

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	06/13/1997	b(6)
002. list	re: Denver Summerbridge biographies [Personally Identifiable Information] [partial] (1 page)	06/19/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [1]

2013-0534-S

rc1805

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]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

HRC

EDUCATION

BOOK #5

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Education

PHOTOCOPY
PRÉSERVATION

**PHOTOCOPY
PRESERVATION**

Education: Public School Reform & Higher Education

Objective:

To strengthen quality public education for our nation's children and ensure affordable higher education for all Americans.

Accomplishments:

Promotion of general school reform

- Recipient of NEA Friend of Education Award (7/5/99)
- Recipient of Albert Shanker Award for Distinguished Service (4/22/99)
- Delivered inaugural address at Jill and Ken Iscol Childhood and Future Lecture Series, Teachers College, Columbia University (4/19/99)
- Qualified Teachers in Every Classroom Event with POTUS (1/21/99)
- Event with POTUS announcing initiatives to end social promotion (1/7/99)
- Visit to Chicago school (2/18/97)
- Speech to College Boards, Chicago (2/18/97)
- Little Rock speech (2/97)
- Columns: Education of Teachers (4/21/99), Reform (6/17/97), Recruiting and Retaining High Quality Teachers (3/1/2000)

Promotion of school modernization and class size agenda

- School modernization event in DC, as part of National School Modernization Day, and announcement of school reform grants (9/8/98)
- Numerous events on school modernization and class size, including school modernization/class size event in Colorado (Fall, 98)
- Column: School Reform- highlighting Chicago (5/27/98)

Promotion of Affordable Higher Education

- Column: Column on College Affordability (1/26/2000)

Education: Charter Schools and Public School Choice

Objective:

To promote public charter schools to provide choice and innovation in the public school system and to fight against private school vouchers.

Accomplishments:

Promotion of charter school movement

- Remarks to the Yale Child Study Center Symposium/ School Development Programs 30th Anniversary (4/30/98)
- Visit to Vaughn Charter School, Los Angeles (9/96)
- Column: Charter Schools and Vouchers (5/20/98)

Promotion of DC charter schools

- Leadership role on securing adequate funds for DC's charter schools (8/98)
- DC Charter School Conference in the Indian Treaty Room (8/4/98)
- Meeting with Arlene Ackerman on DC schools/ charter schools (6/23/98)

Arts Education & Youth At Risk

Objective:

To highlight the importance of the arts in education and for youth at risk.

Accomplishments:

- Video greeting for *Coming Up Taller* 2nd Annual Awards Presentation at OEOB (10/26/99)
- VH1 Concert of the Century highlighting music education (10/23/99)
- VH1 *Save the Music* Today Show appearance with VH1 President, John Sykes (6/10/99)
- VH1 *Save the Music* event at New York Public School (6/10/99)
- Launched release of PCAH and Arts Education Partnership Joint Report- "Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education" (3/3/99)
- Taped video for announcement of NAEP Report (11/10/98)
- *Coming Up Taller* Awards event at the White House (10/7/98)
- Hosted Arts Education Call to Action event at the White House (9/98)
- VH1 *Save the Music* arts education event at the Marie Reed School (9/17/98)
- Chicago School Principal's Luncheon (6/3/98)
- Scholastic Tea at White House (6/98)
- Speech at Martin Luther King Jr. Library CD-Rom event (4/98)
- Poetry Slam at Johnson Junior High (4/98)
- Visited programs for youth at risk at the Manchester Craftsman Guild in PA (6/7/96) and Gallery 37 in Chicago (8/20/96)
- Launched PCAH report *Coming Up Taller* on arts programs around the country geared towards at-risk youth (4/26/96)
- Column: Arts Education (3/3/99 & 5/21/96)

Leadership PCAH, NEA, NEH, IMLS

Objective:

To continue to provide leadership on the federal role in the arts and humanities, promote national recognition of the arts and humanities, and advocate for continued funding and support of the NEA, the NEH, the IMLS and PCAH.

Accomplishments:

- White House leading spokesperson on arts and humanities
- Chief White House liaison with Arts and Humanities Endowments, PCAH and IMLS on all relevant matters
- Hosted 25th Anniversary of the Hirshorn Museum (10/12/99)
- Participated in dedication of Shapiro Sculpture, US Embassy in Ottawa (9/30/99)
- Presented 1999 NEA Heritage Fellowship Awards (9/28/99)
- Presented 1999 NEA and NEH National Arts and Humanities Medals with POTUS (9/29/99)
- Hosted National Arts and Humanities Medalists' Dinner (9/29/99)
- Presented 1999 IMLS National Museum Service Awards (9/29/99)
- Attended National Arts Awards Gala at Lincoln Center (5/24/99)
- Attended First Ladies Library Dinner (3/16/99)
- Hosted Marine Band's 200th Birthday event at White House (7/98)
- Announced Sara Lee donation of corporate arts collection in Chicago (6/98)
- Hosted Pritzker Prize Ceremony for architecture at White House (6/98)
- Speech at Living Arts Downtown event to promote downtown DC revitalization with emphasis on cultural complex (5/98)
- Speech at American Ballet Theater Spring Gala (5/98)
- Speech at University of Michigan on centrality of arts and implications in public policy (4/98)
- Speech at Decatur House event for First National Dallas Women's Museum (3/98)
- Speech at the National First Ladies Library Website event (2/98)
- Participated in transmittal of *Creative America* to POTUS in a press conference (1/97)
- Convened meetings with cultural leaders on meeting ongoing national cultural needs (10/96, 10/97)
- Hosted National Heritage Awards ceremony at the White House (9/27/95- 10/98)
- Speech at 125th Anniversary of the Metropolitan Museum of Art (6/6/95)
- Hosted Presidential Design Awards with the President to honor the best in federal design and construction (3/9/95)
- Event at State Department to mark Jefferson's Birthday (4/11/94)
- Oversee MOA/MOH awards, ceremony and dinner at White House (annual)
- Arts and Humanities Month Proclamation (annual)

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- Hosted event to honor Nobel laureates (annual)
- Presented the National Award for Museum Services (yearlong)
- Supported through participation, events, and White House leadership, major cultural institutions and their programs: National Gallery, NSO, Kennedy Center, Carnegie Hall, the Metropolitan, Library of Congress
- NYT Op-ed about the importance of public support for the arts
- Worked to save USIA's International Arts Exchange program from elimination
- Hosted WETA events at White House
- Supported and hosted FAPE events at White House
- Column: Arts and Humanities Month (9/30/97)

**PHOTOCOPY
PRESERVATION**

FIRST LADY HILLARY RODHAM CLINTON

Education

1993 – 2000

1993

4/30 National Education Association Reception – White House
5/1 University of Michigan Commencement – Ann Arbor, Michigan
5/10 Hugh O'Brien Youth Ambassadors Dinner – New York, NY
5/13 Meeting with National Education Association Leadership – White House
5/17 University of Pennsylvania Commencement – Philadelphia, PA
5/20 American Federation of Teachers Reception with POTUS – White House
6/10 Johns Hopkins University Commencement – Baltimore, MD
7/5 National Education Association Annual Convention – San Francisco, CA
7/29 Education and Labor Committee Meeting – Rayburn Building, Washington, DC
Announcement of the Earned Income Tax Credit – White House
9/15 Briefing – House Education & Labor Committee – Washington, DC
12/4 Zero to Three Awards Ceremony – Washington, DC

1994

1/27 School Event with Teachers and Children – Los Angeles, California
Drop By with Faculty & Board Members of the District and Elected Officials
3/10 Math and Science Teaching Awards – White House
3/31 Signing of Goals 2000 Education Bill – San Diego, California
4/18 Question and Answer Session with Students and Teachers – Baltimore, MD
5/4 School to Work Event with POTUS – White House
5/7 Satellite Feed to NYC – United Federation of Teachers – White House
5/8 George Washington University Commencement – Washington, DC
5/15 University of Illinois Commencement – Champaign, Illinois
6/15 Duke Ellington Commencement Ceremony – Washington, DC
6/27 American Association of University Women – White House
7/3 National Education Association's Annual Conference – New Orleans, LA
9/20 National Summit on Learning with Sen. Dodd – Washington, DC
10/6 National Education Association Event – All Four Principles – Washington, DC
11/1 Benning Elementary School – Washington DC
12/9 Drew Elementary School Visit – Washington DC
12/10 Symposium Children of the Americas – Education Breakout Session – Miami, FL

1995

1/4 Dedication of William J. Clinton Elementary School – Little Rock, AR
1/26 Dedication Ceremony for Eleanor Roosevelt College – San Diego, California
2/13 Shaed Elementary School Event – Washington DC
3/1 School Lunch Event – Long Branch Elementary, Arlington VA
3/9 Math and Science Awards Ceremony – Washington DC
5/17 Video: Reading Recovery
6/4 John Hersey High School Commencement – Arlington Heights, Illinois
6/25 Children's Television Event – White House
8/9 Safe and Drug Free Schools Event – White House

8/11 Social Security Administrations Education Campaign – Washington DC
9/27 National Education Association Heritage Awards – White House

1996

1/11 Redbook Magazine Interview – America's Best Public Schools – White House
Interview with Education Week Magazine – White House
1/25 Address to Keene State College – Lebanon, New Hampshire
2/4 National School Boards Association Legislative Conference – Washington DC
2/8 Vaughn Learning Center – Los Angeles, California
2/25 Potter Thomas Elementary School Tour and Discussion – Philadelphia, PA
2/26 Meet and Greet with 5th Graders from Chicago – White House
3/2 Kids Plus Event – Hermantown Middle School - Hermantown MN
3/5 Driscoll Middle School Event – Corpus Christi, Texas
3/6 Buffalo Teachers Federation – Shea's Center for the Performing Arts – NY
5/3 Visit to Clark Elementary School – St. Louis, Missouri
5/11 University of Arkansas Commencement – Fayetteville, Arkansas
5/16 Drew University Commencement Address – Madison, New Jersey
5/28 Video – National Association for the Education of Young Children
5/30 Discussion at CK McClatchy High School - Sacramento, CA
6/5 Everybody Wins – End of School Year Celebration – Washington DC
6/11 Video – National Council on Education's Women President's Summit
6/21 Video – American Council on Education Conference
6/22 National Parent Teacher Association Event – Washington DC
7/26 National Association of Elementary School Principals State Leaders' Conference
– Arlington VA
8/9 Safe and Drug Free Schools Event – White House
8/11 Social Security Administrations Education Campaign – Washington DC
9/7 Visit to Zavala Elementary School – Austin, Texas
10/2 Wilmington High School Event – Wilmington Delaware
10/3 Remarks at Cheltenham High School – Wyncott PA
10/3 Ford Elementary School - Lynn, MA
10/8 DARE Event at Mott Elementary School - Flint, Michigan
10/9 Remarks to West High School – Madison, WI
10/10 Rally at East High School – Erie, Pennsylvania

1997

2/8 Remarks at the 1997 Education Awards Ceremony
2/14 Cleveland Elementary School Visit – Washington DC
2/18 Remarks at the Chicago Children's Museum – Chicago, Illinois
2/21 Briefing for Education Event with POTUS – White House
Garrison Elementary School – Washington DC
3-4 DC School Construction Announcement – Ketcham Elementary, Anacostia, DC
3/5 Meeting on Education Standards w/ POTUS – White House
3/10 Education Press Briefing – White House
3/11 "Early Literacy for All Children – Meeting the Challenge" – Little Rock, AR
4/7 Roundtable Discussion on Reading Recovery Program – Tallahassee, Florida

