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001. list	Names and birthdays of Zero to Three staff (partial) (1 page)	03/04/1997	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15415

FOLDER TITLE:

White House Conference on Early Childhood Development-Conference Planning [3]

2012-1035-S

kc1047

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]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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14

Divider Title: _____

WIC
Head Start

→ Children's Health — Children's Health ED —
→ Child Care — Americas Reads
Quality & Safety — Book done

THE EARLIEST INTERVENTIONS

A SAMPLE OF FEDERAL EFFORTS

DRAFT

The following are a sample of programs and resources throughout the federal government focused on our nation's youngest children. Over the next few months this document will be expanded to include more activities and more information.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

The **Early Head Start** grants expand the proven benefits of early childhood development to low income families with children under three and to pregnant women. Combined with last year's grants, Early Head Start now totals 142 programs across the country. Using the Head Start model, these programs enhance children's cognitive, social, emotional and physical development; assist parents in fulfilling their parental roles; and help parents move toward self-sufficiency.

The **Healthy Tomorrows Partnership for Children** program began in 1989 as a collaborative venture between the Maternal and Child Health Bureau and the American Academy of Pediatrics. Its purpose is to stimulate innovative programs that prevent disease and disability and promote health and access to health care services for children nationwide. Funded projects include a range of activities such as intervention and care coordination services for children with special health needs and expanded perinatal care and parent education services.

The **Child Care and Development Fund**, brings together, for the first time, four Federal child care subsidy programs and allows States to design a comprehensive, integrated service delivery system to meet the needs of low-income working families. Additionally, the Child Care and Development Fund sets aside a minimum of four percent of Federal and State funds to improve the quality and availability of healthy and safe child care for all families

The **Healthy Child Care America Campaign** is a joint effort of the Child Care Bureau and the Maternal and Child Health Bureau to promote the healthy development of children. The Campaign seeks to enhance health education for child care workers and parents, support programs' efforts to create healthy environments for children, and better link programs with community health resources. The Action Step Strategy Sheets, Resources, and Examples provide possible strategies that communities can use to implement particular action steps. The strategies can be used by child care providers, health providers, families, child care regulators, policymakers, and businesses.

→ WIC - suppl. diet.

Campaign - life of fam - ref WIC
so many thing interact to supp fam

↓
as a story ← ev day 200,000 -
could care - officers.
DOD.
for now

DEPARTMENT OF EDUCATION

Sen —
may —

The National Center for Early Development and Learning, established in 1996, has a five year mission to identify and study issues of national significance to young children and their families and to disseminate that information widely to researchers, practicing professionals and families. The Center's research focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.

The Even Start Family Literacy Program is a family-focused program providing participating families with an integrated program of early childhood education, adult literacy and basic skills instruction, and parenting education. There are 576 local Even Start programs supporting parents in every state and the District of Columbia. Even Start is an integral component of Title I, the single largest federal program supporting K-12 education.

Ready-to-Learn Television provides for the development, production, and distribution of educational and instructional video programming for preschool and elementary children and their parents in order to facilitate the achievement of the National Education Goals. Support materials are produced for young children, their parents, child care workers, and Head Start providers to increase the effective use of the programming. There was \$7 million was made available in FY 1997.

In the **Program for Infants and Toddlers with Disabilities** States may make early intervention services available to eligible infants and toddlers (birth through two years). Under the Individuals with Disabilities Act (IDEA) states must provide special education services to eligible preschool children (ages 3-5). Individual Family Service Plans are developed to support children and meet their needs while supporting and building on the individual strengths of the family. Support groups for parents such as Parent-to-Parent are available, as well as parent training.

The **Goals 2000: Educate America Act** calls for parents to be involved in the development of state and local Goals 2000 plans. In addition, Title IV of Goals 2000 calls for the implementation of **Parent Resource Centers** in every state by the year 1998. The Centers provide parents with training, information, and support in learning about the National Education Goals and how to help their children -- from preschool through high school -- achieve high standards. The activities of the centers include (1) coordinating with existing programs that support parents in helping their children be ready for school and be able to reach high standards; (2) developing resource materials and providing information about high quality programs to families, schools, school districts and others through conferences, workshops and dissemination of materials; and (3) supporting a variety of promising models of family involvement programs, including Parents as Teachers and Home Instruction for Preschool Youngsters.

America Reads' Parents As First Teachers Challenge Grants : The President's America Reads Challenge to make sure that every child can read well by the end of the third grade includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program.

Read*Write*Now is an intensive summer component of the President's America Reads Challenge. More than 60 businesses and reading associations, community and religious groups joined together with Education Secretary Richard Riley and have provided summer reading partners to almost one million children.

U.S. DEPARTMENT OF JUSTICE

The Prenatal and Early Childhood Nurse Home Visitation Program seeks to improve the health and social functioning of low-income; first-time mothers and their babies through nurse home visits in the first two years of a child's life. This effort relies on a highly-regarded and well-tested home visiting model. The Executive Office for Weed and Seed and the Office of Juvenile Justice and Delinquency prevention joined with HHS's Administration for Children and Families to support this project.

Through **Safe Kids/Safe Streets**, Office of Justice Programs' agencies are collaborating to support efforts to reduce juvenile delinquency exploiting what we know about the connection between child abuse/neglect and the subsequent development of violent and delinquent behavior. This effort will work to break the cycle of child and adolescent abuse and neglect. It seeks, thereby, to substantially reduce child maltreatment and fatalities, and ultimately to improve outcomes for children and families.

Family Strengthening Training and Technical Assistance. This multi-faceted project addresses prevention, early intervention, and effective crisis intervention through a range of activities that includes: a publication of identifying exemplary family strengthening programs; regional training conferences to showcase exemplary and promising programs, and training; and technical assistance to interested sites that seek to enhance or establish a continuum of family strengthening efforts.

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

The Early Childhood Development Program helps to provide quality child care opportunities for families living in public housing communities. The program helps to establish childhood development services to facilitate the employability of the parents or guardians who are residing in public housing, and to provide early childhood development services to families who are homeless or at risk of becoming homeless.

The **Office of Lead Based Paint and Poisoning** has as central to its mission the reduction of childhood lead poisoning. Of the 64 million dwelling units that contain lead-based paint, 4 million have lead-based hazards and are currently occupied by young children. The HUD program, combined with other local, state and federal funds, targets those houses where lead poisoning rates are highest and where private financing is not feasible.

U.S. DEPARTMENT OF AGRICULTURE

The **Food Stamp Program** currently reaches over 13 million children--more than half of all participants--each month. Over 80 percent of all food stamps--\$18 billion in 1996--benefit families with children. Over 85 percent of eligible children are served by the program--and nearly 95 percent of those under age 5. Food Stamp benefits enable low-income families to obtain a better diet by increasing their food purchasing power.

The **Special Supplemental Nutrition Program for Women, Infants and Children (WIC)** provides a targeted package of nutritious food, nutrition education, and referrals to health and social services to low-income childbearing women and children from birth to age 5. About 70 percent of all eligible low-income children under 5 participate. Virtually all eligible children participate as infants--in fact, approximately 45 percent of all infants born in the U.S. receive WIC benefits. WIC has been demonstrated to improve children's nutritional status, immunization rates, and cognitive development. Children also benefit from their mothers' prenatal WIC participation, which has been shown to reduce infant deaths, low birthweight, and premature births.

U.S. DEPARTMENT OF LABOR

The **Working Women Count Initiative** has surveyed over 250,000 working women to find out how they feel about their jobs -- what they liked, what they didn't like, and what they would change. Overwhelmingly, they indicated they needed help in balancing work and family. These findings provided support for future activities which included, sponsoring community child care forums and publishing *Care Around the Clock: Developing Child Care Resources Before 9 and After 4*. Since May, 1995 more than 10,000 copies of this publication have been distributed to parents.

The Working Women Count Initiative also included **The Honor Roll**. To join the Honor Roll, employers and organizations had to initiate programs or policies to make positive, concrete change in the lives of working men and women and their families. Over the past two years more than 1200 employers and organizations, public and private, large and small, have made pledges--from flexible work schedules to child care on snow days; from business school scholarships to paid leave for participating in a child's school activities.

U.S. GENERAL SERVICES ADMINISTRATION

Federally Funded Child Care

Child Care for Federal Employees is a high priority of the Administration. Presently nearly 800 child care centers operate under the auspices of the Federal government throughout the United States and at military installations around the world, making the nation's largest employer also its largest supporter of worksite child care programs. The centers care for the children of both government and non-government employees, many from the age of six weeks.

U.S. OFFICE OF PERSONNEL MANAGEMENT

Family-Friendly Leave Policies for Federal Employees support employees' family responsibilities and enhance the commitment and productivity of the workforce. In particular **The Family and Medical Leave Act** entitles covered Federal employees up to a total of 12 administrative workweeks of unpaid leave during any 12-month period for (a) the birth of a son or daughter or care of the newborn; (b) the placement of a son or daughter with the employee for adoption or foster care; # the care of a spouse, son, daughter, or parent with a serious health condition; and (d) a serious health condition of the employee that makes him/her unable to perform the duties of their job.

U.S. DEPARTMENT OF DEFENSE

Child Care System. DoD has the largest employer sponsored program in the country serving over 200,000 children daily (ages birth -12). It includes: child development centers, family child care homes, school-age care programs, and information and referral services.

Early Intervention and Preschool for Children with Disabilities/Delays. DoD provides early intervention and special education to eligible DoD dependents living on military installations in the United States or living in overseas locations. Nearly 2,000 infants and toddlers or preschool aged children currently receive services such as special education, early intervention, physical, occupational and speech therapy.

