He was adopted himself, when he was six weeks old.

As founder of the Dave Thomas Foundation for Adoption, he helped yesterday to launch a unique private-public partnership designed to encourage businesses to offer employees incentives to be adoptive and foster parents.

"It's a no-brainer," Thomas told more than 100 representatives of the state's major employers during a luncheon at the Westin Hotel. "It's the right thing to do, and it will make you feel good."

Governor Almond said the new program, called Families First, is a way for businesses "to play a direct role in building families."

Almond said the coalition of public and private agencies, government and business leaders and private citizens will



Journal-Bulletin/WILLIAM K. DABY

FAMILY ORIENTED: Wendy's founder Dave Thomas, whose company provides incentives to employees who become adoptive parents, is interviewed in Providence yesterday.

work together on four main objectives during the next year:

■ To increase public awareness of the need for foster and adoptive homes.

■ To increase the number of businesses that offer corporate foster care

and adoption benefits.

■ To increase recruitment of minority families interested in adopting older children, especially those over age 6.

Turn to **ADOPT**, Page B 8

Adopt

Continued from Page B-1

■ To decrease the amount of time it takes to get children out of foster care and into permanent homes.

"There is a real need to unite our children with adoptive families who can provide them with a safe, nurturing, loving environment in which to grow," Almond said. "And it's crucial that we come together as a community to help fill this need."

There are currently about 2,100 children in foster homes, and more than 800 others in other types of residential care programs, according to Joanne Lehrer, spokeswoman for the state Department of Children, Youth and Families. "There's always a need for quality foster homes," she said, noting that her agency is always looking for the best places for these children. Some are temporarily in state custody while efforts are made to reunite them with their families. Others are eventually freed for adoption.

Overall, about 300 youngsters, from newborns to teenagers, are currently ready to be adopted, according to Jay Lindgren, executive director of DCYF. About 225 of those youngsters are in or will go into adoptive homes, but the rest have nowhere to go.

All those youngsters need, Lindgren said, is an adult to say: "I want you."

Almond said he couldn't think of anything more important than giving a child a family, "giving that child what you and I had growing up."

Thomas, who said he "really understands what it is not to have a family," said he decided to offer adoption benefits for his employees about six years ago. Since then, he said, more than 20 employees have taken advantage of the benefits, which cost his company about \$60,000, compared with about \$5 million spent on maternity leave-related benefits.

He said about 30 states offer similar benefits for state employees, and countless other private industries do, but this is the first public-private partnership in the country that he was aware of.

Almond said four businesses in the state currently offer adoption benefits to employees — Hasbro Inc., Providence Gas Co., Hoeschst Celanese and Stanley Bostitch. He said one goal would be to increase the number of companies offering these benefits to at least 10.

Alan Hassenfeld, chairman of Hasbro, said his company has been offering adoption benefits for years, giving employees \$4,000 for most adoptions and \$6,000 for adoptions involving youngsters with special needs.

He said it's an important benefit because it shows a commitment to his employees and to the community.

He said national statistics show 16,000 youngsters outgrow foster care each year without ever having had a home. Of those, he said, 66 percent have no high school diploma, 34 percent are on welfare and 25 percent are homeless.

"If we don't make a difference," Hassenfeld asked the other business leaders, "then, boy oh boy, who will?"

"Let's try and help bring smiles to the faces of many children," he said, "not only in Rhode Island, but around the world, who need homes."

Commentary

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Providence Journal-Bulletin

Founded in 1829
Publishers of The Providence Journal since 1829
The Evening Bulletin since 1863
and The Providence Sunday Journal since 1885

— Editorials —

Families First

Dave Thomas, founder of the Wendy's restaurant chain, may be the most famous adopted man in America.

In Providence March 13, Mr. Thomas did his best to help launch a unique public-private partnership, Families First, which aims at encouraging Rhode Islanders to either adopt children or become foster parents. The partnership, a coalition of public and private agencies, business leaders and citizens coordinated through Governor Almond's office, wants businesses to play a key role in the effort.

For its first year, it has four strategies: to increase public awareness of the need for foster and adoptive homes; to boost the

Mr. Thomas, who was adopted when he was six weeks old, represents the kind of classic American success story often associated with a strong home. Limited in his education, he began his career with menial labor, and built his hamburger chain through hard work and zealous attention to detail.

The work ethic he passed on to employees dictated that no one, not even the boss, should refuse to pick up a mop when it was necessary. In dealing with the problems of children, Families First aspires to be similarly direct: Neglected children are not just the responsibility of bureaucrats and social workers; regular Rhode Islanders can and should get involved.

Families First makes its debut not a moment too soon. The numbers of abused and neglected children are burgeoning, and the state persistently faces a shortage of good foster care.