4/11 Cardozo High School Learn and Service Project – Washington DC
 4/16 Prescription for Reading Event – White House
 4/17 White House Conference on Early Childhood Development and Learning - WH
 6/10 Reach out and Read Announcement – Baltimore, Maryland
 6/13 Benjamin Banneker High School Commencement – Washington, DC
 6/16 Washington Interfaith Network Festival – Wilson Elementary - Washington DC
 6/17 Column on DC Schools
 6/20 Summer Bridge Program Discussion – Kent Denver School - Englewood, CO
 6/30 Washington Post Principals Leadership Institute – Washington DC
 8/5 Column on the Balanced Budget of 1997
 9/17 Charter School Event w/ POTUS – San Carlos Charter Learning Center, CA
 10/1 Russell Elementary Roundtable Discussion – Quantico, VA
 10/6 Malcolm X Elementary School Visit/Sallie Mae Announcement - Washington DC
 10/28 Remarks at the College Board National Forum – Chicago, Illinois

1998

1/23 Virtual Y Child Care Event – Harriet Tubman School – New York, NY
 1/26 Education News Conference – White House
 1/27 After School Care Event with the Vice President – White House
 2/10 Zero to Three's 20th Anniversary Celebration – Washington DC
 3/2 Prescription for Reading Event – District Heights, Maryland
 3/5 Highlighting Math and Science Education/Dunbar High School – Washington DC
 4/29 Adlai Stevenson Elementary School - Elk Grove Village, IL
 4/30 Remarks to the Yale Child Study Center Symposium in Honor of the the School Development Program's 30th Anniversary – Yale University School of Medicine, New Haven, CT
 5/5 Video - Educational Press Association of America's 1998 Friend of Education Award
 5/7 USAID Girls Education Conference – Washington DC
 5/20 Column on Public Education and School Vouchers
 5/27 Column on Chicago Public Schools
 6/3 Mayor Daley School Principals' Arts and Education Luncheon – Chicago, IL
 6/7 USAID Girls Education conference – Reagan Trade Building – Washington DC
 6/10 PSA – Alliance for Education
 6/12 La Fayette Elementary School 6th Grade Graduation – Washington DC
 6/17 21st Century Learning Programs Event w/ POTUS – White House
 7/16 Discussion on Child and After School Care – Ithaca, New York
 8/4 Remarks to DC's Charter Schools – White House
 9/8 Promoting School Modernization and Announcement of New Grants to Support DC School Reform – John Eaton Elementary – Washington DC
 9/9 Column on Education and the Budget
 9/15 Arts Education Event – White House
 9/17 VH-1 Announcement – Washington DC
 Arts in Schools Event – White House
 9/24 Colorado Education Event – Fort Logan Elementary – Sheridan, CO
 10/8 AEA/Blanche Lincoln Public Education Rally - Little Rock, AR

10/15 Santa Fe Education Event – Community College Early Development Center, NM
 10/16 Las Vegas Education Event – Healle Heweston Elementary School – Nevada
 10/20 York For Governor Education Event – North Providence, RI
 Massachusetts Education Event – Education Center - East Somerville, MA
 10/23 Education Event – Museum of Science and Industry – Chicago, Illinois
 10/29 “Victory for Education” Rally – Jacksonville, Florida
 10/31 Children and Education Rally – Minneapolis, Minnesota
 11/5 Video: Arts Literacy for a Changing America

1999

1/7 Announcement on Proposals to Increase Afterschool Programs and End Social Promotion w/ POTUS – White House
 1/21 Education Event with POTUS – White House
 2/2 Families Agenda Roundtable – Bedford-Stuyvesant YMCA - Brooklyn, NY
 2/3 Column on Budget FY 2000
 2/19 Video: National Arts Education Association
 3/3 Column on Gaining the Arts Advantage
 3/20 Safe School and Work Places Telephone Recording – White House
 4/19 Jill and Ken Iscol Lecture Series Address: “Reimaging Education: A Matter of Justice and Possibilities –Columbia University – New York, NY
 4/20 Education Event – Garden City, NY
 4/21 Column on the Teacher of the Year Award
 4/22 Albert Shanker Award for Distinguished Service – Niagara Falls, NY
 5/19 Educational Lecture with Students and Astronomers – Flagstaff, Arizona
 6/2 City College of New York Commencement – New York, NY
 6/3 Bethesda Chevy Chase High School Commencement – Washington, DC
 6/10 VH-1 Announcement – New York, NY
 7/5 NEA’s Friend of Education Award Presentation – Orlando, Florida
 9/15 Congressional Hispanic Caucus Institute’s 22nd Annual Gala – Washington DC
 9/25 Inauguration of President of Skidmore College – New York
 10/12 Video for the Department of Education
 10/22 Education Event – Washington DC
 11/24 Column on Budget Resolutions

2000

3/1 Column on Teacher Training, Recruitment and Retention
 3/22 Discussion on Education – White Plains, NY
 6/19 U.S. Merchant Marines Academy – King’s Point, NY
 6/26 Forrest Hills High School Commencement – NY
 6/30 SUNY Stony Brook Commencement – NY

Columns

6/17/97	DC Schools
8/5/97	Balanced Budget 1997
5/20/98	School Vouchers
5/27/98	Chicago Public Schools
9/9/98	Education and the Budget
2/3/99	Budget FY 2000
3/3/99	Gaining the Arts Advantage
4/21/99	Teacher of the Year
11/24/99	Budget Resolutions
3/1/00	Teacher Resolutions

Commencement Addresses

6/13/69	Wellesley College – Wellesley, MA
5/29/92	Wellesley College – Wellesley, MA
5/1/93	University of Michigan Commencement Address – East Lansing, MI
5/17/93	University of Pennsylvania Commencement Address – Philadelphia, PA
5/8/94	George Washington University – Washington DC
5/15/94	University of Illinois - Champaign Urbana, Illinois
6/15/94	Duke Ellington School for the Performing Arts - Washington DC
7/12/94	John F. Kennedy High School - Berlin, Germany
5/17/95	Arkansas School for Mathematics and Science, Little Rock, AR - Video
5/27/95	San Francisco State University – San Francisco, CA
6/1/95	Brooklyn College Commencement Address - Brooklyn, New York
6/4/95	John Jersey High School - Arlington Heights, Illinois
6/9/95	Alice Deal Junior High School Promotional Exercises - Washington DC
6/11/95	University of Minnesota - Minneapolis, Minnesota
5/11/96	University of Arkansas, Fayetteville Commencement Address
5/18/96	Drew University – Madison, New Jersey
5/23/96	University of Maryland – College Park, Maryland
9/5/96	University of Texas – Austin, Texas
5/22/97	SAIS School of Johns Hopkins University – Baltimore, Maryland
6/13/97	Banneker High School Commencement Address – Washington DC
6/14/97	Ohio University Commencement Address – Athens, Ohio
10/29/97	United States Secret Service Graduation – Beltsville, MD
5/9/98	Howard University – Washington DC
6/4/98	Harvard Medical School – Cambridge, MA
6/15/98	Lafayette School – Washington DC
6/2/99	City College of New York – New York City, NY
6/3/99	Bethesda – Chevy Chase High School – Maryland
6/18/99	Al-Akhawayn University - Fes, Morocco
6/19/00	U.S. Merchant Marines Academy – King's Point, NY
6/26	Forrest Hills High School Commencement – Hempstead, NY
6/30	SUNY Stony Brook Commencement – Stony Brook, NY

Finished 7/21/00 – Katie McCormick Lelyveld and Julie Ahlbrandt

**PHOTOCOPY
PRESERVATION**

5/11/77

THE WHITE HOUSE
WASHINGTON

April 11, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Melanne Verveer
Elena Kagan

SUBJECT: White House Conference on Early Childhood Development and Learning

As you know, on Thursday, April 17, you and the First Lady will host the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. This memorandum provides an overview of the Conference, as well as summarizing recommended policy announcements.

Conference Overview

The Conference will spotlight new scientific findings about how children develop, and explore how we can make the most of this information to give children what they need to thrive. The Conference will provide an opportunity to showcase what your Administration already has accomplished in this area, such as increasing investments in scientific research and creating or improving programs like Early Head Start and WIC.

The Conference will consist of two roundtable discussions, one in the morning and one in the afternoon, with a luncheon in the State Dining Room (optional for you) in between the two.

Morning session: You and the First Lady will make remarks to open the Conference. Yours will discuss the importance of the issue to be addressed, note past Administration accomplishments in the area, and discuss new initiatives, principally for improving child care and children's health (detailed below).

A panel of experts will then present an overview of the emerging knowledge, gained from neuroscience and behavioral science, on early childhood development. Dr. David Hamburg, President of the Carnegie Corporation, will moderate brief presentations by:

- Dr. Donald Cohen, Director of the Yale Child Study Center, who will discuss what the behavior of children shows about their cognitive, emotional, and social development;
- Dr. Carla Shatz, a neuroscientist at the University of California, Berkeley, who will explain how children's brains develop in the earliest years of life; and

- Dr. Patricia Kuhl, Chair of the Department of Speech and Hearing Sciences at the University of Washington, who will discuss how children learn language.

Following these presentations, three more experts will join the panel to discuss what the scientific research suggests about protecting children's health and providing good child care:

- Dr. Ezra Davidson, Drew University of Medicine, who can address the importance of prenatal and perinatal services;
- Dr. T. Berry Brazelton, Harvard University, who can discuss the pediatrician's role in early childhood development; and
- Dr. Deborah Phillips, Institute of Medicine, who can address how child care can affect early development.

These experts also will respond to a series of questions posed by the First Lady and Mrs. Gore. Some of these questions will come from a poll conducted by Hart Research for Zero to Three (an early development advocacy group) that tried to discover what parents most want to know about early childhood development. Other questions will tackle the tough issues raised by the new research -- for example, "does this research mean that women should not work outside the home?" or "does this research suggest that adopting an older child is a bad idea?"

Afternoon Session: The purpose of the afternoon session is to highlight model efforts that communities are undertaking to support parents and enhance early childhood development. This panel will be action-oriented and will give you an opportunity to highlight Administration accomplishments and initiatives. Participants in the discussion will include:

- Dr. Gloria Rodriguez, Avance Family Support Program, San Antonio, TX.
Avance is a widely acclaimed family support and education program serving predominantly Hispanic communities.
- Harriet Meyer, Ounce of Prevention, Chicago, IL.
Ounce of Prevention is a statewide program in Illinois that develops innovative early childhood programs and runs model Early Head Start and child care programs.
- Melvin Wearing, Chief of Police, New Haven, CT.
Wearing will discuss a pioneering initiative that trains community police officers to use child development principles in their work.
- Arnold Langbo, The Kellogg Company CEO, Battle Creek, MI.
Kellogg launched a community-wide effort last fall to provide practical early brain development information to every Battle Creek parent and caregiver.

- **Rob Reiner, CastleRock Entertainment, Los Angeles, CA.**
Reiner will discuss the "I Am Your Child" campaign launched this month and the media's role in making early childhood development information available.
- **Governor Bob Miller, Nevada, Co-chair of the NGA Children's Task Force.**
Miller will discuss what States are doing to enhance early childhood development.