Family Centers and Child Development programs offer a range of parenting classes. The programs aim to enhance the knowledge and skill of parents in dealing with young children. Programs range from strategies for infants and toddlers, child development, discipline, developmental activities parents can do with children and how to enjoy being a parent. Special deployment programs help prepare service members and young children cope with the separation of the parent.

CLINTON ADMINISTRATION EFFORTS TO SUPPORT THE DEVELOPMENT OF AMERICA'S YOUNGEST CHILDREN

"Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants.... We already know we should start teaching children before they start school."

President Bill Clinton
State of the Union Address
February 4, 1997

Preparing our children for the 21st century is among our most important national priorities. Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. President Clinton is meeting the challenge to improve those years by investing in research, supporting parents and caregivers, and strengthening programs that provide early intervention to disadvantaged families. To build on this progress, the President and the First Lady will convene a White House conference this spring to explore the implications of these recent scientific discoveries for parents and policy makers.

Increased participation in Head Start, created Early Head Start for 0-3 year olds, and improved program quality. For more than thirty years, Head Start has been one of our nation's best investments. By ensuring that low-income children start school ready to learn, Head Start pays for itself. For that reason, President Clinton has made expanding and improving Head Start a priority of his Administration. Over the past four years funding for the program has increased by 43%; the program now serves 800,000 low-income 3-4 year olds, including thousands of 0-3 year olds and their families. Initiated in 1994, *Early Head Start* now totals 142 programs across the country, expanding the proven benefits of Head Start to low income families with children under three. Over the last three years, the Clinton Administration has also invested significantly in improving program quality, providing local programs with the resources they need to attract and retain high quality teachers and ensuring the safety of Head Start centers. The President's 1998 budget proposal provides a \$324 million increase in Head Start's budget, so that it can serve 122,100 more children than in 1993 while continuing to improve program quality, remains on course to serve 1 million children by 2002.

Increased participation in WIC program. WIC Supplemental Nutrition Program provides nutrition packages, nutrition education, and health referrals to low-income pregnant women, infants, and children. Over the past four years participation has expanded by 1.7 million, from 5.7 to 7.4 million women, infants, and children. The increase in the President's budget proposal fulfils his commitment to achieving full participation in WIC by the end of 1998. Research shows that WIC prenatal services save Medicaid much more than they cost by reducing health care expenses in the first 60 days after birth.

Raised Childhood Immunization Rates to an All-Time High of 75 Percent. The President's Childhood Immunization Initiative focuses on five areas: 1)improving the quality and quantity of vaccination delivery services; 2) reducing the vaccine cost for parents; 3)increasing community participation, education and partnerships; 4)improving systems to monitor diseases and vaccinations; and 5) improving vaccines and vaccines use. This initiative builds on the efforts of the past four years which has achieved notable success: in 1995 seventy-five percent of two-year olds were fully immunized -- an historic high. Funding for childhood immunization has more than doubled since FY 1993. And this increase has resulted in tremendous savings because vaccines are cost effective. For example, more than \$21 are saved for every \$1 spent on measles/mumps/rubella vaccine and more than \$29 are saved for every \$1 spent on diphtheria/tetanus/pertussis vaccine.

Improved Support for Infants and Toddlers with Special Needs. Under the Individuals with Disabilities Education Act (IDEA), the Infants and Families Program supports the continuing efforts of States to implement quality statewide systems of early intervention services for infants and toddlers with disabilities. Over the past four years funding for the program has increased by 48% or \$102.5 million. During the same period, the number of children served increased by 21.5 percent. An estimated 191,000 children will be served in FY 1998.

Enhanced Family Literacy Program. Even Start Family Literacy is a family-focused grant program to improve the educational opportunities of children and their parents in low-income areas by integrating family literacy activities, including early childhood education, adult education, and parenting education. Over the past four years funding for Even Start has increased by almost 46% to support programs in every state and the District of Columbia.

Improved Child Care in Public Housing. The Early Childhood Development Program helps to provide quality child care opportunities for families living in public housing communities, as well as families who are homeless or at risk of becoming so. The program allows parents or guardians who are residing in public housing, to get and keep jobs by ensuring that their children are cared for. In 1996, \$21 million was awarded to public housing sites across the country -- three times more than in 1994.

Provided funding for Parent Resource Centers in 42 States. In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of programs that strengthen family involvement in education. In fiscal year 1997, funding is available for support centers in 42 states, 14 more than in 1996.

Promoted Parents as First Teachers. The President's America Reads Challenge which aims to ensure that every child can read well by the end of the third grade, includes Parents as First Teachers Challenge Grants that will invest in proven efforts to support parents in helping their children read well. The grants will fund the expansion of successful programs such as the Home Instruction Program for Preschool Youngsters (HIPPY) and the Parents as First Teachers (PAT)

program. They will also fund national and regional networks to share information on how parents can help children to read.

Supported Nearly 95% of all Children's Research. In fiscal year 1995, the federal government spent an estimated \$2 billion on research and development directly related to children and youth. These funds were distributed among twelve federal departments, however The National Institutes of Health (NIH) and the Department of Education account for nearly half of the research. NIH now supports 32,000 grants in more than 1,700 universities, medical schools, and other research institutions. This research has contributed to the recent advances in understanding early learning and language development.

Maintained the Commitment to the Medicaid Guarantee for 10 Million Children Under 6 Years Old. This Administration has protected and, preserved, -- and now will improve on -- the guarantee of Medicaid coverage for 37 million Americans, including 10 million children under the age of 6. In 1995, the President vetoed the Republican Medicaid block grant proposal that would have ended the guarantee of coverage for up to 4 million children by 2002. At the same time, the President worked with States by granting 15 comprehensive Medicaid waivers and approving many more State plan amendments that improve and expand coverage for children.

Seeks to Extend Health Coverage to Up to 5 Million Children. Although this Administration has made great strides in protecting the health of America's neediest children, there is still much to be done. In 1995, more than 10 million American children, 80% of whom have working parents, had no health insurance. The President's budget takes three important steps to address the problem of children who lack health insurance coverage:

- 1) Provides annual grants to states to cover health insurance premiums for children whose parents are in-between jobs;
- 2) Utilizes State Partnership Grants to help working families, who are not eligible for Medicaid, to purchase private insurance for their children; and
- 3) Invests to expand Medicaid coverage by allowing states to extend one year of continuous coverage to children eligible for Medicaid, intensifying outreach to children who are currently eligible but not enrolled, and expanding coverage to reach poor children between the ages of 13 and 18.

Increased Child Care Funding. Since 1993 federal funding for child care has increased by 22%, providing quality services for over 660,000 children of whom 65% are under 5 years of age. The newly established Child Care and Development Fund (CCDF) has made available \$2.9 billion to States. This new program, authorized by the new welfare law, will assist low-income families and those coming off welfare to obtain child care so they can work or attend school.

Clinton Presidential Records Digital Records Marker

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Divider Title: _____



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MEMO FOR: Nicole Rabner
 FROM: Lynette Ciervo
 DATE: March 6, 1997
 RE: ZERO TO THREE's National Parent Poll

Thank you for your kind note. We enjoyed meeting with you and Pauline and learning more about your plans for the Conference. Your focus on linking brain development research to practical parenting applications is consistent with what we heard from parents in our last set of focus groups: they want more information about what this research means to them in the daily care of their children.

I am writing to you to provide more information about the National Parent Study.

National Poll

ZERO TO THREE has hired Peter Hart Research to conduct a national poll of 1,000 parents on early childhood issues. More specifically, we will explore what parents know and believe about early childhood development, where they go for information, what barriers exist for them in getting information and support, and who are the trusted "messengers." In light of the recent media attention on brain development, *we will ask questions about what this new brain information means to parents and what, if anything, they are doing differently.* The poll will include oversamples of African American and Hispanic parents.

We believe this national poll will reveal fascinating, quantifiable information on parents' beliefs and knowledge on early childhood development. Because we will be releasing the results in mid-April, the timing of the Conference offers an opportunity for this opinion research to reach multiple audiences. We also agree with your view that our national parent study might be an interesting and concise way to bring parent voices to the forefront of the Conference. In fact, if you are planning for a media briefing, I'd be glad to talk with you about how the national parent study findings can be incorporated.

Focus Groups

In preparation for the poll, we conducted eight "exploratory" parent focus groups and have attached a summary of those groups. One key finding is that while parents believe that these years are important, they are unclear about the level of significance and how much of an influence they play in their child's development. For example, while they agree that children are learning during this period, they feel that they have very little influence over their child's long-term intellectual development. They also don't make the link between emotional and intellectual development.

This information will be used by ZERO TO THREE to refine its public education campaign which will be launched this year to increase awareness among parents of the significance of the first three years of life and to provide them with information on how to promote healthy development in their children.

I have attached a 3-page summary by Peter Hart Research on what will be explored in the poll (which is part of a larger proposal on the study). We are currently developing the questionnaire and would appreciate your thoughts on questions to consider. I look forward to hearing from you.



Patricia F. Lewis

03/05/97 01:29:58 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Notes from meeting

Please let me know if I missed something.

Notes from 3/5 conference meeting and follow up:

- **Title:** "White House Conference on Early Childhood Development and Learning:

What new research on the brain tells us about our youngest children"

Nicole to get final approval.

- **Overall goal for event:** We talked about the conference as a way to get information and resources out to anyone who works with parents or young children. It will emphasize the ways in which the federal government can play a key role in helping strengthen families, as well as highlighting what the rest of us can do.

- **Announcement:** Marsha will take the lead on seeing if the President and First Lady on Monday can do an Oval Office announcement of a new executive order and the date for the event. In planning for this, we need to be able to say something about what will come out of it. (We'll have tapes and materials for parents, website, etc.)

- **Panels:** Nicole and Pauline will have options by Monday of various ways in which parents' questions can be posed to panelists.