At the same time, the state's budget is strained, making it difficult for state agencies to deal with the overflow. And the federal government cannot be expected to step in: It is set (at least until next November's election) on a course of retrenchment from social spending, which could actually increase the number of children needing help.

Meanwhile, the process of either adopting a child in Rhode Island or giving one up for adoption is needlessly mysterious. Families First could help.

This is an effort that deserves careful attention from companies and employees across the state. And who knows? If Families First takes off, Rhode Island could spawn the next great hamburger empire.

Who knows? Rhode Island
could spawn the next
great hamburger
empire.

number of businesses that give benefits to adoptive and foster parents; to expand the number of minority families willing to adopt youngsters, especially those over age 6; to speed the transition of children from foster care to permanent homes.

Currently, only four Rhode Island businesses offer adoption benefits: Hasbro, Providence Gas Co., Hoeschst Celanese and Stanely Bostich. At Hasbro, for instance, employees get a \$4,000 bonus for an adoption, \$6,000 if the child has special needs.

Wendy's has offered adoption benefits for six years, and more than 20 workers have taken advantage of the program.

Adoption, foster care need boost

By GOV. LINCOLN ALMOND

There are about 2,100 children living in foster homes in the state of Rhode Island. The prospects for their future as educated, productive citizens look grim. Each year, according to the National Center for Youth Law, nearly 16,000 children from across the nation "age out" of foster care. Of those, a total of 66 percent leave the child welfare system without a high school diploma. A total of 34 percent go on welfare. And finally, a total of 25 percent are homeless. These are startling statistics, but there's something each of us can do to change them.

It's called Families First — a creative, new initiative designed to promote people's awareness and interest in adoption and foster care. Families First is the first public-private partnership program in the country committed to finding safe, happy homes for our children.

It taps the skill and expertise of a variety of individuals from both the public and private sector and government and business, as well as private citizens, all working toward a common goal — that is, uniting our children with adoptive families who will help them grow into responsible, productive adults.

Those already on board include the governor's office, Hasbro Inc., the Department of Children, Youth and Families (DCYF), the Family Court, United Way, the Urban League,

the Ocean State Adoption Resource Exchange, the Rhode Island Foundation, Providence Gas Company and Hoechst Celanese. The need is there, and it's one that directly or indirectly affects each and every one of us. So it only follows that we each have a hand in helping to solve this community problem — our problem.

The Families First Task Force was formed recently with just this purpose in mind. Alan G. Hassenfeld, chairman and chief executive of Hasbro, my wife, Marilyn Almond, and I serve as its chairpersons. The Families First Task Force, under the direction of Jay Lindgren, director of DCYF, and Wayne Charness, vice president of Hasbro, is working to increase the number of minority families available to provide foster care or adopt older children. The task force also is putting its energies into expanding the number of businesses in Rhode Island which offer employees corporate adoption and foster care benefits and to decrease the time required to place children in the loving homes they deserve.

Progress has started and two Families First teams are at work. The Foster Care-Adoption Team is striving to streamline the adoption process and has come up with new strategies for recruiting minority families — one of Families First's premier goals. Beginning in June, the business team will host several

seminars for companies which have shown an interest in adoption and foster care benefits.

Some businesses in Rhode Island already are doing their part — Hasbro, Providence Gas Company, Hoechst Celanese, Stanley Bostitch, and Pepsi-Cola Company. Hasbro, for instance, offers \$4,000 per adoption and \$6,000 for the adoption of a child with special needs — about the same cost for an employee to have a child in the hospital. It does this with minimal cost to the business, but with maximum benefit to our children and the community at large. And what a difference it makes.

The state of Rhode Island also is doing its part by providing many benefits for foster and adoptive families, which are funded by a combination of federal and state dollars. These include financial assistance for the child, a medical assistance card, psychological counseling and subsidized day care.

Families First addresses the important role that families play in preparing children for future success. It promotes public-private partnerships and results in savings to taxpayers. Families First is a win-win initiative that deserves the support of all Rhode Islanders.

(Gov. Lincoln Almond, Marilyn Almond and Alan G. Hassenfeld chair the Families First Task Force. For more information on the Families First Initiative, contact the governor's office at 277-2080, Ext. 261.)

**CITIZENS BANK**

**For Immediate Release
October 10, 1996**

**Contact: Barbara Cottam
(401) 456-7849**

**Citizens Bank Announces Adoption Assistance Program
for Employees**

PROVIDENCE, RI – An Adoption Assistance Program providing financial and leave assistance to full-time employees who choose to adopt has been launched by Citizens Bank, the company has announced.

Citizens' Adoption Assistance Program covers public and private agency adoptions, independent adoptions, and international adoptions. Citizens will reimburse employees for a number of expenses associated with adoption including licensed adoption agency fees, legal and court costs, medical expenses of the birthmother, medical expenses of the child prior to adoption, psychological exams for the child, post adoption counseling for the child, pre and post-adoption counseling for the parents, travel costs, temporary foster care costs and homestudy fees.