Satellite Sites: The morning session of the Conference will be transmitted to at least 53 satellite sites -- mostly universities and hospitals -- in about 30 states and all 10 federal regions. (Fifty-three is the current number; there will probably be more.) In almost all of these sites, local organizers will put on programs of their own to follow the morning session and will report back to you on their proceedings and recommendations. Cabinet Affairs is encouraging subcabinet officials to attend and speak at these satellite conferences. In addition, regional administrators from HHS, USDA, EPA, Education, and GSA are taking an active role in the satellite sessions.

Report of Proceedings: We are currently making arrangements for an official conference report, to be issued in early June. The report, in addition to providing a summary of the conference proceedings, will serve as a resource guide and learning tool for parents and child care providers. We expect to print 250,000 copies and distribute them through departmental programs, such as Head Start and Even Start, and to individuals who request information about the Conference.

Pre-Conference Policy Initiatives

We would like to make three announcements prior to the Conference, in order to lay the groundwork for the Conference's discussion of ways to enhance early childhood development.

FMLA Expansion for Federal Employees: In your April 12 radio address, you will introduce the themes of the Conference and then direct heads of executive departments and agencies to expand family and medical leave for federal employees in the ways proposed in your legislation. This action would allow federal employees 24 hours of unpaid leave each year to participate in activities relating to school and child care, children's health care, and (unrelated to the Conference) elderly relatives' health needs. You will stress in your radio address how such family-friendly policies can support parents with young children.

Prescription for Reading: On April 16, the First Lady (and perhaps you, depending on the status of budget negotiations) will announce an initiative to encourage pediatricians to "prescribe" that parents read to their children. As part of this initiative, the American Academy of Pediatrics will announce that prescribing reading to infants and toddlers should be part of standard pediatric care. In addition, several book companies have committed to donating hundreds of thousands of books for distribution to children through community health centers and other medical offices across the nation. This initiative reinforces the Parents as First Teachers portion of the America Reads program.

Executive Order on Environmental Health and Safety Risks: You currently have under consideration a proposed Executive Order that would require agencies to consider and explain the effects of certain major rules on children. This order, if you decide to approve it, would serve as an excellent lead-in to the Conference, and we recommend issuing it on April 16. The order gives meaning and effect to your Administration's commitment to protect children in making regulatory decisions.

Conference Policy Announcements

The biggest news from the Conference should be the Conference itself -- that you and the First Lady hosted a day-long meeting on this subject and that scientists, community leaders, parents, and other experts communicated ideas and information on this issue to each other and the American public. The Conference also should provide a vehicle to remind everyone of your Administration's accomplishments in this area, such as increasing funding for research related to children, expanding and improving Head Start and creating the Early Head Start Program, raising childhood immunization rates to an all-time high, and launching a major new effort to eliminate childhood lead poisoning.

In addition, the Conference -- especially your opening remarks -- will give you an opportunity to discuss new and pending policy initiatives that show a continuing commitment to this set of issues. We recommend that your comments focus principally, but not exclusively, on child care and children's health and that you make the announcements discussed below.

Child Care: Child care experts believe the Defense Department's child care system is now the best in the country and possibly the world (in large part because of legislation enacted in the late 1980s). DoD child care is characterized by: high standards, including a high percentage of accredited centers; a strong enforcement system with four unannounced annual inspections and a 1-800 hot line for parents to report concerns; a wage structure that is tied to training and an "up or out" personnel policy requiring completion of training requirements; relatively generous wages and benefits, which reduce staff turnover; a system of linking up individual home care providers to give them needed support; and sufficient funding to make quality child care affordable (though there still are waiting lists).

We recommend you hold up the DoD child care system as a model for the nation and issue an executive memorandum directing the Secretary of Defense to use the Department's resources and expertise to improve child care across the nation. In particular, you would direct that (1) military bases partner with state and county governments to provide on-the-job training in child care to welfare recipients; (2) each military child development center partner with a civilian child care center and work with it to improve quality; (3) DoD establish regional "Child Care Masters Programs" that civilian child care managers could attend for two weeks to learn best practices; (4) DoD publicize its model designs for child care facilities and playgrounds; and (5) DoD issue benchmarks in the areas of standards, enforcement, compensation, and cost against which civilian child care programs could evaluate themselves. Most civilian child care systems

will come up short against DoD's benchmarks, particularly in terms of compensation and affordability, but such a comparison might help build public support for greater investment in child care. DoD fully supports the idea of issuing such a directive.

You also might want to float some trial balloons on more ambitious -- and costly -- proposals. For example, some have suggested making the Child and Dependent Tax Care Credit refundable (at a cost of \$2-4 billion), so that families with little or no income can benefit from it. The Blue Dog budget makes the credit refundable, but pays for it by eliminating the tax benefit for families with incomes over \$100,000. Another legislative proposal would provide a tax credit to private companies and institutions to encourage them to build quality child-care centers on-site. Given our budget, you cannot endorse any of these proposals, but you might want to use this opportunity to suggest your openness to further discussion of such legislation.

Children's Health Initiative: We also recommend that you discuss in your opening remarks the importance of insurance coverage for children's health and development, highlighting the Children's Health Initiative in your 1998 budget proposal. Your proposal will extend coverage to up to 5 million uninsured children by the year 2000. You can announce at the Conference that the deans of academic medical centers -- important legitimators within the medical community -- have endorsed your proposal.

We are also planning a follow-up children's health event, where you will release a study showing the links between insurance coverage, health status and development and learning for children from 0 to 18 years old and talk in more detail about your health proposal. Either at the follow-up event or at the Conference itself, you can announce a project by Kaiser Permanente to spend \$100 million over the next 5 years to provide health insurance to uninsured children.

Child Victims of Violence Initiative. You can announce that the Department of Justice will establish, with FY 97 discretionary funding, a Child Victims of Violence Initiative through the Yale, New Haven Child Development-Community Policing Program. This program, which Chief Wearing will speak about, trains police officers in child development, so that they can better respond to situations arising in the field. The new initiative will extend the program to other sites and also broaden it to include people other than police officers -- such as prosecutors, probation and parole officers, and mental health professionals -- whose work would benefit from knowing about early child development.

Head Start Funding: You can announce the launch of a new competition for Early Head Start grants, which will highlight this Administration's creation of the program.

America Reads Early Childhood Kits: You can announce the release of the America Reads Early Childhood Kits for Families and Caregivers. The kits include a developmental growth chart and suggestions about developmentally appropriate activities for children ages 0 to 5. Everyone who looks at these kits loves them. The kits will be distributed to early childhood programs across the nation and to individuals who call the Department of Education's 1-800 line.

To: Milan Verveer

From: Mark Penn

I looked over some of the materials and have attached a summary of some points related to describing the conference that I hope can be useful to those writing the talking points.

The most significant new element is simply the idea of talking in terms of tying the conference to achieving the full potential of all every child – of giving every child the opportunity to develop to their fullest emotional and intellectual potential – and of relating this to achieving our national potential. I think that the conference is less about the intersection of science and policy, and more about achieving the potential of all of our kids.

Early Brain Conference

Goals:

This conference is about doing the best for our children – giving every child the opportunity to develop to the fullest of their God-given potential. For a long time now we have known how children need proper nutrition and access to healthcare to develop. And now we are finding out that very early on -- in the first three years -- every child needs the stimulation of learning, reading, playing, singing and love to really reach their highest emotional and intellectual potential. Children can lose out long before they reach even our pre-schools, and we cannot afford to lose even a drop of the potential of our nation's children. That's what this is all about.

The First Lady is leading this effort as an extension of her lifelong work in the area of child and family development, highlighted in "It Takes a Village." She has brought together the country's leading experts, pediatricians, social workers, day care workers, business media, and the government. This is not a problem any one of these can solve, but one that they must all cooperate together on – and that's why she has made this a truly national conference with sites throughout the country.

This conference highlights:

How we must turn this latest research into action by telling parents what they need to do to nurture their children – that the time a parent spends reading, singing and playing with their children means so much to those kids not just now, but in later life. (ie. The prescription).

We need to extend the frontiers of research in this area, 90% of which is federally funded, so that we have all of the expert knowledge we need to raise our children and how this affects not just parenting, but all of our health, nutrition, child care and educational programs.

How we need to continue to expend the programs that protect our young children – The President has secured the guarantee of healthcare for 10 million children, now we must cover 5 million more. The President has increased participation in Head Start, but now we must expand it, along with early head start, to serve 1 million children by 2002. The President has increased funding for childcare, and now we must organize nearly \$3 billion in new quality childcare so that welfare mothers can re-enter the workforce without compromising on the development of their children. And we must continue to vaccinate all young children and guard them from debilitating lead paint.

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING: WHAT NEW RESEARCH ON THE BRAIN TELLS US ABOUT OUR 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

On April 17, the President and First Lady will host ***The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children***. The day-long conference will highlight new scientific findings on brain development in very young children and point to the importance of children's earliest experiences in helping them get off to a strong and healthy start.

Applying New Findings on Brain Development in the Earliest Years. New scientific research shows that experiences after birth -- particularly in the first three years of life -- have a dramatic impact on brain development. That means that nurturing, talking to, singing to and reading to our youngest children will improve their ability to learn and develop throughout their lives. The White House Conference will focus on the practical applications of the latest scientific research on the brain, particularly for parents and caregivers. The conference will also be a call to action to all members of society -- including the health, business, media and faith communities, child care providers and government -- to use this information to strengthen America's families.

Clinton Administration Commitment to Young Children. This conference builds on the Clinton Administration's investment in children and families. The Administration has invested heavily in research to help us better understand the importance of the first few years of life to child development and learning. Between 1993 and 1997, funding for NIH children's research increased 25%, from \$1.3 billion to \$1.6 billion.

President Clinton has also strengthened efforts to support families with young children. To take just a few examples, the Administration raised funding for Head Start -- providing low-income children and their families with comprehensive education, health services, and nutrition -- by 43% over the last four years and created the Early Head Start program to support families with children ages zero to three. The President's FY 1998 Budget further increases participation to reach 122,000 more children in FY 1998 than when he took office. The Administration also dramatically increased participation in the WIC Supplemental Nutrition Program, providing 7.4 million pregnant women, infants, and children with nutrition packages and information and health referrals - 1.7 million more than when President Clinton took office. And his FY 1998 Budget would achieve his goal of full participation in the WIC program by the end of FY 1998.

Conference Program and Participants. During the morning session of the conference, leading researchers and child development experts will discuss the new research and what it means for parents and caregivers. The panelists for this session are: Dr. David Hamburg, Carnegie Corporation of New York (moderator); Dr. Carla Shatz, University of California, Berkeley; Dr. Donald Cohen, Yale Child Study Center; Dr. Patricia Kuhl, University of Washington; Dr. Ezra Davidson, Drew University of Medicine, Dr. T. Berry Brazelton, Harvard University; and Dr. Deborah Phillips, National Research Council. The afternoon session will highlight model community efforts to support parents and enhance early childhood development. The panelists include: Avance Family Support and Education Program, San Antonio, TX; the CEO and Chairman of the Board, The Kellogg Company, Battle Creek Michigan; and Ounce of Prevention, Chicago, IL.