- **Press preparations:** We agreed to identify 10 stories by April 1 that illustrate the research being done (most often with federal support) and how it's being put to use in programs across the country. Pauline and Nicole will provide the initial list.

- **Press lists:** Pauline and Nicole will get lists from groups they're talking with.

- **Invitations:** We'll identify possible magazine editors/publishers as guests. Nicole has examples of articles parenting pubs have run and will circulate copies.



- **Sponsors:** Nicole will schedule a meeting with Pat Butler. Pat and Marsha will talk about magazines. We also need to check with counsel's office about using sponsors.

- **Materials:** The aim will be to produce, post-conference, a video tape, an audio, a printed report to include Mrs. Clinton's remarks, synopses of information presented, resource guide

and an action sheet for parents.

- **Regional events:** Pat will continue to talk with Kris and Laura Schwartz about moving forward with agencies on setting up regional watch events.

- **Next meeting:** We will meet again Friday. Time TBD

Message Sent To:

Pauline M. Abernathy/OPD/EOP

Nicole R. Rabner/WHO/EOP

Ann F. Lewis/WHO/EOP

Eli G. Attie/WHO/EOP

Elena Kagan/OPD/EOP

Marsha E. Berry/WHO/EOP

David Hamburg

Notes from MW/HRC mtg
w/ D/H

pubs pol → preparation for resp. parenthood
prenatal - ed begins there gest. period

* early child care education

K-12 pubs com. has to be there for the earliest yrs.

community responsibility - ev. sector.

* This yr we are concern. 0-3 — now we know, whole child.
child
3-10 → not only stage of life
10-15
adolescents

* use nutrition model → food for life. — does
anyone think we don't need to feed after 3.

* Mtg on hill last wk

R → Jeff, Porter, Castle : wd like to believe
→ early head start, pub health outreach
Karen Davis — Child Health facts —
even smallest imp.

"I'm just not clear that we're ready for conf. —
→ send him memos.
would like to unveil" — * he will part.

Pam — list Hamburg — GET

"we must be careful that we don't send a signal that
some scientists are better"

→ spread credit around.

* NIH Scientists

for proposals.

content of early child. dev - not an oddity.
Scientists explain

Book event
+ Vivian Stuart, Carnegie

Title I - change reading/math - 10 states based on
of poor districts -

gotta think of demanding a lot from the

Fritz Morel - genius @ Co

Bob Slavin @ Hopkins - genius "success for all"

Bridge research/appl.

Mtz

PCAST - Children's Initiative -
Com.

R&D - Harman is digging
its feet

Mtz - March 7, 8

Big announcement -
Inter-Agency forum you are
part of.

R&D announcement → Doc

speeches -

fax to him.

DRAFT

Good Early Child Development

Irving B. Harris
February 12, 1997

From time immemorial and for all species, one or both parents have been vitally interested in the survival of their offspring - and done whatever they could to teach their young what they must learn to survive. Of course, in the case of *Homo sapiens*, the course of instruction has changed over the centuries. 5,000 years ago our ancestors lived in a hunting and gathering society with animal predators and hostile tribes the main worries, plus all kinds of health risks.

In today's society, parents are increasingly aware that their children must learn new skills to get along in our industrial society. First, they have to get along in social situations with thousands of other people. No longer is a tribe of 50 individuals the setting in which the child will live; and the child will probably live for 75 years or more, not an average of 20 or 30 years as was probably true 5,000 years ago.

Today, parents still have to concern themselves about the child's health and safety, but in addition, must get the child ready to attend school at age 5 or earlier. School is requisite if the child is to grow up to live successfully in a global, competitive, industrial society. A good education is needed - ability to read and comprehend and learn mathematical and scientific concepts well enough to later get a job that will pay enough to survive well.

Most parents seem to have the instincts and training to succeed in nurturing their children in today's world; but many do not.

The Carnegie Corporation, in 1992, under David Hamburg's leadership, organized a Task Force to consider the development of today's children from the ages of 0-3. I was proud to have been asked to be a member of that Task Force.

Science has learned a lot in very recent years about how early an infant begins to learn what we all realize a child must learn. Modern science's new imaging equipment can look inside the brains of mammals and even humans to see and image early brain development. Of course, this new science is not yet well known to the public. It is still pretty new. And generally speaking, we have been brought up to think that "education" starts in first grade, or maybe kindergarten. When most people see a baby they tend to think and say, "Isn't it cute." Sometimes "Is it a boy or a girl?" There is little thought that "it" is a young *Homo sapiens* developing a brain very rapidly - a brain which exceeds the brain power of fellow mammals and birds and fish by a wide margin.

During the deliberations in the Task Force, I said several times during our meetings that I thought

that fewer than 1 out of 100 people in the United States understand what really goes on in good early child development between the ages of 0 and 3.

Since the Carnegie Task Force published its report in April of 1994, and since the Brain Conference in June of 1996, and, even more particularly, since the roll-out from that conference in the form of the *Time* cover story of February 3, 1997, and President Clinton's talking about the importance of 0-3 in the State of the Union message in February of 1997 and the meeting of the National Governor's Association addressed by David Hamburg, Rob Reiner and Bruce Perry in February, 1997, there is some reason to rejoice and feel that maybe more than 1 out of 100 now know that early childhood development is important.

Clearly, there has been a widening of the audience; but I am inclined to believe that only a very tiny fraction of people understand what really is meant by "good child development." In the discussions I heard on C-Span following the Rob Reiner presentation, I gathered the definite impression from the Governors who did speak that while they verbally stated they are committed to the concept, I wonder whether they really understand the optimal opportunities of early childhood development and the catastrophic effects if those opportunities are lost.

I searched for a metaphor. The best I could come up with: "It's dangerous to get bumped; try to avoid it." Everyone might give lip service to this concept. It is easy enough to grasp, but it makes a lot of difference whether the bump that one tries to avoid is from a waiter at a crowded cocktail party or from an automobile speeding at 50 miles an hour. I think the importance of losing the opportunity for learning while the window is temporarily open in the first weeks and months of life must be likened to the risks involved in getting hit by a speeding car. Generally speaking, simply proclaiming that Head Start or preschool is important presumes that good child development can easily be achieved - all you have to do is say it is important and set up some Head Start programs and make it easier for mothers to "obtain services." If this simplistic notion is typical of our new wider audience, very little of significance will be achieved. Superficial acknowledgment of the problems will not result in much more lively inquiring minds appearing in our schools in 2002.

Going back to 1960 when Lyndon Johnson introduced Head Start, I believe that there has been very little progress in either politicians' or the public's understanding of the meaning of the concept. For 30 years there has been some acknowledgment that when a child is one year behind in development by first grade, by age 10, that delayed development will show up as a gap of 2 or 3 years unless it is prevented before the age of 6. Therefore, Head Start was created.

25 years later when George Bush was President, in speeches he subscribed to the importance of Head Start. He increased funding to \$2 billion a year, and the consequence was the nation was able to enroll a significant percentage, well over 50%, of all 4 year olds. However, his administration made very little attempt to get 3 year olds, 2 year olds or 1 year olds into Head Start programs.

The 40 Comprehensive Child Development programs funded by Senator Kennedy's legislative initiative have been more or less successful in working with children 0-3. I think (what is the research on this) their success is probably greater in rural Vermont and western Wisconsin than it is in inner

↑
probability
greater this

city environments, such as Chicago or Boston.

GOVERNOR

The National Governors Association, chaired by Bill Clinton, met with President Bush in Charlottesville in 1990 and proclaimed that their first goal was to have all children in the United States ready for school by the year 2000. They recognized, theoretically, the proposition that children who are not ready for school not only are unlikely to learn, but damage the learning capacity of their classmates in the public schools. Despite the Charlottesville declaration, practically nothing has been done to increase the likelihood that "all children will be ready for school in the year 2000." In 1990, those children had not yet been born. In 1997, they have been born and now we know how minor are the efforts to ensure their optimal development.

What is the aim of good child development? How can it be described? It should be to make sure that when a child is 2 years old, he or she has optimally developed the child's natural urge to be curious. Children, from birth, should know that their parents or caregivers encourage them to be curious and to explore. Furthermore, they should know that whenever they succeed in achieving a good result, like reaching for a ball and playing patty-cake, or repeating a word that they hear repeated to them (like Momma, Momma), that when they try, they are rewarded by the caregiver saying, "great job," "terrific," "you just did it," "that's wonderful," so that the child is rewarded for achievements and knows what is expected of him, what pleases his caregivers (and later his teachers). The probability is, and the new science is leading in this direction, that if the brain in the first and second year of life does not develop the neural channels that result in motivation to be curious and motivation to want to please a caregiver or a teacher, those neural pathways which do develop in all children will atrophy. "Use it or lose it." If a child does not achieve good brain development by the age of 2, it becomes increasingly difficult to intervene to try to improve that child's mental capacities.

From the child's standpoint, development is a 24 hour activity starting from birth. Subtract from that 24 hours, of course, the time that the child is asleep. It is only when the child is awake that a child can learn. But a child is learning every second of the time that the child is awake, looking around, listening to what is being said. A caregiver should consistently stimulate an infant from the very beginning by talking quietly to the baby, letting the baby know the baby is loved, whether it is during feeding or diapering or anytime the child is awake. During nursing, of course, is a wonderful time for a constant stream of good conversation to come from the mom to the baby. It is the constancy of the love and the affection and the consistency of expectations that the child sees.

If the child is exposed to some of that and then in the next half hour is exposed to the opposite, it must be terribly confusing to a child. If a child is sometimes expected to do something, like listen to reading and then 15 minutes later is slapped or told, "shut up" and "don't bother me," or propped up in front of a television set with adults in the family ignoring that child, that kind of caregiver behavior cannot be deemed to result in good child development. Nurturing a baby is a 24 hour job, 7 days a week, 365 days a year to provide the loving environment that a child needs for really outstandingly

good child development. The nurturing cannot be off and on, particularly it cannot be violently negative, either in what he sees or in what he personally experiences.