"The financial and personal costs associated with adopting a child can be enormous and we want to ease some of those burdens for our employees," said Mark J. Formica, president and chief executive officer of Citizens Bank. "Through this new policy, we are saying to our employees that we understand how difficult it can be sometimes to adopt a child and we want to help. Citizens has been a leader in providing recognition and benefits to its employees. Today, we strengthen that role by implementing one of the most comprehensive adoption programs among the nation's financial institutions."

"The Citizens Adoption Program fills an important need recognized by Governor Almond's "Families First" Program and we encourage other companies to institute adoption assistance programs," Formica said.

- more -

CITIZENS SAVINGS BANK/CITIZENS TRUST COMPANY
ONE CITIZENS PLAZA, PROVIDENCE, RHODE ISLAND 02903-1339
TELEPHONE (401) 456-7000

Governor Lincoln Almond said, "I want to congratulate Citizens Bank for joining the growing number of businesses in Rhode Island that offer adoption assistance benefits. And, I hope that Citizens will encourage its employees to look into adopting a child under state care. Right now there are well over 100 Rhode Island children ready and waiting to be adopted. My "Families First" Task Force is working to find many more families who are willing to give these needy children a loving home."

Jeff Katz, Executive Director of the Ocean State Adoption Resource Exchange, added, "We are delighted that Citizens Bank is playing a leadership role in supporting their employees who adopt. Citizens Bank shares our belief that every child deserves a home and is doing its part to make that dream a reality. We congratulate Citizens Bank and are confident that other Rhode Island companies will follow their lead."

Eligible expenses will be covered up to a maximum of \$5,000 per adopted child and \$7,500 for a child with "special needs." A "special needs" child is defined as a child qualified with special needs as described by the Department of Children, Youth and Families under the Title 4 E Program. The number of adoptions per employee is unlimited although the lifetime maximum benefit is \$15,000. The adopting child must be under the age of eighteen years old and not a relative or stepchild.

Employees adopting a child will also be eligible for a leave of absence. Citizens will pay up to a maximum of six weeks for employees who adopt. In Rhode Island employees are eligible for a maximum of 13 weeks away from work under the Family Medical Leave Act (FMLA).

A Citizens employee, Steve D. Steinour, Executive Vice President for Credit Policy and Administration, who is the proud father of two adopted children ages 4 and 1, understands first-hand the adoption process and is excited about Citizens' program. "Having adopted two incredible children, my wife and I are well aware of the great financial burdens of the adoption process. Citizens' new adoption program offers assistance to its employees and opens the adoption process up to more individuals. It also provides support to adopting parents and an awareness of their needs to the community. It's a great step forward," Steinour said.

- more -

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Patty Siegal
California Child Care Resource and Referral
111 New Montgomery Street
7th Floor
San Francisco, CA 94105

Dear Patty:

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

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

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Michelle Seligson
Center for Research on Women
106 Central Street
Wellesley College
Wellesley, MA 02181

Michelle
Dear Michelle:

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Sincerely,

Jennifer

Jennifer Klein
Special Assistant
to the President for
Domestic Policy

Nicole

Nicole Rabner
Associate Director
for Domestic Policy

Ditto →

*You were
fantastic! We look
forward to working
with you in the
coming
month*

THE WHITE HOUSE

September 23, 1997

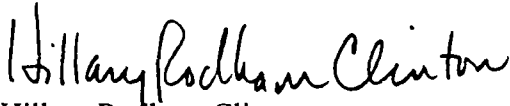
Mrs. Andrew Spewock
RR 5 Box 140
Latrobe, PA 15650-9102

Dear Mrs. Spewock:

Thank you for your thoughtful letter and kind words of support. I was so pleased to see the parent education materials developed by your daughter-in-law, Theodosia Sideropoulos Spewock. Thank you for sharing them with me.

With best wishes, I am

Sincerely yours,


Hillary Rodham Clinton

September 16, 1997

RR 5 Box 140

Latrobe PA 15650-9102

Hillary Rodham Clinton
Office of the First Lady
The White House Room 100-OEOB
Washington D C 20500

Dear Mrs. Clinton,

My daughter-in-law, Theodora Spewock, is an educator in Early Childhood Education. She has always tried, in a sense, to "involve the whole village" in the small community where she works. The enclosed books are her latest efforts in providing material that could be of help to parents and others who are concerned with the raising and the teaching of children.

The excellent ideas in your book, and Mrs. Clinton's interests on behalf of educational reform are very encouraging; may there be the greatest success toward achieving those goals.

Sincerely yours,

Mrs. Andrew Spewock

September 16, 1997

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