Widespread Participation Across the Country. The morning session of the conference will be broadcast by satellite to over 50 locations across the country. The satellite conferences will be co-hosted by regional federal agencies, local officials, and children's and other organizations.

4/12/97 DRAFT

**White House Conference on Early Childhood Development and Learning:
What New Research on the Brain Tells Us About Our Youngest Children
April 17, 1997**

OPENING REMARKS

The East Room

10:50-11:15 am *President Clinton and First Lady Hillary Rodham Clinton frame the day, highlight the investments and commitment of the Clinton Administration in early childhood development, underscore the unique contributions of the United States Government in supporting research on early childhood and brain development, and highlight the national opportunity and responsibility the new finding present.*

SESSION ONE:

**Exploration of Current Scientific Research on Brain
Development and Its Applications for Parents and Caregivers
The East Room**

Moderator: Dr. David Hamburg, MD,
President, Carnegie Corporation of New York

11:20-1:00 pm *Overview of emerging knowledge of early childhood development in neuroscience and behavioral science*

Dr. Donald Cohen, Yale University, will discuss how children's behavior helps us understand their cognitive, emotional and social development.

Dr. Carla Shatz, University of California, Berkeley, will explain how children's brains grow and develop in the earliest years of life.

Dr. Patricia Kuhl, University of Washington, will discuss how children learn language.

11:40-12:15 pm *Presenters from the opening session address, joined by the experts below, will address concerns of parents, particularly discussing what this emerging knowledge means for health care, child care and early education and parenting. Questions are generated from a poll conducted by Zero To Three with parents across the country, and are posed by the President and the First Lady*

Dr. Ezra Davidson, Drew University of Medicine, will discuss the importance of prenatal and perinatal services.

Dr. T. Berry Brazelton, Harvard University, will talk about the pediatrician's role in early childhood development.

Dr. Deborah Phillips, Institute of Medicine, will discuss how child care can affect early development.

CLOSING REMARKS

The President

WORKING LUNCHEON

State Dining Room

1:20-2:30pm *Conference guests here have a chance to visit informally with one another
(Tables are hosted by a White House or Administration official)*

Informal Format

SESSION TWO: Applying the Knowledge Exploration of Model Efforts Communities Are Undertaking To Support Parents and Enhance Early Childhood Development The East Room

3:00-4:30pm *Various Sectors of society discuss how they are using new scientific
findings to support families and enhance early childhood development and
learning*

Dr. Gloria Rodriguez, Avance Family Support Program
San Antonio, TX

Avance is a widely acclaimed family support and education program serving predominantly Hispanic communities.

Harriet Meyer, Ounce of Prevention
Chicago, IL

Ounce of Prevention is a statewide program that develops and tests innovative early childhood development programs for replication, and runs model Early Head Start and childcare programs.

Melvin Wearing, Chief of Police
New Haven, CT

Will talk about a pioneering initiative that trains community police officers to use child development principles in their work.

Arnold Langbo, The Kellogg Company CEO
Battle Creek, MI

Kellogg launched a community-wide effort last fall to provide practical early brain development information to every Battle Creek parent and caregiver.

Rob Reiner, CastleRock Entertainment
Los Angeles, CA

Will talk about the "I Am Your Child" campaign launched this month, and the media's role in making early childhood development information available.

Bob Miller, Governor of Nevada
Co-Chair of the National Governor's Association and co-chair of the National Governors' Association Children's Task Force

CONCLUDING REMARKS

The First Lady

The President

RECEPTION

South Lawn

Tented South Lawn reception draws together a broad range of local advocates and association leaders.

Remarks by the President and the First Lady

**THE WHITE HOUSE
OFFICE OF MEDIA AFFAIRS**

**FOR PLANNING PURPOSES ONLY
NOT FOR RELEASE
Contact: 202/456-7150**

April 10, 1997

**WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT
AVAILABLE ON SATELLITE AND IN SITES ACROSS THE COUNTRY**

Washington, D.C. -- On April 17, parents, caregivers and other interested parties across the nation will view the White House Conference on Early Childhood Development and Learning's morning session by satellite. The full day event, being held at the White House, will highlight recent research on the brain, and what it means to early childhood development. Scientists and physicians will discuss the current state of knowledge and answer some of the questions most frequently asked by parents.

The following are some of the sites that plan to broadcast the morning session. Many will use the broadcast as a way to organize local events.

Live and unrestricted satellite feed available beginning 10:30 am, April 17, EDT
Expected to end approximately 12:30 pm

Coordinates:

KU Band
Galaxy K-4
Transponder 21 Horizontal
Downlink frequency 12110 MHZ H
Orbital slot is located at 99' west
Audio 6.2/6.8(Satellite coordinates follow.)

Sites will include:

Boston University Medical Center
West Newton St.
Boston, MA
Holly Newman (617) 534-3643

Boston Federal Executive Board
O'Neill Federal Building
10 Causeway St.
Boston, MA
Kim Ainsworth (617) 565-5823

Brown University
Providence, RI
Brenda Mussei (401) 274-9548 ext. 240

University of Rhode Island
Kingston, RI
Dr. David Byrd (401) 874-2581

Stamford Public Schools
888 Washington Blvd.
Stamford, CT
Sarah Arnold (203) 977-4105

New Haven Public Schools
East Rock Elementary School
133 Nash St
New Haven, CT
Dr. Verdell Roberts (203) 946-7871

University of Vermont
School of Education
Burlington, VT
Dean Jill Tarule (802) 656-3424

NH Division of Children, Youth & Families
6 Hazen Drive
Concord, NH
Joy Tinker, HHS

University of Maine at Fort Kent
25 Pleasant St.
Fort Kent, ME
John Martin (207) 834-7568

University of Maine at Orono
Orono, ME
Judy Grahm Cobarm, USDA (207) 581-3104

Manhattan Borough Community College
199 Chamber Street
NY, NY 10007
Bill Caldararo (212) 346-8185

Cornell University Cooperative Extension Center
Marten Road
Albany County
Voorheesville, NY
George Hecht (518) 765-3500

Cornell University Cooperative Extension
Faculty Commons
Ithaca, NY
Susan Miles (607) 255-2246

Cornell University Cooperative Extension
Education Center
12690 Million Dollar Highway
Albion, NY
Shirley Bright (716) 589-5561

Cornell University Cooperative Extension
Education Center Community Campus
Dillion Drive
Middletown, NY
Patricia Claiborne (914) 344-1234

PBS TV Affiliate WXXI
289 State Street
Rochester, NY
Sharon Conheady (716) 428-6400

St. Christopher's Hospital for Children
Bell Atlantic Training Center
Erie Avenue at Front Street
Philadelphia, PA
Site Contact: Carol Norris (215) 427-5525
HHS Contact: James Mengal (215) 596-0504

Egleston Children Hospital
1405 Clifton Road, NE
Atlanta, GA
HHS Contact: Pat Ford-Roegner (404) 331-4159 or 331-2442

Arkansas Childrens Hospital
Sturgis Building
800 South Marshall
Little Rock, AR
Jeanette Wagner (501) 320 6441

North Carolina Cooperative Extension
North Carolina State University
302 Ricks Hall
Raleigh, NC
Site Coordinator: Dr. Karen DeBord (919) 515-2770
Press Contact: Ellen Devlin (919) 515-3173

Roper Mountain Science Center
504 Roper Mountain Road
Greenville, SC
Press Contact: Dr. Scarlett Owens (864) 241-3159

Illinois Institute of Technology
10 West 31st Street-Stuart Building
Chicago, IL 60616
Site Contact: Charles Scott (312) 567-5167
Press Contact: Bret Hoffman (312) 886-8217

Texas A&M Agriculture Experiment Station
2415 E Highway 83
Weslaco, TX
Location Contact: Jose Amador (210) 968-5585

University of Texas Arlington
Netteman Hall
211 Cooper St.
Arlington, TX
Margie Barret (817) 272-3954
Patricia Montoya (214) 767-3301

University of Texas Arlington
Thomas Rivera Conference Center
Union East 3rd Floor
Union Ave.
El Paso, TX
Dr. Arturo Pacheco (915) 747-5572

Childrens Hospital of Oklahoma
Nicholson Tower
900 NE & 13th
Oklahoma City, OK
Kurt Snodgrass (401) 530-3484

Albuquerque Technical Vocational Institute
Jeanette Stromberg Hall
2000 Coal Ave. SE
Albuquerque, NM
Patricia Buehler (505) 224-4414

University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO
Sandra V. Walker (816) 880-4000
Dr. Eugene Eubanks (816) 235-5270

Epworth Family Learning Center
207 N Washington St.
East Prairie, MO
Dr. Martha Ellen Black (573) 649-3731

Saint Louis-TBA
Enterprise Community Service Projects
330 North 15th St.
Saint Louis, MO
Donna Dailey (314) 622-3400

Child Care Resource and Referral "Childnet"
1200 University Ave., Suite H
Des Moines, IA
Janet George (515) 286-3366

Kansas Department of Education
120 SE 10th St.
Topeka, KS
Phyllis Kelley (913) 296-3069

NW Kansas Education Service Unit
703 West 2nd St.
Oakley, KS
Judy Rodger (913) 672-3125

Creighton University
1819 Farnam St. #1100
Omaha, NE
Scott Knudson (402) 444-5381

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE
Polly Feis (402) 471-5025

Alliance Public Schools
1604 Sweetwater
Alliance, NE
Lonie Sherlock (308) 762-1580

Colorado Department of Health
4300 South Cherry Creek Drive
Denver, CO
Dr. Hugh Sloan HHS (303) 844-6163 ext. 340

Colorado Department of Health Laboratory
Training Facility
8100 Lowry Boulevard
Denver, CO
Lary McNatt (303) 692-2116

Auraria Media Center/Library
Lower Level, Video Classroom AU 008
11th and Lawrence Streets
Denver, CO
Jim Straub (303) 556-4729

Mabel Smyth Auditorium
510 Beretania St.
Honolulu, Hawaii
Emory Lee (415) 437-8500

Phoenix College
1202 West Thomas Road
Phoenix, AZ 85013
Bret Garrett (602) 285-7483

San Francisco State University
425 Market Street, 2nd Floor
San Francisco, CA
Jennifer Peck (415) 437-7526

Sacramento State University
Room 11, Library
Sacramento, CA
Ginny Monroe (916) 668-2045

Fresno State University
Cedar & Shaw Streets, Room 200 (upstairs in cafeteria)
Fresno, CA
Ginny Monroe (916) 668-2045

UCLA, Northwest Corner
Sunset Village Commons, Salon 306 A
Los Angeles, CA
Dierdre Nurry (415) 744-1156

High Desert Conference & Training Center
3200 East Cheyenne Ave., J1E
North Las Vegas, NV
Vince Juarasti (702) 687-5670

Central AZ College
8470 N. Overfield Road
Coolidge, AZ
Diana Jennings (602) 280-8754

GSA Regional Headquarters
400 15th Street, SW
Auburn, WA
Rick Desimone (206) 931-7020

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.