I doubt that the governors realize all this when they talk about understanding the need for good Head Start programs or good preschool programs for all children. The few who spoke on C-Span think they can achieve it with an extremely limited budget.

How can we describe in more cogent words than we have so far what it is that is meant by optimal child development or best practices?

On Friday, February 7, I received a call from a woman who works for Fred Rogers. They are about to undertake a new series of films to follow the series they have just done on violence. She was asking me, among others, for ideas. I told her what my concerns were. It seems to me that if we could show children in play at age 2 the huge difference that is apparent between kids who have had the optimal nurturing vs. those who have had the opposite, you could have a visual demonstration of how different an apathetic or an aggressive, acting out child is compared to a warm, friendly, curious, exploring child. It should be clearly apparent in such films. She seemed taken with the idea, but at this juncture, I have no reason to believe that they will undertake to make such films or, if made, the films would demonstrate what I am talking about.

I have very recently witnessed close up the excellent nurturing of several children (including the triplets born to my wife's daughter-in-law and son, born one year ago). I have also seen my great-grandchildren in New York who have had loving mothers and loving fathers and lots and lots and lots of reading and conversation from both their mothers and their fathers. These children know that they are valued, wanted and expected to learn a great deal. It isn't that they have any notion that they have to learn to get into one college or another college; it is just the fact that learning can be fun and their parents show them that it can be fun. Their parents beam when the children do something to be proud of. That approval encourages them to explore and learn on their own. That is a lot different from what goes on in many homes, particularly with mothers who are depressed and who interact very little or turn the care of the baby over to outside agencies or outside people who do not really understand or care how a child is thinking or that a child's development is so vital to that child's eventual success.

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FAX TRANSMITTAL COVER SHEET

DATE: February 25, 1997

TO: Nicole Ratner

FROM: Bernice Weissbourd

FAX NUMBER: 202-456-6244

COMMENTS:

TOTAL PAGES INCLUDING THIS PAGE: 6
310 S. PEORIA STREET, SUITE 510
CHICAGO, IL 60607-3534

It was good to talk to you about the plans for the White House meeting on the implications of brain research in the first years of life. Having given some thought to it since, my initial excitement has turned to a deep sense of the potential impact this meeting could have. I see its importance on a number of levels:

- 1) Adding to the extensive public awareness campaign the "signature" of the White House underscores the significance of the information
- 2) Involving parents in the process and giving attention to parent's questions and responses makes the academic information relevant and more readily adapted by parents nationwide.
- 3) Though programs for children and families are proliferating around the country, a relatively small percentage include a focus on the early years. Those at the Conference representing community programs and state child-welfare and education systems which have developed and implemented plans for zero to three years programming serve as a stimulus to others to do likewise.
- 4) The policies necessary to support zero to three programs on the state and national level will emerge from the discussions, with recognition that the answer is not only more funding.

I realize this defines four target audiences - the general public, parents, program developers, and policy makers - for whom information on brain research should influence their thinking and work.

The questions that come to mind now are "How can all the target groups be meaningfully involved at the meeting?" and "What are the possible avenues for follow-up after the meeting?" As we said on the phone, a goal is to have the message of the conference reverberate long after the meeting itself is over.

I have a few suggestions for you to consider:

- 1) Your plans for the first session are excellent, and if I can be of assistance in getting a diverse group of articulate parents, do let me know. I hope the parents you invite represent a wide spectrum - racially, ethnically, and economically diverse. It would be helpful if the parents are also those involved in their schools, local programs, or are natural leaders in their communities.
- 2) The second panel "How Does the Community Need to Respond" has a program development and policy focus. Presenters should speak of their work in terms of the issues around rallying many sectors of the community to promote programs for families in the early years, the role of state leadership, of parents and public advocacy, of dealing with attitudinal barriers, etc. We might raise the question: "How do you make sure communities have power?"

Emerging from such discussions should be recommendations for local, state, and national policies necessary to carry a birth to three initiative forward. Early Head Start, Family Resource centers developed through the Family Preservation and Family Support Act, and Community-based Family Resource Programs are a few national examples.

I have listed on a separate sheet some communities organizing successfully around children and families and some states which have initiated birth to three community-based and/or school-based programs statewide. Communities without birth-three programs could discuss the how and why of their plans to initiate them.

Respondents could be program directors, state and local legislators, and administrators who are interested in or have been involved in planning birth-three initiatives, possibly including a representative from the federal Department of Human Services. Each respondent would deal with the question of what can be done with this new information from his or her particular vantage point.

- 3) As a follow-up to the conference I think the Family Resource Coalition with its connections to community programs and states systems all around the country could be enlisted to develop a plan for promoting the birth to three message through its materials, which are disseminated widely. FRC could also expand its extensive technical assistance and training program for communities and state systems to include the birth to three information.

To assure that this effort results in high quality programming on-going training will be a necessity, and Zero to Three is preeminantly qualified to do that. FRC and Zero to Three have long been collaborators and each could bring its particular expertise to bear on assuring that quality in programs is integral to a nationwide focus on the early years.

Suggestions for community response panel:

Communities:

Ware County, GA

Established health centers and family resource centers in elementary schools that had been closed. Local collaborative. Funded by state with no new funding - re-financed through Medicaid.

Dr. Adrian Butler, pediatrician is the program founder.

Waycross, GA

912-287-9140

Caring Communities Program

Originally in an African-American community, St. Louis. Now, throughout state. State funded comprehensive programs truly building communities.

Kahtib Waheed, Director

4411 North Newstead

St. Louis, MO 63115

314-877-2001

Hampton, VA

The Mayor and City Council, self-described as fiscal conservatives, provided new and continued funding for family-oriented programs for the early years, while other areas faced cutbacks. Implemented through partnerships with City's elected leadership, business, city departments, libraries and local hospitals.

States

North Carolina

Smart Start - statewide program focusing on children birth through 5 years. Goal is to ensure every child has access to comprehensive, high-quality service that includes early childhood education, child care and health care. Strong leadership from Governor Hunt

Robin Britt, Special Advisor to the Governor on Children and Families, Raleigh, NC

919-715-4740

Vermont

Has established an extensive and excellent birth-to-three system statewide.

Cornelius Hogan, Director Department of Human Resources

802-241-2220

103 S. Main Street

Waterbury, VT 05671

*Dean will
be there.*

New Mexico -

Statewide family support programs, grass-roots initiated, impressive parent involvement

Maria Chavez, Director of Family Development Program

University of New Mexico, Albuquerque, NM

505-277-6943

Edith Mines

Washington

Legislation mandating Community Health and Safety Networks throughout state to build collaborations around the health and safety of families and children. Fifty-four networks, managed by the Family Policy Council.

Fifty percent of network members must be families and citizens not employed by state agency. Legislation was proposed by Democrats - passed and maintained by Republicans.

Staff Director: David Brenna

360-902-7888

There are obvious gaps of information on this list, but if you are interested in pursuing any of these programs I will get the necessary details.

I don't know if this is helpful, but hope so. Look forward to talking to you soon. I continue to feel this could be a great event with long lasting effects.

0-3 units

* Living Harris

Matthew, 0-3 Exec Dir.

evolution in knowledge
- historical context.

→ kids learn how the world works
~~not~~ what's going to teach/ what
are they learning?
not only cognitive dev, but
learn empathy, emotional.

- neuro-science
- emotion/ social
- cultural diversity transcends
- pediatrician: training of parents - focus groups say
movement in ped. → dev. specialists pick
in pediatric practices.

when fathers get engaged - kids are better problem solvers,
do better in math.

Kyle Pratt, → studies - when men involved
father: challenges to
mem. solve for child.

* historical context. (arsenal)

* what people/ parents know

* people/ parents often don't think they are affecting
intellectual dev.

empowerment reinforcement.

Zero to Three - subscribers, grantees

- ped, day care, family pres, academ - many specialties.

* National Head Start Early Childhood grants

* Am. of Disab. Act - tech assistance contract.

- training
conferences, provide forum for those.

National Council on Jan. 1st 1994 & tied to Bondi foundation
Kentucky.

fatherng/ grandparenting themes.

dev. assessment based on old knowledge - baref

predictable series of things HRC will do.



"unhurried time" - raises guilt for parents
practical

disc.

- * one-on-one of child - let child
direct interaction
- * process of story-telling

20th anniv.

celebration
October

with lunch /
D.C. event

} proposal.

① on Hill: education: yrs. early, why comp.

IDEA, →

Clinton Presidential Records Digital Records Marker

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Draft

EXECUTIVE SUMMARY

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Rethinking the Brain

New Insights into Early Development

Conference Report

*Brain Development in Young Children:
New Frontiers for Research, Policy and Practice*

Organized by the Families and Work Institute
June 1996

Funded by
Carnegie Corporation of New York
The Charles A. Dana Foundation, Inc.
The Harris Foundation
Robert R. McCormick Tribune Foundation

lunch

in the ap

A father comforts a crying newborn. A mother plays peekaboo with her ten-month-old. A teacher reads to a toddler. And in a matter of seconds, these children's growing brains respond. Brain cells are "turned on," activated by this particular experience. Existing connections among brain cells are strengthened, and at the same time, new connections are formed, adding more definition and complexity to the intricate circuitry that will remain in place for the rest of these children's lives.

We didn't always know it worked this way. Until recently, it was not widely believed that the brains of newborns could be so active and so complex. Nor did we realize how flexible the brain is. Only 15 years ago, neuroscientists assumed that by the time babies are born, the structure of their brains was genetically determined. They did not recognize that the experiences that fill a baby's first days, months and years have such a decisive impact on the architecture of their brains, or on the nature and extent of their adult capacities. Today, thanks in part to decades of research on brain chemistry and sophisticated new technologies, neuroscientists are providing evidence for assertions that would have been greeted with polite skepticism ten or twenty years ago.

In June 1996, a two-day conference was convened at the University of Chicago by the Families and Work Institute to discuss new knowledge about early brain development and its implications for children in the United States. Entitled *Brain Development in Young Children: New Frontiers for Research, Policy and Practice*, the conference affirmed that the nation as a whole has a vital stake in its youngest children's learning and healthy development. The conference brought together professionals from the neurosciences, developmental and clinical psychology, medicine, education, human services, the media, business, and public policy to look at what we know about the brain and how that knowledge can and should inform our efforts to improve results for children and their families. The proceedings and a range of background materials provided by participants and other researchers served as the basis for the conference report, which is summarized here.

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I. Breakthroughs in Neuroscience — Why Now?

Every field of endeavor has peak moments of discovery and opportunity—when past knowledge converges with new needs, new insights, and new technologies to produce stunning advances. For neuroscience, this is one such moment. Certainly, the development of new research tools has been a crucial factor. New brain imaging technologies have made it possible to investigate—and get a glimpse of—how the brain develops and how it works.

Brain research has been stimulated, in part, by growing concern about the status of children in America—not only their academic achievement, but also their health, safety, and overall well-being. Two decades of research in diverse fields have confirmed the importance of the first few years of life. Given these findings, more Americans are expressing misgivings about the effectiveness of investments and educational reform efforts that begin only when children reach the age of five. There is growing consensus among

decision makers in many fields, that efforts to recast policy and reconsider the best use of public resources must begin with clearheaded thinking about how brains develop.

II. What Have We Learned?

The literature and the research presented at the June 1996 conference point to five key lessons that have the potential to reframe research, policy, and practice in diverse fields.

1. Human development hinges on the interplay between nature and nurture.

Much of our thinking about the brain has been dominated by old assumptions—that the genes we are born with determine how our brains develop, and that in turn how our brains develop determines how we interact with the world. Recent brain research disproves these assumptions. Neuroscientists have found that throughout the entire process of development, beginning even before birth, the brain is affected by environmental conditions, including the kind of nourishment, care, surroundings, and stimulation an individual receives. The impact of these environmental factors on the young is dramatic and specific, not merely influencing the general direction of development, but actually affecting how the intricate circuitry of the human brain is “wired.” And because every individual is exposed to different experiences, no two brains are wired the same way.

The developing brain produces many times more neurons (brain cells) and more synapses (connections among brain cells) than it will eventually need. Most of the extra neurons are shed by the time a baby is born. But in normal growth and development the number of synapses increases markedly in the first four years, and then holds steady throughout the first decade of life. In this way, a child’s brain becomes super-dense, with twice as many synapses than it will eventually need. Brain development is, then, a process of pruning: those synapses that are formed and reinforced by virtue of early experience tend to become permanent; the synapses that are not used tend to be eliminated. In this way, as babies and toddlers gain more experience, positive or negative, the brain’s wiring becomes more defined. This process requires considerable energy; for most of the first decade of life, children’s brains are more than twice as active as those of adults.

New knowledge about brain function should end the “nature or nurture” debate once and for all. A great deal of new research leads to a single conclusion: how humans develop and learn depends critically and continually

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on the interplay between nature (an individual's genetic endowment) and nurture (the nutrition, surroundings, care, stimulation, and teaching that are provided or withheld). The impact of nature and nurture in shaping human development should not be measured quantitatively; genetic and environmental factors have a more dynamic, qualitative interplay that cannot be reduced to a simple equation. Both are crucial.

2. Early care has decisive and long-lasting effects on how people develop and learn, how they cope with stress, and how they regulate their own emotions.

Some people have long known—and psychological studies have shown—that babies thrive when they receive warm, responsive early care; now we are beginning to understand the biological mechanisms that underlie this knowledge. Recent brain research suggests that warm and responsive care is not only comforting for an infant; it plays a vital role in healthy development. Warm and responsive care means meeting babies' basic needs for food and shelter as well as responding to their moods and efforts to communicate. The care children receive directly affects the formation of neural pathways.

In particular, individuals' capacities to control their own emotional states appear to hinge, to a significant extent, on biological systems shaped by their early experiences and attachments. There is no single "right" way to create this capacity; sensitive care can take many forms. But children who are emotionally neglected or abandoned very early in life often have difficulty with such brain-mediated functions as empathy, attachment, and emotional expression.

Neuroscientists are finding that a strong, secure attachment to a nurturing adult can have a protective biological function, helping a growing child withstand the ordinary stresses of daily life. These are the implications of studies that have gauged children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Researchers have found that adverse or traumatic events, whether physical or psychological, can elevate an individual's cortisol level. Chronically high cortisol levels can make a child vulnerable to processes that lead to the loss of some neurons and, just as importantly, reduce the number of synapses in certain parts of the brain. And in fact, children with chronically high cortisol levels have been shown to experience more delays in cognitive, motor, and social development than other youngsters. But new research shows that babies who receive warm and responsive care in the first year of life are less likely to respond later to minor stress by producing cortisol than other children. And when they do react to stress by producing cortisol, they can turn off the response more quickly and efficiently. This protective effect appears to last throughout childhood and beyond.

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3. The human brain has a remarkable capacity to change, but timing is crucial.

There is mounting evidence of the brain's neuroplasticity. This means that the brain has the capacity to change in important ways in response to experience. We now have scientific evidence that the brain is not a static entity, and that an individual's capacities are not fixed at birth. There are few preset limits to an individual's learning potential. The brain itself can be altered—or helped to compensate for problems—with appropriately timed, intensive intervention. In the first decade of life, the brain's ability to change and compensate are especially remarkable.

Because the brain has the capacity to change, parents and other family members, friends, child care providers, teachers, doctors, and others have ample opportunities to promote and support children's healthy growth and development. But timing is critical. While learning continues throughout the life cycle, there are optimal periods of opportunity—"prime times" during which the brain is particularly efficient at specific types of learning. For example, the brain is best able to acquire language skills during the first decade of life, when synapse density and metabolic activity in the part of the brain that processes language are very high. In the neurobiological literature, these times are called "critical periods."

4. The brain's plasticity also means that there are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects.

New knowledge about the vulnerability of the developing brain to environmental factors suggests that early exposure to nicotine, alcohol, and drugs (in utero and in the postnatal environment) may have even more harmful and long-lasting effects on young children than was previously suspected.

A number of studies indicate that maternal smoking during pregnancy can, in some cases, affect brain development, inhibiting neuron growth. It can also have an impact on the brain's biochemistry and can alter DNA and RNA synthesis in the brain. Children exposed to nicotine before birth appear to be at higher risk of developmental delays or impairments. And in fact, research suggests that the children of mothers who smoke during pregnancy have somewhat higher rates of neurobehavioral difficulties, including inattention, impulsivity, and hyperactivity.

To an even greater degree than nicotine, exposure to cocaine in utero may affect the brain's biochemistry. Early in gestation, it can disrupt the migration of neurons up the cortical wall. Later in the prenatal period,

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exposure to cocaine can interfere with the production of synapses. Many children exposed to cocaine in utero have been found to have difficulty with attention, and appropriate responses to stress.

After birth, exposure to adverse environmental conditions can also have harmful effects on brain development. Early experiences of trauma or ongoing abuse, whether in utero or after birth, can interfere with development of the subcortical and limbic areas of the brain, resulting in extreme anxiety, depression, and/or the inability to form healthy attachments to others. Adverse experiences throughout childhood can also impair cognitive abilities, resulting in processing and problem-solving styles that predispose an individual to respond with aggression or violence to stressful or frustrating situations.

A number of researchers have focused their attention on specific circumstances that may interfere with warm and responsive care during critical periods, including maternal depression. While not all babies of depressed mothers show negative effects, maternal depression can impede healthy brain development, particularly in the part of the brain associated with the expression and regulation of emotions. Post-partum depression that lasts only a few months does not appear to have a lasting impact; but babies who are from six to eighteen months old when their mothers suffer from depression appear to be at greater risk. When mothers are treated for or recover from depression, their young children's brain activity and their behavior can improve significantly.

Many of the risk factors described above occur together, thereby jeopardizing the healthy development of young children. Research additionally shows that many of these risk factors are associated with or exacerbated by poverty. Today, fully a quarter of American children under the age of six are growing up in poverty. Economic deprivation affects their nutrition, access to medical care, the safety and predictability of their physical environment, the level of family stress, and the quality and continuity of their day-to-day care.

5. Evidence amassed by neuroscientists and child development experts over the last decade point to the wisdom and efficacy of prevention and early intervention.

Study after study shows that well-designed programs created to promote healthy cognitive, emotional, and social development can improve the prospects—and the quality of life—of many children, and in some cases can even ameliorate conditions once thought to be virtually untreatable, such as autism or mental retardation.

A number of widely-known, well-documented studies of programs designed to help infants and toddlers and their families, suggest that well-conceived,

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well-implemented programs can brighten children's futures. The efficacy of early intervention has been demonstrated and in some cases replicated in diverse communities across the nation. Children from families with the least formal education appear to derive the greatest cognitive benefits from intervention programs. Moreover, the impact of early intervention appears to be long-lasting, particularly when there is follow-up during the elementary school years.

Intensive, developmental care also improves the prospects of preterm infants, who come into the world with brains that have had less time to mature in the protected intrauterine environment, and are therefore even more vulnerable to the environment. Traditionally, these babies have spent their first weeks in incubators or isolettes, with bright lights, beeping monitors, and little human contact. Research has shown that responsive care in a more soothing environment can significantly increase preterm infants' chances for physical and mental health, while substantially reducing hospital stays and costs.