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 can pay 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%, and in fiscal year 1997 Head Start will serve 800,000 low-income children four years old and younger. Initiated in 1994, there are now 142 *Early Head Start* 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 will remain 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 fulfills 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. The President's Childhood Immunization Initiative focuses on five areas: 1)improving the quality and quantity of vaccination delivery services; 2) reducing vaccine costs for parents; 3)increasing community participation, education and partnerships; 4)improving systems to monitor diseases and vaccinations; and 5) improving vaccines and vaccine use. This initiative has achieved notable success: in 1995, seventy-five percent of two-year olds were fully immunized -- an historic high. Funding for childhood immunization has doubled since fiscal year 1993.

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 high quality statewide 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 fiscal year 1998.

Enhanced Family Literacy Program. Even Start Family Literacy is a family-focused grant program to improve the educational opportunities for children and their parents in low-income areas by integrating family literacy activities, including early childhood education, adult education, and parenting education. Since 1993, funding for Even Start has increased by over 40% 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 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 live 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.

Providing Funding for Parent Resource Centers in 42 States. In addition to involving parents in the development of state and local education plans, the President's Goals 2000 program provides funding to establish parent resource centers that help parents learn how to help their children meet high standards. The centers provide training, distribute 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.

Promoting Parents as First Teachers. The President's America Reads Challenge, a campaign to ensure that every child can read well by the end of the third grade, includes Parents as First Teachers Challenge Grants to fund proven local, regional and national programs that provide assistance to parents to help their children become successful readers. The grants can be used to expand 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 Over 90% 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. Spending at The National Institutes of Health (NIH) alone increased 25% between 1993 and 1997. 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 36 million Americans, including 9 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 families of workers who 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) Expands Medicaid coverage by allowing states to continue Medicaid coverage for up to one year even if family income changes, intensifying outreach to children who are currently eligible but not enrolled, and continuing current law expansions of 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.

Eliminating Childhood Lead Poisoning. The Administration has launched a major new effort to eliminate childhood lead poisoning. The campaign includes notification and disclosure to parents who buy or lease older homes so that they get the information they need to protect their children, grants to states to control lead-based paint hazards in low-income privately-owned dwellings, development of a consensus on lead safety standards, and technical assistance to ensure that lead hazard control work is done safely and efficiently.

THE WHITE HOUSE

Office of the Press Secretary

Embargoed For Release

Until 10:06 A.M. EDT

Saturday, April 12, 1997

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

THE PRESIDENT: Good morning. Today, I want to talk about the toughest job any person can have. It's not a job you can quit, show up late for, or do just enough to get by. In every way, it's a lifetime commitment -- it's being a parent.

In our times, parenting has become an even greater challenge. The world moves faster, and parents rightly worry more about how to protect their children's health, their safety and their future. Jobs place more demands on mothers and fathers. Finding a balance between home and work takes more effort than ever.

Parents can use some help. And while government doesn't raise children, it can sometimes give parents the tools they need to make their jobs easier. That's why we fought for and won the V-chip and a ratings systems for TV, so parents can better protect their young children from unsuitable shows. That's we fought to keep the tobacco industry from advertising their products to children. And why we're fighting to keep streets safer and to reduce juvenile crime. All these help parents to do a better job with their children.

But there is still work to be done. Parents want to do right thing by their children from the very start. And giving our youngest children what they need to thrive from the very first days of life is something the First Lady has studied for a long time. In her book, "It Takes a Village," Hillary called on our nation to give its attention to new findings about the early years of children's lives that so often are overlooked in intellectual, social and emotional development.

Our administration has worked hard to better understand these early years. Since 1993, we increased funding for children's research at the National Institutes of Health by 25 percent -- or \$322 million -- and my balanced budget plan promotes further increases in funding. We expanded and improved Head Start, and we created an Early Head Start Program for children age three or younger so that they could get the stimulation they need at those critical times.

From our research, we know that from the very first days of life a child is developing emotionally and intellectually, and how he or she does in those first three years of life will help to determine how a child does later in school and in life. That's why we need to begin teaching and nurturing our children before they go to school.

We want to sort through our research and get it to parents and to care givers who work with children. So next week Hillary and I will bring together researchers, parents and other experts for the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

We will meet for a full day at the White House, with satellite hook-ups to more than 60 sites around our nation. This conference is an exciting and an enormous undertaking. It is a call to action to parents, to businesses, to care givers, the media, the faith community and the government, each to do their part to enhance the earliest years of life. It grows out of our commitment to find new ways to support parents and to help their children reach their God-given potential.

As part of that commitment, I also want to call today on the members of Congress to do their part to come to the aid of our families. They can do that very simply by passing my expansion of the Family and Medical Leave Act.

This bill would allow workers up to 24 hours of unpaid leave each year to fulfill certain family obligations. It could allow a worker to attend a parent-teacher conference, or take a child to the pediatrician, or to find quality child care, or to care for an elderly relative.

Families occasionally need these small pieces of time to

take care of their own. More than 12 million American workers have taken leave for reasons covered by the Family and Medical Leave Act since it became the very first bill I signed into law in 1993. It was needed then, it's needed now and we need to improve on it. So I urge the Congress to act soon on this legislation. Don't ask people to choose ever between being good workers and good parents. We can help them to do both. Pass the expanded Family and Medical Leave Act.

I think this bill is so important that today I am asking all federal departments and agencies to make expanded Family and Medical Leave available to their workers immediately. Wherever possible, I want workers to have access right now to essential time off for family obligations.

I am committed to doing all we can to support families as they struggle to do right by their children. We know that the very earliest years will decide whether children grow up to become healthy and happy people. That's why we're giving parents time off to care for them, why we should extend the family leave law so millions more parents can have that opportunity and why we must focus all our science, education and public efforts to give our children the very best start in life.

Almost a century and a half ago, Oliver Wendell Holmes said, "A child's education should begin at least a hundred years before he was born."

What we do now can benefit generations of Americans to come. We can start with the smallest community -- the family. And from there we can rebuild and renew the best in America by beginning with the best of America, our children

Thanks for listening.

END

PRESS BRIEFING ON THE BRAIN CONFERENCE
APRIL 14, 1997

HRC: We are, this week, going to have a conference about the latest on brain development in young children and implications of that for every sector of society; starting with parents and family members, including educators, community leaders, political and business leaders, and the like. This is an issue that we believe has absolutely profound implications for how we view and treat our youngest children. And it certainly has such implications for how families perceive [inaudible] of their babies, and what it must mean, we hope, for them in terms of the parenting that goes on. But it also has implications, for the larger society, in terms of public policy grounds.

At the conference on Thursday, you'll be hearing from only a few of the experts and leaders in this field as well as people from various organizations that are attempting to implement what this research means for young children. We are fortunate to have two experts with us today, who have been involved in this research and the policy implications of it for many years, and will be speaking to that.

Dr. Alexander is the Director of the National Institute of Child Health, it is, I think fair to say, Dr. Alexander, the premier institution in the world for research into child development. It is a federal government agency, funded by the federal government, without which it would not exist, could not have done the ground-breaking work that has flowed from the years of investment in this kind of work. And Dr. Alexander is one of the members of a broad committee that has put together a report that you're getting an advance copy of, in the material in front of you, called 'Rethinking the Brain'. There's just an enormous amount of information in here that you'll get a chance, at least to review, later.

Dr. David Hamburg is the current President of the Carnegie Foundation, he's a psychologist [?], he started his career at the National Institute of Child Health and Development. He has served on the faculties of premier universities in our nation. He has been a leader in the effort to try to take what medicine and scientific research tells us, and put it into practice. Most recently, through his leadership at the Carnegie Corporation, he has been sounding the alarm, if you will, but also providing the data, about what we need to do for our youngest children. In your material also, you'll have a copy of the Carnegie Corporation's report called 'Starting Points', which I believe is one of the best explanations of this material for lay people, like me, that there is anywhere in the country.

Part of the reason why I'm so excited about this, and why I think it's so important, is that for so many years, I've worked on behalf of children's issues, and worked to take what scientists like Dr. Alexander and Dr. Hamburg have done, and put it into usable form for policy. It has been, I think, an ongoing challenge to try to take scientific research and translate it into usable form. When I wrote my book, 'It Takes A Village', it was shortly after 'The Bell Curve' had come out, and there was a lot of talk, and quite a bit of hype about 'The Bell Curve.' And the message of 'The Bell Curve' that was being translated by the media was that, you were born with whatever kind of brain you had, the capacity you had, and there wasn't much anybody could do to reshape

that intellectual potential. So, why spend all this time worrying about things like prenatal care and early childhood education. It was, in many ways, a very pessimistic message about human capacity that looked like it was all dressed up in science.

When I wrote my book, I deliberately wrote a chapter, which I've given you a copy of, that in the best way I knew how, and in as simple terms as I understood it, takes some of this scientific research, and explains why we are the result of both nature and nurture. The debate about are we the result of genetics or the environment should really be called a draw, we are the results of both. And, what we're finding out is how each is shaped and what we can do to try to maximize our potential development both by the environment and using the information that we have now from genetics.

I wrote this chapter saying that the bell curve is curve ball because I thought the implications of that message would be ultimately counter-productive both to parenting, because if parents believe that there is nothing they can do, that genetics is the primary motivating force of a child's development, than they would not be as engaged as a parent. And if the rest of us thought that it didn't make any difference what our public policy was, than we'd essentially be leaving parents to their own devices. While I'm grateful that my efforts were not a single, tiny voice, because shortly after that, Starting Points, and this cascade of research began. Research was just pouring out in ways that I think are going to be very hard to ignore.

We think there are some common sense steps that individuals and institutions can take, and we'll be laying some of those out on Thursday at the conference. Before the conference, on Wednesday, I'll be having a press event, announcing the extension of a program I've talked about before called 'Reach Out and Read', a Prescription for Reading program. To reach as many parents and adults as possible that reading to children, singing to children, all these old-fashioned ways that we used to relate to children are not only a good way to create a good feeling in children, to develop a warm relationship, but they actually build the brain of a child.

So with that, building the brain, I want to turn to our two experts to explain, far better than I, what all that means, and what we should be talking about. And those of you who report on big issues that affect the news everyday, might be thinking about this, which is not so easily understood to be as dramatic as it is, can have more impact on how we live, and what kind of country we have, and what kind of capacity our children have, than what passes for news on a day to day basis. So with that, I would like Dr. Hamburg to take the floor.

Dr. Hamburg: Thank you very much. From my background in biomedical research and education and patient care over many decades, with a boost coming from NIH in the 1950's, and stints on the faculties of Stanford and Harvard, I increasingly came to feel that it's very, very important, in a democracy, for people to understand very broadly, what is the latest, up to date, scientific information with respect to any important issue that affects peoples lives, as far as healthy child and adolescent development, education, getting a good start on life.

So, when I came to be President of the Carnegie Foundation, technically called the Carnegie Corporation in New York, because Andrew Carnegie ran out of names by the time he got to the

Foundation, but anyway, I felt that one of the main things we could do, would be to prepare from time to time, an intelligible, credible census on our knowledge of each phase of child and adolescent development. That is to look at the emerging scientific and professional consensus. What do we know about the essential requirements for healthy development in early childhood, middle childhood and early adolescence and later adolescence? So, I hoped, in my time, that we could cover the first two decades of life, in a reasonably systematic way. These [inaudible] were meant to be credible because they were based on the scientific research to the maximum extent possible. And also on community innovations that tried to put the knowledge to use for the benefit of children on a wide scale. And that they would be intelligible, because we would try and translate them from technical language to the language that would be meaningful to educated readers.