New insights into the brain's early development and functioning have allowed some researchers to address neurological impairments with greater precision. For example, with the aid of brain imaging (MRI) studies, researchers have been able to study and detect auditory processing problems in babies six to nine months old before language impairment becomes evident. Once a problem has been pinpointed, specific, individualized interventions can be introduced at a time when the brain's plasticity is particularly marked.

III. Where Do We Go From Here?

In most spheres of knowledge, what we don't know far exceeds what we do know. Brain research is no exception. Coming years promise to yield new discoveries about how the brain develops and how children's capacities grow and mature. Neuroscientists are likely to shift their attention from general questions about how brain circuitry is formed to more specific investigations of the functions of specific regions of the brain—including how, and how much, they are influenced by the environment.

There appeared to be considerable agreement among conferees around key assertions summarized in this report, including the importance of the interplay between nature and nurture; the extent and rapidity of early development; the brain's remarkable plasticity; the importance of strong, secure early attachments; and the efficacy of prevention and early intervention. In addition, three key principles of societal response emerged in the discussions:

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First do no harm. New insights into the brain suggest that the principle that guides medical practice should be applied just as rigorously to all policies and practices that affect children: first do no harm. That means allowing parents to fulfill their all-important role in providing and arranging for sensitive, predictable care for their children. Any and all policies or practices that prevent parents from forming strong, secure attachments with their infants in the first months of life need urgent attention and reform. At the same time, parents need more information about how the kind of care they provide affects their children's capacities. First do no harm also means mounting urgent, intensive efforts to improve the quality of early care and education.

Prevention is best, but when a child needs help, intervene quickly and intensively. Knowing that early experience has such a strong influence on brain development, parents may worry that every unpleasant sensation or upsetting experience will become a neurological nightmare. Families may rest assured that in most cases, a history of consistent, warm and responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life. In most cases, children can recover even from serious stress or trauma. And if they are given timely and intensive help, many can overcome a wide range of developmental problems. To have the greatest impact, interventions must be timely and must be followed up with appropriate, sustained services and support. More detailed knowledge about specific aspects of brain development and functioning will allow the design of interventions that more closely match children's needs.

Promote the healthy development and learning of every child of every age, every demographic description, and every risk category. If we miss early opportunities to promote healthy development and learning, later remediation may be more difficult and expensive, and may be less effective given the knowledge and methods that are currently available. However, this theme was sounded repeatedly: risk is not destiny. Numerous cases were cited of individuals who have thrived despite adverse conditions. The medical, psychological, and educational literatures contain sufficient examples of people who develop or recover significant capacities after critical periods have passed to sustain hope for every individual, and to support ongoing efforts to enhance the cognitive, emotional, and social development of youth and adults in every phase of the life cycle.

Families may rest assured that in most cases, a history of consistent, warm and responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life.

Implications for Policy and Practice

New insights into early development confront policy makers and practitioners in many fields with thorny questions and difficult choices. As we move into the next century, our children need and deserve policies that reflect the importance of the early years, and that embody the principles that emerged from the brain conference: first do no harm; use prevention, but if a

child needs help, intervene quickly and intensively; and promote the healthy development of every child.

In particular, new knowledge about early development adds weight and urgency to the following policy goals:

Improve health and protection by providing health care coverage for new and expectant parents. Neuroscientists emphasize that the prenatal period is an active period of development. And yet, about one in four pregnant women receives little or no prenatal care. The first three years of life are also filled with opportunity and risk, but some three million children in this age span are uninsured or underinsured.

Promote responsible parenthood by expanding proven approaches. All parents can benefit from solid information and support as they raise their children; some need more intensive assistance. There is research evidence that certain parent education/family support programs promote the healthy development of children, improve the well-being of parents, and are cost-effective.

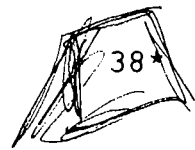
Safeguard children in child care from harm and promote their learning and development. Researchers have found that the nation's youngest children are the most likely to be in unsafe, substandard child care. More than one third are in situations that can be detrimental to their development, while most of the rest are in settings where minimal learning is taking place. We can do better. Studies show that it is possible to improve quality, creating settings in which children can thrive and learn.

Enable communities to have the flexibility and the resources they need to mobilize on behalf of young children and their families. Efforts are now underway across the nation to mobilize communities on behalf of young children and their families. Many localities are bringing together decision makers to create a vision of the kind of community they want to be part of, to develop goals and sustainable strategies for achieving that vision, to determine how to finance their efforts, and to make provisions for gauging results. These efforts need and deserve support from national, state, and local leaders, as well as from leaders of business, the media, community organizations, and religious institutions.

* * * *

In short, new insights into early brain development suggest that as we care for our youngest children, as we institute policies or practices that affect their day-to-day experience, the stakes are very high. But we can take comfort in the knowledge that there are many ways that we as parents, as caregivers, as citizens, and as policy makers can raise healthy, happy, smart children. We can take heart in the knowledge that there are many things that we as a nation can do, starting now, to brighten young children's future and ours.

As we move into
the next century,
our children need
and deserve
policies that reflect
the importance of
the early years.



FACTOID # 8 A

THINGS YOU MIGHT NOT KNOW - PRESIDENT CLINTON & THE FIRST LADY

INT. WHITE HOUSE - NIGHT

The President and First Lady are watching the show.

FIRST LADY

What are you thinking?

PRESIDENT

I was thinking back to when Chelsea was little. There were so many things that we didn't know about the first ~~three~~ years. And now that she's going away to college and all...

FIRST LADY

You're not sure if we did right by her?

PRESIDENT

I hope we did.

FIRST LADY

Well, let's review. Did we read to her when she was a baby?

PRESIDENT

Every night. And remember how much we loved it?

FIRST LADY

Did we sing to her?

I'll never forget. (pause). Well,

PRESIDENT

You did. I played the saxophone.

FIRST LADY

That counts.

PRESIDENT

Did we give her enough physical nurturing?

FIRST LADY

I don't think we could have hugged her more if we tried.

PRESIDENT

So, her Serotonin level is...

RL
Bill, when
you read to her
her eyes
she would light
up.
Pres

~~Howed I ever forget?~~
And to think it's ~~insane~~ ^{insane}
And to think that
actually helped her
brain develop,
as well.

FIRST LADY

I'm sure it's fine. Bill, back then none of us knew just how critical those first three years were, but I think we had some pretty good instincts. ~~And Chelsea did, too.~~

(more)

POTUS

gave us
even then + lot of advice.
let us know
and Chelsea gave us some
~~pretty good feedback~~
when we were doing the
right things, like reading
and singing.

FIRST LADY (cont'd)
We gave her lots of love and
attention. And that's the most
important thing a parent can do. I'm
sure she'll be just fine.

PRESIDENT
I feel a lot better. You want to
play some hearts?

FIRST LADY
After the show.

They turn back to the t.v.

SECOND VERSION

INT. HOME BASE

TOM

At the end of the show we will be giving you an 800 number which will offer both material addressing parents most asked questions as well as a directory of early childhood parenting services in your area. But before we say good night there are two more things you might not know. And here are a concerned mother and father to tell you about them.

CUT TO:

FACTOID # 8 B

THINGS YOU MIGHT NOT KNOW - PRESIDENT CLINTON & THE FIRST LADY

INT. WHITE HOUSE - NIGHT

The President and First Lady are seated somewhere in the residence.

FIRST LADY

Thank you, Tom. You might not know that although science clearly shows us that in the course of a lifetime the vast majority of a person's growth and development takes place in the first three years, historically, we as a nation have devoted the fewest resources to that time period.

PRESIDENT

You also might not know, but this administration has pledged to change those priorities in order to give parents the tools they need to provide their children with a strong foundation in their early years. Toward that end...

(Add policy ideas here)

CUT TO:

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

17

Divider Title: _____

WHITE HOUSE POLICY COORDINATION AND DEVELOPMENT STRATEGY TO TARGET EARLY CHILDHOOD DEVELOPMENT

The White House Conference on Early Learning and the Brain presents a unique opportunity to highlight the Clinton Administration's ongoing commitment to enhancing the development of children during their earliest years of life.

Our Administration policy goals for the Conference are:

1. To highlight successful, existing programs throughout the federal government that bear on the earliest years of a child's life; and
2. To announce further initiatives.

Toward that end, the President has will issue an Executive Memorandum to all the heads of departments and agencies throughout the government to provide, in thirty days, lists and assessments of existing programs and planned projects, as well as proposals for additional projects that will enhance early childhood development. The Executive Memorandum also calls for the establishment of a senior level interagency working group to share, examine, and develop these plans.

Interagency Working Group

While the Executive Memorandum will direct the Departments to report to the White House formally, we will continue to work with the Departments through the Interagency Working Group to develop the best initiatives for announcement at the Conference. While the bulk of the work on early childhood development is being done at the Departments of Education, Health and Human Services, and Justice, it is clear that the mission and activities of nearly all federal agencies bear on this important issue.

February 19, 1997

17 FEB 19 1997

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Federal Policies Targeted to Children in Their Earliest Years

Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school-age -- are critical to cognitive, emotional, and physical development. We know that emotional nourishment, intellectual stimulation, parental and community support, good nutrition, proper health care, quality child care, and safe housing during the first years of life form the foundation for a child's ability to learn, thrive in school, work productively and contribute fully to society.

Across the federal government, we are making great strides to enhance development during the earliest years of life, before a child reaches school, by investing in research, educating parents and caregivers, and supporting programs that provide early intervention to disadvantaged families. I am committed to accelerating our efforts to target the earliest years of life. We all have a stake in ensuring that every child is given the opportunity to fulfill his or her God-given potential.

Today, I am directing the heads of executive departments and agencies to report to me in thirty days with:

1. a comprehensive list and assessment of existing projects and programs that target the earliest years of life -- including any qualitative or quantitative evidence of success, as well as current funding level and number of clients served -- and a description of proposed improvements, if any are needed, to such projects and programs;
2. a comprehensive list and assessment of planned projects and programs that target the earliest years of life, including projected funding levels and number of clients to be served; and
3. specific proposals for additional projects and programs that could be undertaken to improve the earliest years of life that do not require new spending, or that can be undertaken this year within the proposals in the FY 1998 Budget, or that could be developed for consideration for the FY 1999 Budget, within the limits of my Balanced Budget Plan.

I am also directing the establishment of a senior level interagency working group to share, examine, and develop these assessments and plans.

new
mediations
speak to a grad
medical
school -

business w/ kids - EPA pub awareness
project - info - label ~~at~~ on stuff -

could pare distict
from what the
workbooks

↳ Imp affecting children

* Kuman lead contamination
- Real Estate -

Defense Dept -

affects of wking environment.

psych affect of single parent
motherly

ED/cont.

Yuk!

affect of smoking - 35

being away from
children - early habits.

Studies of controlled environment

Fed rel. → over - parenting

barriers to parental involvement.

Culture of fed. workplace. - how can support
new parents

equipping parents

inferior - run a shop
system of el/sec schools -
23 states

~~11~~ from HRC
to Mrs. Bush.

Infer
early childhood curriculum.
Parents as Teachers -
Family.

benefits first analysis.

85 -

Justice - early yrs.
- exposure to violence issues
- child abuse/neglect
utilizing community
- organizations can get in
child det -
immediate referrals.

Family - early yrs - expand
family -

cases, foster care

base det in family ct / divorce -

paying attention to det. needs.

exposure to
violence
~~child~~

KEVIN

Day care - OR bombing - connecting -
nation-wide broadcast -
children/teacher -

Caroline Golden, SA.

HHS

Medicaid Outreach Initiative

Broader Children's Health Initiative

fatherhood

- And - one ea -

many

engaging men of young children

→ In report?

Child care -

nexus of all dept. -

DOT
HHS

Healthy

Child Care Campaign

Defense - largest

infant/toddler
sup in gov.

→ Early Head Start: signature of Clinton Admin
- take credit for leading the way

Challenge ^{for Conf.} - release of info
it's still up to parents.

INTERAGENCY WORKING GROUP ON EARLY CHILD DEVELOPMENT
MEETING AGENDA

FEBRUARY 28, 1997
12:30 - 1:30 pm

ISSUES FOR DISCUSSION:

1. **Child Care** -- health/safety/quality/standards
2. **Effective Parenting** -- supporting parents, particularly new parents
3. **Health Issues** -- budget/leg. proposals aside, discussion of other ideas

 Nicole R. Rabner
02/28/97 11:29:14 AM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Pauline M. Abernathy/OPD/EOP, Jeanine D. Smartt/OPD/EOP

Subject: today's meeting



AGENDA.F

The attached agenda for today's 12:30pm interagency meeting is not for distribution, but rather to guide our discussion of three general issue areas, as we discussed.

We think you can open the meeting by saying that you know the departments are working on their responses to the Exec. Memorandum (which we will distribute) and that they also are working on the interim memos of ideas and proposals you had asked for in our first meeting (Jeanine, I believe, had asked for by Wednesday but to my knowledge has not received any).

You can say that the purpose of this meeting is to have an informal discussion on three issue areas about which the President and HRC feel strongly and which we hope will be a part of the discussions at the Conference. As the attached agenda lays out, those three areas are:

- child care (issues of health, safety, quality)
- supporting parents
- health issues (beyond or expandin on current leg proposals).

We can also, if you'd like, give an oral overview of the layout of the Conference and solicit ideas and advice

THE WHITE HOUSE
WASHINGTON

February 11, 1997

MEMORANDUM FOR HEADS OF DEPARTMENTS

FROM: BRUCE REED *BR*
Assistant to the President for Domestic Policy

ELENA KAGAN *EK*
Deputy Assistant to the President for Domestic Policy

SUBJECT: Formation of Interagency Working Group on Early Childhood Development

As the President announced in his State of the Union Address, he and the First Lady will hold a White House Conference on Early Learning and the Brain this Spring. In conjunction with this Conference, and in light of recent scientific research on neurological development, the Administration will engage in a broad-based review of policy affecting our youngest children. As this review goes forward, the Administration will highlight ongoing and new initiatives to support these children and their families.

To initiate this effort, the President will issue an executive memorandum asking each agency to identify policies and proposals to enhance early childhood development. This memorandum also will call for the formation of a senior level interagency working group to share, examine, and develop these plans. Attached is a draft of this memorandum.

We will hold the first meeting of this working group on Friday, February 14, from 1:30-2:30 p.m. in Room 472 of the Old Executive Office Building. We would like you to designate a Presidential appointee to join this working group and attend this meeting. Because the President wishes to issue the executive memorandum shortly after this meeting, your designee should provide any comments you have on the memorandum before or at the meeting. In addition, designees should bring with them a list of the three to five programs or initiatives relating to early childhood development that your agency, at this early stage in the process, would most like to highlight. Given the Administration's commitment to a balanced budget and fiscal discipline, each agency should indicate the level of new funding, if any, these initiatives would require.

Please feel free to contact either of us with any questions.

Attachment

Carnegie Corporation of New York

437 Madison Avenue, New York, N.Y. 10022 • (212) 371-3200 • Telex: US166776 • Fax: (212) 754-4073

Michael H. Levine
Program Officer

February 25, 1997

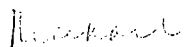
Jeanine Smartt
Policy Analyst, Domestic Policy Council
The White House
Old Executive Office Building
1600 Pennsylvania Avenue, Room 217
Washington, DC 20500

Dear Jeanine:

Thanks very much for touching base with me today. We are delighted that the meeting planning is really taking shape. Enclosed are some background materials that should be useful to your group: the most recent brain report draft from Families and Work Institute, background on Carnegie's Starting Points follow-up in sixteen states and cities; some suggestions of strong speakers and other leaders to consider for participation, and an agenda and participants list from Carnegie's conference held in April 1994 to release the *Starting Points* report.

Our team will soon provide additional names of potential speakers and conference participants for your consideration. We very much look forward to working with you. If you need assistance, do not hesitate to call.

Sincerely,



Michael H. Levine

MHL/skw
Enclosures

THE WHITE HOUSE
WASHINGTON

February 24, 1997

MEMORANDUM FOR EARLY CHILDHOOD WORKING GROUP MEMBERS

FROM: ELENA KAGAN *EL*
Deputy Assistant to the President for Domestic Policy

SUBJECT: Next Steps

Thank you for attending the first early childhood development working group meeting. I am looking forward to working with each of you and to learning more about your department's efforts to support our nation's youngest children. Attached please find a copy of the Presidential Memorandum that will be formally sent to your department this week.

The next meeting of the working group will be held on Friday, February 28, from 12:30 - 1:30 p.m. in Room 476 of the Old Executive Office Building. As discussed, please fax a preview of your agency's response to the Presidential Memorandum, focusing on new plans and proposals, to Jeanine Smartt at (202) 456-5581 by Wednesday, February 26.

Please feel free to contact me or Jeanine with any questions. Thank you.

Attachment

REVISED 2/25

EARLY CHILDHOOD WORKING GROUP
CONTACT INFORMATION

Name	Agency	Address	Phone	Fax	E-mail
Elena Kagan	DPC	Chairperson	456-2216	456-7028	
Faith Wohl	GSA	18th & F St. NW 20405	501-3965	208-7578	faith.wohl@gsa. gov
Joann Sebastian Morris	Interior	1849 C St. NW 20240	208-6123	208-3312	joann_morris@ios .doi.gov
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Carolyn Colvin	SSA	6401 Security Blvd. Balto. MD 21235	410-965-4512	410-965-9063	
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Fred Pang	DOD	Rm 3E784 The Pentagon		703-695-4046	
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**EARLY CHILDHOOD WORKING GROUP
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Lynn Goldman	EPA	401 M St. SW 20460	260-2902	260-1847	goldman.lynn@ epa mail.epa. gov
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Helen Taylor	DHHS Head Start	330 C St. SW Rm. 2050	205-8572		

Staff Contacts

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Nicole Rabner	OFL	100 OEOB	6-6266	6-6244	

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Names and birthdays of Zero to Three staff (partial) (1 page)	03/04/1997	P6/b(6)

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Domestic Policy Council (Nicole Rabner)
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White House Conference on Early Childhood Development-Conference Planning [3]

2012-1035-S
kc1047

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P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

03/04 '97 15:48

ID:ZERO TO THREE

FHA-2020300001

MAR-04 97 16:06

FROM:

TO: 96380851

PAGE: 02

02/28 '97 15:25

ID:ZERO TO THREE

FAX: 2026380851

PAGE 1

[001]

To :

Lynette Ciervo
638-0851



To: Nicole Rabner (202) 456-6244
From: Carol Berman

Names and Birthdays of ZERO TO THREE Staff

Carol Berman

Lynette Ciervo

Emily Fenichel

Haida S. McGovern

Matthew E. Melmed

P6/(b)(6)

P6/(b)(6)

Will not
attend

For Meeting on Wed. March 5
9:30 - 10:30 am

EARLY CHILDHOOD WORKING GROUP

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1. Faith Wohl	GSA	18th + F Sts. N.W. Washington DC 20405	202-501-3965	202-208-7578	faith.wohl@gsa.gov
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R. 742; WASH. DC 307-5911 307-2093
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456-2829 (F) aq. cop. gov
17. Nicole Rabner OFL 100 OEOB 456-6266 (PL)
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Hillary Rodham Clinton

Comfort and Joy

The First Mom suggests reading as an easy way to help a baby's brain grow

THE NIGHT AFTER THE INAUGURAL, BILL AND I GATHERED with our family in the solarium on the third floor of the White House. After dinner our toddler nephews Tyler and Zachary climbed up on the couch with their Uncle Bill to hear him read a story. They accompanied him with words, sounds, pointed fingers and a few tussles over who would hold the book. As I watched them, I thought of all the times Bill and I used to take turns reading stories to Chelsea. Every night one of us (and occasionally both) would stretch out on her bed, hold her in our arms, and either read or make up new tales about imaginary characters who embarked on improbable but breathtaking adventures.