That's what we've tried to do with a series of reports, each of which is prepared by a distinguished body that's composed in the following way: About half are experts on the subject matter, albeit in different disciplines and backgrounds, and the remainder are from powerful sectors of the society that had a stake in the problem, or a reason to be concerned about it, even though they are not technically experts on the subject matter. People from business and from media, and from various other sectors of the society, the military and what not. They're carefully vetted and reviewed, these reports are, before they come out. There have been a series which we're trying to oppose now, they wanted to take it chronologically, the one on 0-3 is called Starting Points, and what we claim for it is that it has the most attractive picture of a baby on the cover as any of these. There's a little competition going between Time and Newsweek and Carnegie and the brain research report about who has the best picture of a baby on the cover. Aside from that, our Foundation has been very actively cooperating with all of these efforts to build public understanding of what the research says. The kind of thing coming out of Dr. Alexander's institute and other institutes around the world.

First of all, you get the facts straight, and then to try and consider what it might mean for parents and for community organizations. The way of structuring the problem in this developmental strategy, from conception through adolescence, is to ask what it is that people need to understand, to get the facts straight, and then to say, well, who could do something about that. Who could put that knowledge to use? And so we come to look at a set of pivotal institutions, sort of front line institutions, who everyday, have an impact, for better or for worse, on child development. That starts with the centers on strengthening families, but it also has to include the schools, in this case, early childhood education, pre-school schools, and it includes community organizations, including religious ones, it includes the media, whose impact, everyday, on parents and children, is very significant. Of course, it includes the health care system.

Surrounding that set of front-line institutions, are other, powerful institutions in society, that can make their job easier or harder. I mean by that, government at all levels, business, scientific community, various relevant professions. So, we're saying that it takes a village and then some, really the whole society, as a set of institutions that bear on child development, whether we like it or not, they do have that bearing. We've tried to ask, how can each institution strengthen it's contribution to health child development? That is the framework we used on the case of Starting Points. First we looked at, which came out just three years ago this month by the way, that

report looks at brain development, but it looks at the development of the whole child. The brain is a very important part of the child, and it looks at it from conception on up. It's a very dramatic time from development from just two cells, to a zillion cells in utero, and the transition from being in utero, to being outside and then the first human attachments which are the underpinnings for decent human relationships throughout the life span. And that fantastic exploratory curiosity which needs to be nurtured if you're going to look toward life-long learning. So, it's a very dramatic period, perhaps the most dramatic period, that 0-3.

We try to lay out what science has to say in an intelligible fashion, and then, we took four thrusts to try to make use of the knowledge for the benefit of children everywhere. One thrust has to do with preparation for responsible parenting. That is not only after pregnancy, but before pregnancy. We lay out a whole array of possibilities, ways in which people can be ready for responsible parenting. The second thrust is in health care, and primarily comprehensive prenatal care, and comprehensive primary care. We try to spell out how preparation for responsible parenting can be done, how comprehensive prenatal and primary health care can be done. The third thrust is on child care, early childhood education. What constitutes quality child care? How do you recognize it when you see it? How can quality be strengthened, and quality care made available throughout the country? It certainly is not at the present time. There is a new study on this from the NICHD released just last week. The fourth thrust of Starting Points is on community mobilization. That is the community, the village. How do you get the resources of decent, well meaning people, parents and community organizations, media and business in a community, coming together to assess what our needs are with respect to young children. And, how can we mobilize in this community to meet those needs? There are a lot of different ways of doing it all across the country.

My last point would be that although these four thrusts of making use of the knowledge are subject to evaluative research so we can tell what works for whom under what conditions, that's not always the case, evaluative research lags behind. You have to make the best judgement you can about what's the best set of measures to take. The thrust of it is to pool our strengths and share the burdens in communities to provide the necessary conditions for healthy childhood development to stimulate brain and other development in the most constructive ways.

There are working models around the country. We tried to evaluate the working models as best we could. We tried not to just stick with hypothetical ideals. 'Wouldn't it be nice if you could do so and so.' That can be useful but we tried to say, here are communities in which working models exist. For example, in which community organizations are reaching out to their families and young children in ways that get poor children taken care of better than we've done in the past. The many, many examples scattered all through Starting Points, we tend to put in boxes. It's all about taking the research, as it evolves, and trying to understand it, have it largely understood, and putting it to use for the larger benefit of children everywhere.

Dr. Alexander: Thank you. I'm going to talk primarily about research, and I do this from the perspective of a developmental pediatrician whose entire career has been at the National Institute of Child Health and Development at the National Institutes of Health. It's been my good fortune for the last ten years to serve as Director of that institute. Research is really the underpinning for

this conference. It's in recognition of the importance research, of what it's contributing, and what it's telling us, that has really been the impetus for this White House conference. The Carnegie Corporation has done an enormous service by bringing together this research and pointing out how important it is for public policy. What we're trying to do with this conference is give increased visibility and enhanced attention to the importance of what that research is telling us.

That research has largely been funded by the federal government, mainly through the National Institutes of Health. Research in other areas, such as transportation or the environment, is funded more by the private sector than by the government. Even research on adult health is funded 50/50 by the government and the private sector. When you get to research on children, the government is almost the only game in town. Probably 95% of the research on children, child health, their development, their education, justice issues, and so forth, is funded by the federal government. And the importance of that work to the Clinton Administration is evident by the increase in funding that research has received in the last four years. Most of the research that you're going to be hearing about at this conference on Thursday has been funded by various institutes of the NIH. Lots of it will be reporting on discoveries from the last 20 years, during which time we have learned more about the brain and it's development than all previous time put together.

Much of this research has policy implications. Some of it, unfortunately, is ignored by policy makers at the government level, but it's also often unknown by parents, by educators and others. It's important for us to be reaching all of those audiences with that information. The conference really focuses on the convergence of two areas of science. First is basic studies of the anatomy and physiology of brain development, and second is basic behavioral studies of child development. If we look at these behavioral studies, it's amazing what we've had to learn, and sometimes unlearn in what we thought was the case. For example, we thought that newborn babies couldn't see, and we have discovered that in fact they do see, and they see quite well. And in fact, within a few weeks, they're able to differentiate between their mothers' face and a strangers' face. We thought they couldn't hear very well, and we've found that is also incorrect. Within a very short time, babies are able to discriminate their mothers' voice from the voice of someone else. We thought that they were not able to feel pain, but in fact they do feel pain. They are able to experience emotion and show that in ways other than just crying. They learn very quickly, especially in the first three years.

Their positive or negative experience in the environment that provides stimulation to them is extremely important, and, in fact, there may be critical periods for particular stimuli to have occurred or they do not make particular gains in development. We've [inaudible] a critical period from animal research, it's not so clear in human studies, it may be more like prime times rather than critical periods, but it is an important concept for us to understand. We have also learned that stimulation children receive in their first three years is so important, that children that receive that stimulation do better in the long term than those who do not.

Now, what have we learned from brain studies that relates to this. What really gets people excited in this area is not only what we've learned, but what we've been able to see from our

studies of brain development. We can actually see the difference that environmental stimulation makes in brain development, physiologically and anatomically. The human is unique in the amount of brain development that occurs after birth. If you consider animals, I don't know how many of you have ever witnessed the birth of an animal like the horse, the birth process is pretty incredible. But what is absolutely mind boggling is that within 15-30 minutes, that horse is standing up, walking around, and within an hour or so it's trotting. It takes humans 5 months to sit up and 6-8 months to crawl, and 12 months to be able to walk. So, we're so different from the rest of the animal kingdom in the amount of development that occurs after birth.

It's an extremely important time. Much of this development occurs in the first three years of life. By age 3, the brain has reached 80% of its adult weight, compared to 20% or 25% of the child's overall weight being the portion of the adult. We have also learned that we are not born with all the nerve cells we will ever have. Some multiplication of nerve cells continues after birth, but the most important process is that of pruning of nerve cells, that is a selective loss, or selective dying off of nerve cells, and the ones that are stimulated are the ones that are maintained. The process after birth more than the process that involves nerve growth, is the process of proliferation of connections between the different nerve cells.

These connections are what's so important for our physical mobility, for our learning, for our memory, for emotional function, for basic bodily function. It is this proliferation of connections that you can actually see. And, you can tell the difference between an animal that's been placed in a stimulating environment, and one that has not, by the number of connections that develop, and the ways in which they are developed and maintained.

What we have learned from these studies is that this proliferation occurs in response to stimulation. The unstimulated animal, whether it's an intact animal or whether we use human tissue nerve cells in culture, develops far less of these connections that are so important, than the stimulated animal does. We have also learned that these connections are maintained in response to stimulation. It's important that not all of these connections are maintained. Like an apple tree that has too many branches for its healthy production of apples, the brain cells develop far more connections than they actually need. So there is a very active pruning process, much of which occurs in the first three years of life, that eliminates, selectively, some of these connections. The ones that are maintained, again, are the ones that tend to be stimulated. These connections then become the basis for facilitated action. Motor skills, speech, language and communication skills, emotional responses, memory skills, sensory skills, whatever.

It's also important to understand that 0-3 is time of the most rapid pruning that occurs at any time throughout life. We can develop, and do develop, more of these connections during a lifetime, and this is probably the basis of further physical training, memory development, and so forth. But, it's less easy to develop these after the first three years of life. That's the basic message I think you're going to hear from the neuroscientists that will be speaking at the conference on Thursday.

This information does, obviously, have some policy implications. First of all, it tells us that the ages of 0-3 are critical in child development, with life-long implications. Now, this isn't the only

important time, so parents can't sit back after they've made it to age three and relax from there on. Nor should they feel that if there wasn't maximum stimulation during this time, that the game's over. The game goes on. Obviously middle childhood, adolescence, are times of important developmental processes as well. But there is never again a time that this learning is as rapid and there is as great an opportunity as there is in those first three years of life.

The primary policy implications here are for parents. We often don't think that parents are policy makers or implementers, but they are. And the implication is that their interactions with and stimulation with their child is extremely important during this period of time. So most of their activities that relate to this children and much of the thrust of the conference is to get this message to parents. That their interaction with the child in the first three years of life is extremely important, the twig is bent early.

This also holds for care givers other than parents. It holds for grandparents, for baby sitters, for day care providers or whoever else is interacting with the child during that time. Now, just one word about day care. Mrs. Clinton made reference to the study of day care that was released just over a week ago by the National Institute for Child and Human Development, here at the Society for Research and Child Development meeting in Washington. Lots of press attention was paid to that story at the time, and I think it reflected the enormous interest and impact on American families that information has.

What that study showed was that the greatest influence by far, in a child's cognitive and language development, is the family and the home environment. There is no substitute for that. Day care did play a significant role, but it was a smaller role. Good quality day care had a positive impact, not a negative impact, and it was an add-on impact, if anything. Now, the policy here is that increased emphasis on the quality of the home environment is extremely important. Day care, even when good, is not a substitute, but it may well add-on to the impact of the home environment. The time that is sufficient for child development and stimulation in home in the evening is at least equal and greater in importance than the day care environment during the day outside the home.