Bill and I did not know about brain cells or synapses or the newest discoveries in neuroscience. Reading to Chelsea became a daily ritual because it's what our own parents and grandparents had done with us, and because we wanted to spend quiet time with her every day. Bill's grandmother thought that reading to him would help him develop a strong vocabulary and the language skills he would need later on in school. My mother and father placed a similar premium on reading, and to this day I remember the feelings of security and comfort that I felt sitting in my grandfather's lap when he read stories to my brothers and me.

Today, thanks to advances in brain research, we know that reading with a child has intellectual, emotional and physical benefits that can enhance the child's development. The intimacy of sharing books and stories strengthens the emotional bonds between a parent and child, helps a child learn words and concepts, and actually stimulates the growth of a baby's brain.

As I discussed in my book, *It Takes a Village*, scientists have discovered that children whose parents read and talk to them during the first three years of life create a stronger foundation for future reading success. In other words, what our parents and grandparents knew instinctively is now backed up by hard scientific evidence.

That's why doctors and nurses are starting to prescribe reading to babies along with regular checkups and vaccinations. Recently I went to Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator. His book *Where the Wild Things Are* was one of Chelsea's—and Bill's—favorites. Mr. Sendak read the story to children, and I announced, along with representatives of the American Academy of Pediatrics, the American Booksellers Associ-

ation and the American Library Association, a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. My husband and I will be discussing this and other activities to follow up on the latest findings about the brain at a White House conference in the spring.

It's important that we take to heart what the neuroscientists are telling us—without losing the heart of the reading experience. In today's high-tech world of E-mail and microchips, it is easy to forget the importance of human connections in our daily activities. Technology has brought many welcome conveniences to our lives. But it has the potential to create feelings of distance, detachment and isolation among us.

Reading to a child while touching, hugging and holding him or her can be a wonderful antidote to the impersonal tendencies of the information age—for both the adult and the child. While critical to building brains, reading is equally important to building trusting and close relationships. That's why many of us remember the warm embrace or the comfortable lap that cradled us when we read books as children. And that's why reading should not be viewed solely as an intellectual proposition, particularly in the era in which we now live.

If Americans take away only one lesson from these exciting scientific discoveries, I hope it's that reading to children is easy, affordable and feasible for parents no matter what their level of education or economic station in life. Children's books are available for free at public libraries in every community and can be found at reasonable prices in many bookstores. Doctors, librarians, teachers, book publishers, business leaders and the news media can help make books available to families and educate parents about the vital role that reading plays in our children's lives.

It isn't very often that we have before us such a simple, inexpensive and pleasurable way to improve our children's health and development and raise their prospects for a brighter future. Whether you lie down together on the rug, sit together in an old rocking chair or cuddle on your child's bed the way Bill and I used to with Chelsea, there is no better way to spend time than reading to your child.

And now we also know that there are few better ways to help your baby's brain grow. ■



Mrs. Clinton with her daughter in the crucial first three years

jeanine

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN POSSIBLE RESOURCE DOCUMENTS

Resource Document #1

Parent Information Guide 1-2 pages

- The Ten Things Parents Can Do Right Now -

Resource Document #2

Synthesis of Conference Findings 10 -15 pages

Cover	Presidential Seal
Page 1	Letter from POTUS & FLOTUS
Page 2	National Principles for Supporting Parents and Caring for Our Youngest Children (Perhaps get National Organizations to Endorse?)
Page 3	Acknowledgments
Pages 4-6	Prologue - What do Parents Need to Know
Pages 7-9	What the Research Says - Interviews with leaders in the field/Synthesis of Findings
Pages 10 -12	Taking Action - Conference Highlights, Key Recommendations/Announcements/ Summary of Federal Activities
Pages 12-15	Partners in this Work - Summary of what is going on around the country/national activities/how you can get involved.
Page 16	Additional Resources - ie. Starting Points...

Funding Options:

- Ask Agencies for Funding at next IWG meeting
- Foundation/Private Sector Funding

Timing:

- Resource Document #1 for packet on day of conference
- Resource Document #2 for 3 - 4 weeks after conference - distributed with edited video version

POSSIBLE PACKET CONTENTS

- Agenda
- Welcome Letter from POTUS & FLOTUS
- Participant Bios
- List of Attendees
- Families and Work Report
- Accomplishment Document
- 1-2 Pager What Every Parent Should Know/Do Document
- Action Sheet - Summary of Announcements (Reading prescription, etc...)
- List of Public/Private Partnerships

Starting PB
You of Promise

Need to Order: 150 White House Folders

POST - CONFERENCE DISTRIBUTION MATERIALS

- 1 hour edited video *audio*
- Resource Document #2
- Federal Resources (ie. HHS' Diary for Expectant Mothers)

May 2/28/97

HHS -

package a set of message

2 issues -

Natl Acad of Sciences

1. disabil. → sens.

some children not "normal
devel"

→ April 28th Kerner

2. Window closing

child care centers

Videos avail.

- made of this -

get it out through gov /

head start / child care.

- DOE Libby D.

fed interagency working Council meets 4x/yr -

we toward min. dupl → early inters / preschool

kids w/ or w/out risk of disorder.

→ pos meet?

cd be form for inter agency

EPA -

inf to parents / com - environment & products they bring
into homes.

ONDCP Policy

predation -

substance abuse issues

well-child - Oct



call to get

→ adoption OPM, stand.

Child care - quality

NCF

→ 100+ standards - state

Manual of

"Stepping Stones" -

Child Health Bureau →

healthy child
care
Mung

last in

longer term impl -

overall strategy for looking into
qual. of c. n/ outside -

Memo to Pres-Elect -

Created a focal pt
Kept on agenda
looks for turn - broader than welfare.

Study -

federal child care agencies must be
accredited - initiative underway

study
GSAs - hands - (60%)
interest - Decette - leg. initiative -
we're going to make

DoD → subside -
70% - NIAC acc., DoD cert. - 90% -
both -

delivering low-cost care

Ken - ~~in~~ in statute for

2 DoD percent of comm -

→ how to get there

Compared to 89% overall - national.

statement of leadership.

issue is standards.

80% of kids are in centers that are off
moderate/poor qual.

Standards - if you don't do something before -
set all the

consumer guide

Energy: research - big ticket items - health -

~~Health~~

message / balance -

* audiences in greatest need: down violence / drug /

satellite files -

use head start.

DOD - parent skills.

early intervention - data that shows *

~~San Diego~~

Defense.

Hawaii Healthy Start model.

→ products to dist.

condensed / highlight version

resources

MCH - calendar for parent press

Web page: sum conf. / fed priorities / resources /
rural areas

Gov - asked to host the conf.

* Community leaders - to host -

Change @ state times.

White House Conference on Early Learning and Brain Development

White House Inter-Office Meeting

March 3, 1997 -- 2:00 - 3:00 pm

AGENDA

1. Overview of Conference
2. Breakdown of Conference Issues & Questions
 - Policy Development/Coordination for Before, During and After Conference
 - Inter-Agency Process: DPC, OFL: Elena Kagan,
Pauline Abernathy, Nicole Rabner
 - Invitations
 - Suggestions for Participants: OFL: Nicole Rabner
 - Suggestions for Audience: OPL
 - Managing Invite List: OPL
 - Issuing Invitations: Social Office
 - Conference Panels:
 - Panel 1: Nicole Rabner
 - Panel 2: Pauline Abernathy
 - Communications Strategy for Before, During and After Conference
 - Media Plan for Conference: Communications Working Group
 - Post-Conf. Message Dissemination, including
 - pos. PBS involvement and development of conf.
 - video: Communications Working Group
 - Materials Coordination/Development DPC, Inter-Agency, OPL
 - Financing Questions
 - Role of Departments/Past Experiences: Cabinet Affairs
 - Strategy for Participation of Elected Officials
 - Congressional Participation (including Question of
 - bringing experts to Congress after Conference).
 - Managing Inquiries from Congress: Congressional Affairs
 - State & Local Leaders Participation: Inter-Governmental Affairs
 - Satellite Conferences (T)
 - Organizing Regional Convenings with
 - WH Conference on Satellite: Cabinet Affairs, IGA

For internal use only

**WHITE HOUSE CONFERENCE ON EARLY LEARNING
AND BRAIN DEVELOPMENT**

- Theme:** The critical importance of the earliest years of children's lives, before a child begins school, to their cognitive, emotional, and social development.
- Purpose:** To tell the story of the earliest years of a child's life -- through an animated description of the latest scientific brain development research, an examination of practical and applications of that research for parents, and ending with a discussion of what is being done and what more can be done on practical and policy levels by various sectors of society to enhance children's early development.
- Method:** Interactive panel discussions moderated by the First Lady will:
- showcase and examine current scientific research on early brain development;
 - examine the practical applications of the research for parents;
 - explore what is being done and what more can be done by child care-takers, pediatricians, grassroots child development practitioners, policy makers, and various sectors of society, including the medical, faith, education and business communities; and
 - highlight Administration accomplishments and initiatives.
- Panelists:** Leaders of the child development scientific community, pediatricians, grassroots practitioners (including literacy programs, child care providers, Headstart and family resource workers), religious and business leaders, as well as "success stories" that exemplify the need to reach children in their earliest years.