It also emphasizes the need for that day care to be good quality. There's an opportunity for it to play an enriching and supplementary impact in child development above and beyond what is provided at home. And this holds whatever level of functioning the mother and family have. It also suggests the need for quality standards for day care and the importance of early Head Start types of programs in child development. I think these are the kinds of messages that you are going to get from the scientists who make presentations at the conference on Thursday. And I think that you'll enjoy attending that and the messages that they have provided in far greater detail and amplification than I've done in this short time.

HRC: Thank you Dr. Alexander. Well, one of the best examples we have recently of early stimulation is Tiger Woods' father putting a putty in his crib. He apparently didn't need neuroscience to do that but the results speak for themselves. And I hope that we are able through a concerted effort certainly using the media and every other means of communication to get these

messages out to parents, because as I point out in chapter of the book that I wrote, I've often in the past, and still do today run into parents who have not yet learned what Dr. Alexander was saying about what babies actually know and are capable of doing. So they will say to me when I say I bet you are having a good time talking to that baby in a quizzical voice the parent might respond "Why would I talk to her, she can't talk back?" And so we are not yet at a point where we have even conveyed this information to a critical majority of the parents in the United States and certainly around the world, I'd think you'd find it even at a smaller percentage.

So as both Dr. Alexander and Dr. Hamburg said our primary audience for this conference happens to be parents both because we think that what parents will do and can do is the most significant form of early stimulation. And also because we believe that educated parents, informed parents will be more likely to demand the kind of policy changes that influence quality child care, adequate pre-school education and all of the other issues that will help to supplement their efforts in their own homes. So with that, we'd love to throw it open.

Q: . . . assume that the earliest childhood development conference, you know within this to age period, maybe up to 5?

Dr. ? : I think that we've often believe that was an extremely important period of life. What we have now is reinforcement of that concept both from the behavioral sciences area and then the neural sciences area. We can document anatomically, the importance for brain development of what happens to the child during those years.

Q: What do you see, do you see an enhanced government role in this issue? and if so what are some of the things that . .

HRC: Well Rita, I think that's the really challenging question for those of us who believe there is a reason for bringing the entire community to awareness to support parents and family. Let me just mention a few things that I think should be looked at more closely.

If we believe that the home environment is the most important influence in this early stimulation and as the research shows and as common sense would suggest. Then what does that say for something like Family Leave? Don't we want there to be an opportunity for mothers and so far as possible, fathers to have the time to really spend in those early months connecting with that new baby. One of the interesting findings from the research on child care that came out a little over a week ago is how when children are put into care at a very age, there does seem to be some weakening of the bond between the mother and the child. So that if you're a working mother, and you are told you have to go back to work at two weeks as so many women in our country are, how do you emotionally prepare yourself for that kind of separation?

Well, one of the things I think, and this is not from the research, this is my personal observation and opinion. I think you have to in a sense emotionally distance yourself from that baby in order to deal with the feelings that are created as you drop that child off at whatever substitute care setting is available to you. We now know that leads to a weakening of the interaction between the mother and the child. I mean, if you have to steal yourself day after day to drop your baby

off as you go back to punch the clock or work at the computer or whatever your allowable leave has been. Then, you may be creating a situation, albeit unknowingly in our society where we have large numbers of parents who are less engaged because they don't get to spend the time with their children, than is best for the child, and is best, I would argue, for society, by creating more engaged, stimulated, effective youngsters. So, that's just one area that I think this research, perhaps, is going to cause us to review, the relationship between family leave and the impact on children in those early years. The President, on Saturday, in his radio address, extended the definition of family leave to federal employees to try to keep creating opportunities for more stimulation and attachment.

Q: Are you saying that women shouldn't work?

HRC: No, that's not what we're saying. Let me ask Dr. Hamburg if he wanted to say something, then we'll respond.

Dr. Hamburg: The Starting Points panel looked at this question about family leave and basically expressed a view similar to what Mrs. Clinton has just expressed and said that 3 months, which has become sort of the norm, is useful, that probably double that would be much better, as is done in most European countries. They recognize that there are a lot of questions about that, economic questions, management questions, as well as interpersonal relationships. They lay out in that report, some options for handling how you would get from here to there. They also, in the child care piece of the report, basically talk about the complementarity of care outside the home and inside the home. Care by the parents, and care by others, it is the same essential properties of what goes into good child care, whether it's the biological mother or not the biological mother, an initial stranger, whoever it is, on the basic problems of responsive care so you're really trying to get around the adequate contours of adequate care during the full span of time. Some of that at home, and some of it outside the home, typically today. We have to bear in mind as a practical matter, that over half of mothers are working, even with infants and toddlers, it's a revolutionary change, it's a very recent change historically. And I think we, as a nation, are still groping with how to deal with that kind of transformation. But, one of the things we have to consider is, can we work out a more time for one or both parents to be at home early on and be a better conjunction of what they do at home with what happens in child care settings outside the home.

Q: The question that I was going to ask originally was not so much directed at the middle class, but we know that most of the children in our country now are being born into poverty, we know that we have this explosion of teenage births and we know that most of these people have almost no resources to help them with anything. And I wondered whether that's been a cause of doing this research sort of suggests that there is a need for the government to offer some kind of help in terms of education, some kind of help in terms of care, I mean, or do you just say, well we are going to hope these media messages are getting to the 16 year old girls having the babies. The same medium that was sending out the messages to them not having the babies in the first place when they were 16?

Dr. Hamburg: Yeah, well I think that is a very fundamental question. Let's put it this way. It is certainly a national problem, not a federal government problem alone. Although the federal government just can't cop out. As I was saying before, the home approach of the Carnegie developmental strategy has been through these various panelists to find ways in which different institutions can play a part. The federal government is certainly a part of that. But I think we as a society have got to consider that. And I do believe your immediate coverage is essential to getting a serious thoughtful discussion about how we can meet these fundamental needs. The fact is that these young babies have to have a great deal of nurtureance, protection, the right kind of stimulation. The nature and the scope of the stimulation is very important. They have to begin to get the skills of language and even the skills of coping with adversity. All that comes in the first few years of life. Not finished, but it comes very importantly there and it is a big demand. It's a big care taking demand. And some how or other some set of people will have to meet those demands.

Otherwise, we're going to be turning out larger and larger numbers of people with shattered and empty lives and no prospects. That is a fact. I mean, it's just an empirical fact. And somehow or other we've got to meet those needs. What that says about what the federal government should do and what other institutions should do is wide open for public discussion and obviously the configuration of response is different in this country than it is in Western Europe.

HRC: Let me just follow up on that, and then Dr. Alexander wants to as well. There are lots of things that we know work, as effective interventions. One of the frustrating aspects of being involved in this field for many years is that we don't take what we know works and adequately implement it on a broader scale. Now one of the things that this whole research on the brain will demonstrate, throughout the next several weeks over a variety of settings, there will also be congressional hearings, there will also be a big tv special we have already had the Newsweek and the Time publications. And, in each of those there will be examples about what works, and the examples are not all uniformly cut from one mold. I think the television show that Rob Reiner is producing. . .

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HRC, cont.: young parents, to try and get the message across Rita that you are referring to. So they have a variety of strategies, other communities have adopted other ways of intervening such as home visitors, something I believe in strongly. You know one of the main reasons I was so supportive of the maternity stays in hospitals wasn't just for physical reasons, but to try to encourage more hospitals, HMO's, community groups to take that time when you've got a new mother - whether she's 16 or 40, and get somebody in there to talk to her and try to make a connection, and then sending people out, home visitors, visiting nurses, a concept used widely in western Europe. And we just have to acknowledge that there are certain kinds of investments that will save us money. If we invested on the front end in some of these early intervention strategies, I honestly believe we would not be spending so much money on prisons on mental health and drug abuse treatment and some of the other symptoms of the breakdown of this

development that we are trying to maximize. So what are trying to say is there is not one over-arching federal government solution -- that is not what any of us is advocating, but this is a national problem as Dr. Hamburg said, and there are potential national solutions that can be implemented at the local level, the private sector, not for profit, business, -- there are a lot of things that can be done that would work.

Q: Given the political and fiscal constraints Clinton has, what can Clinton do, other than making it easy for people to take time off without pay?

HRC: Well, I think that there are a number of things that the President and the Administration are trying to do that can make a difference and let me just mention a couple cause I believe they are important.

The early Head Start program that was passed in the first term and is now being implemented is really a very significant change -- you know we started Head Start in the 1960's when the best research we had was that we could really make a difference working with 4 and five year olds. Well, we know that if we could find a way to work with 0 to 3 year olds, we could make an even BIGGER impact... so starting in the first term we started putting resources in the early Head Start and we now have some model programs out there working. So that will give us, I hope, some information about how to intervene in this very important early stage. We've been working to increase the child care money available particularly to those coming off welfare and for those who are the working poor coming off of subsidies and we will have to look very closely about what is the quality of that child care and how we use those federal funds to leverage good child care.

When I was in Florida with Governor Lawton Chiles speaking at an advocacy week program that was put on for children issues - both of us made that point that the states now have this huge responsibility for child care -- so how can the federal government, through the research of people like Dr. Alexander who accumulates it - get that information out to the states so the states and the federal government can be partners in creating better quality child care.

So those are two things that are already ongoing that I hope this research can make a convincing case to members of congress and others that we need to be working on.

Q: So far, we've been talking about applying the research to solve existing problems [inaudible]. Given the explosion of information about the brain that you've been talking about, and the rapid pace, knowing more in the last 20 years than in all previous times, if we continue to learn about the brain at that pace and find effective ways to turn the research into policy, we are talking about a future generation of children that are like no other, because we will have learned ways to stimulate, and ways to get through to them, and ways to nurture them that could potentially be a huge break with the past. Or, are we really only learning things that our great grandmothers knew, and we'd forgotten some of that?

HRC: I think we have the capability, as we learn more about how people learn and how early we are capable of learning, of having a greater proportion of the population more capable than it has

ever been before. If we take advantage of the knowledge that we are acquiring. We are also probably going to learn how to provide that stimulation in a more effective way than we ever have done it before. But the basic things that we're talking about, learning, nurturing, caring, are probably nothing that different from what we thought from our grandmothers, and experienced from our grandmothers. What we're probably going to be capable of, is greater intellectual growth and stimulation that we've had in the past.

HRC: You know, I think that's a really interesting question because a lot of what science is now proven many parents and grandparents going on back kind of instinctively knew, but many others didn't. What makes that division? Why do some people, and even people who two generations ago were in impoverished conditions-- somehow the magic happens-- and through stimulation and encouragement of learning or whatever the combination of factors might be, they grow up to be parents who stimulate their own child. You know, my mother, as I write in my book, had no stimulation to speak up from her own parents. I mean, she was born to a 15 year old mother and a 17 year old father who were totally neglectful. Now, she had some other adults around her always through her life who did whatever one does to create the conditions for somebody to love learning and to love language and then to be able to pass it on to her own children. But if you had looked at her profile, of when she was born, you would have said, "well you know, destined to be kind of not very affective, not very successful".

You don't want to get to the point where we say that there's only one way of doing this because we know too much about human nature and we know too much about examples that defy our expectations to do that. But what we want to do is sort of increase the odds so that no matter who that child is, and who the parents of that child may be, in where in America, we are going to try to increase the odds of that child's God-given potential will be stimulated so that he or she can develop. And that is really what we are talking about. You know, a lot of people will just continue to do what their grandparents did and other adults will intervene where necessary to help out and to provide support for a child who might not get it from the parents. But we want to increase the odds so even more children will have that opportunity.

Q: Mrs. Clinton could you talk about how this conference fits in with your own attempt to define an agenda in a vision for what you're going to be doing in the second Clinton term?

HRC: It's just the same thing I've done for 25 years and that I am going to keep doing because I think these issues that we're talking about here today, and that I've tried to talk about concerning children and families, need to be on the forefront of the political agenda. They are not marginal issues, they are not issues that should be left to science or educators, or people who already have an existing interest in them. They ought to be in the forefront of our national debate because they, more than so much of what is talked about here in Washington, will determine the quality of life we have in our country. I think that there is a growing awareness of that. I've made a speech that some of you have heard on several occasions, where I put it in context of the '96 presidential election, because a lot of what the President talked about, leading up to that election, and during the campaign, was the stuff of how we live our life. And, it was part of his vision how together we can really change how we perceive our own possibilities, how we treat each other, how we live with one another, and most importantly, how we raise our children. I think,

initially, there were some who thought, 'What on earth does family leave or uniforms in schools or curfews or brain research have to do with a presidential campaign? That's not what we should be talking about.' And, I've tried to say, repeatedly, that there is an element of politics that has always been there and in some ways is more determinative as to how people feel about themselves and their country than the big macro issues that dominate political discourse.

And if you want to think about it in those terms, think about how those of us who have followed politics, who have been students of political science, we have talked often about real politic. You know, the relationships between nations and those are essential, I mean it's critical. You know we have a strong defense and an engaged foreign policy and that the big issues are dealt with. But, there's also what I call real life politic, 'how do we live our lives?' How do we maximize the opportunity for each child born in the United States to be successful in school, be an effective, functioning citizen? That's what I hear a lot about as I travel around the country, these sort of 'kitchen table' issues. And that's what I've been concerned about ever since I became interested in these issues many, many years ago. So this is a continuation of my own personal concern, but also of the President's understanding of what it's going to take to create our political life, and to keep our democracy going. David Hamburg has done as much work on this issue as he has on these others. Maybe, before we go on, you'd like to add something David.

Dr. Hamburg: I do think it's absolutely fundamental in the future of a democracy, that these issues be awfully well understood. There's been some tradition in the scientific community, of not talking to the public. To some degree, one of the worst charges you could make against a scientist 30 or 40 years ago, was that he was a 'popularizer'. I think Carl Sagan is a case in point. That was considered to be a bad thing to do. It just seems to me, if we're really serious about democracy, that it's just terribly important to have increasingly reliable methods for translating all this archaic stuff that goes on under Dr. Alexander's auspices, into language that everybody can understand.

Q: Inaudible. . . paid maternity leave. Dr. Hamburg has said that the average is 6 months, and that's because they get subsidized maternity leave, I mean is it because it's not really realistic, or because it really wouldn't make a difference?

HRC: Well, speaking just personally, not for the Administration, I think it's because people believe that in our current political climate, and given the characteristics that mark the American political character, that it's not realistic. We fought for 8 years to get unpaid leave for people who worked in employment settings of 50 or more, and that left out a huge number of people who are not even eligible for unpaid family leave. But, I think that, it was huge step forward for our country to adopt family leave legislation at all. And, what I'm hoping, is that over time, more and more business and political leaders will understand how it is in our long- term, and I would argue, medium and short term interest, to support family leave and eventually paid family leave for as many workers as economically feasible. I think it's a kind of horse and cart issue, we have to make the case and part of what this brain research is doing, I believe, is making the case of the importance of those years because then over time, we could make the case that if we're hoping to produce effective citizens and employees, we need to start where it starts, which is in those early years. And we need to make sure that parents have the supports they need to be

as fully engaged with their children as possible. [inaudible] Of course I'd be for it if it were feasible. If it were economically and politically feasible, though I don't know what the terms or the specifics, or the contours of it would be, but I think it's the kind of policy that would make it possible for many more parents to take time to become attached to their child early on and to do some of the work in stimulation in child care that they know their child needs.

Q: Mrs. Clinton, what would Hillary Rodham Clinton's five tips for stimulation be?

HRC: Besides reading and singing and talking, well, those are really important. I'll just tell you what I believe, and then I'll let the expert, Dr. Alexander chime in. The time spent, verbally, in a positive tone of voice, interacting with a baby, is time spent building those nerve cell connections called synapses, and that can be done in a lot of different ways. Some of the easiest ways are singing to a child, even if you have a terrible voice, sing until they know any better, I mean, Chelsea stopped me singing when she realized I couldn't sing. I can remember that day like it was yesterday. . . . I used to sing to her every single night, and when she was about 18 months old, she reached up, put her hand on my mouth and said 'no sing mommy'. Now, her father kept singing because he wasn't tone deaf.

Reading to a child, even if your not a good reader. I've visited lots of GED programs, welfare reform employment training programs, and I've urged the parents there, predominantly mothers, to read to their children. Often times, they'll say, well I'm not a good reader, and I'll say, before the age of three, your child doesn't know if you are a good reader. Hold the book, and tell a story. Just make sure it's the same story you tell, every time, holding the book, because the child will remember what the story is. I think that making up stories for a child is very stimulating.

Doing all those old fashioned games that again, parents and grandparents did, peek-a-boo games, the itsy bitsy spider game, all of that is not just some way to be engaged with your child, it really does stimulate brain growth. I think exposing your child to the out-of-doors, I mean taking your child outside and just pointing out the things that you see. Putting the child in the basket in the supermarket, and talking as you go down, pointing out what you see, I mean, there's so many opportunities that don't cost anything, that don't require you to go very far from home, that you can do, just within your own environment that will make the difference.

It is something to stress again, that it doesn't break down if you are a person who works outside the home, or inside the home, to get back to Helen's point, because as Dr. Alexander says, as a report that I write about in my book called Meaningful Differences says, you can be a terrifically engaged, stimulating parent staying home all day, or going to work and coming home. And you can be an unstimulating, depressed, uninvolved parent staying home all day, or going out to work all day. That is not the determinative criterion. It is what you do, and how you engage with that child, our attentiveness, and awareness of what your child needs, picking up the messages and signals that your own child sends you, that really determine the quality of your parenting. Let Dr. Alexander respond, too.

Dr. Alexander: Those sound like 5 pretty good ones to me. Just a couple things I might add, we have also learned from research, the importance of physical movement kinds of stimulation.

Whether it's swinging or tossing or interacting with a toy, whatever, so the physical movement kinds of stimulation are important. And any other just, close body contact. You never outgrow your need for hugs. And, the more, the better, and that kind of physical contact, is certainly important. From mother, father, anyone.

Q: Could somebody look at this data and say, 'gosh, I really should stay home for the first three years. I've always thought my thing would be to go out in the work world, but now I've changed my mind because of this data.' Would that be a reasonable conclusion?

HRC: Yes, I think that a person could draw that conclusion. And a person could also draw the conclusion that I don't need to stay home for the first three years of life an attentive involved parent, and that requires that I do the following things with my child. I think that we have to be careful not to send any sort of uniform, cookie - cutter, one size fits all message because parents come in all sizes, shapes, and experiences, so do babies. And I started out in my work years and years ago when I was in law school. And I saw so many different settings of parent - child interaction.

Let me just give you just two quick examples. I can remember working with Dr. Sally Province who was one of the early pioneers in the work of infant behavior. And she could look at a little infant interacting with her mother or her father and tell you so much about how those two people spend time together. And then she could help the parent understand what they were doing either right or wrong, because usually the only kids she saw were kids who were being under stimulated with some kind of presenting problem. And so often, you know, you hear from the mother this anguished voice: 'I'm with her all day. I do everything I think I'm supposed to do, but it just isn't working.' So that mother needed some help. She thought she was doing the right thing. She was home all day. Maybe that wasn't the right thing for that parent and that child. That there were some other strategies that were going to be workable.

On the other hand, you've got a lot of parents who need to work. They should not be made to feel any more guilt about their need to work and their child-rearing, than the society already puts on them. What they need to be given is some useful tips about how they can make sure they're the best parent they can be. And that includes looking for what makes good child care, because a lot of parents still don't know what it is that they want to find when they go into that child care center. Knowing what they can do with their child when they are at home, understanding this research. And so there's just a lot of different elements to this and I don't think that what would be a reasonable conclusion for one parent to draw, should then be generalized so that every parent should do this. I think we have to be much more thoughtful I how we approach this. David, were you going to say something?

Dr. Hamburg: Basically, the Starting Points panel looked at this in term of options, and it is certainly an option that ought to be preserved. It should in no way be discouraged for the mother, or by the way, the father. One of the things the Starting Points panel looked at to some extent was the issue of cooperation and the extent to which fathers are compensating for time now not being spent at home by mothers. The answer is not much so far, but maybe there's a little trend in that direction, with both parents involved as care givers. But in any case, that option of doing

it yourself at home to the extent you possibly can, is an option that ought to be preserved. Although realistically, the panel had to face the fact that in over half the cases, both parents are out working, and therefore, you simply have to come to terms with that reality as best you can, and, as Mrs. Clinton said, adopt an array of strategies that will meet different kinds of situations.

Q: We're not saying that women should necessarily stay at home, or not stay home or whatever, probably the other one biggest policy other than family leave that's affected a lot of young mothers, is the welfare bill that was signed last year which had the effect of making a lot of women who don't necessarily want to leave their homes, [inaudible], put them into child care. How is that consistent?

HRC: I've thought a lot about this Peter. I mean, I think this is a very fair question, and I can just sort of relate how I've thought about it. First of all, as Dr. Hamburg said, most women are now in the work force, even mothers of infants and toddlers. So there are a lot of women in minimum wage jobs, low paying jobs, working as hard as they can to either help supplement their husbands salaries, or as a single parent, being the sole support of their children. They are now coping with all of these challenges in how they raise their children. I have never understood or thought it was fair that those women would get themselves into the work world, do the best they can, while we would support other women to stay at home when the women in the work world didn't have that choice.

I think everybody who has to work to support themselves should be on the same playing field in the sense that everybody should have to be responsible and do their part for themselves. But, that doesn't answer what we're going to do with these millions of women coming off of welfare and into the work world. And I think there are a number of strategies that the states are developing, and the federal government is encouraging. One is to train some of these women to be child care workers. There is a shortage of quality child care, I would like to see a significant effort undertaken so that we could create more effective child care settings using the money that's in the welfare reform bill and the child care appropriations to help fund that kind of training and to find subsidies so that families can afford those subsidies. There are a lot of job opportunities in this field if it is seen as a priority.

Also, I think that all parents of any kind of economic background right now can use this information to be better parents. And so, the fact that welfare mothers are being encouraged, and then will be eventually required to seek work, should not be the determining factor in the quality of their parenting. Just like women who have worked have had to make the trade-offs and understand how to be the best parent possible while you work in the home and outside the home. These women will also have to face up to that, and it has been my experience in many years of working with and talking with women on welfare that there is a sense of pride and accomplishment which accompanies moving off of welfare, becoming self-sufficient--which is a very good message to send to children.

I mean, one of the results, and I'd like Dr. Alexander just to say a word about this, one of the results of the child care study which reinforces everything we know about child development is that a depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a

palace, has a detrimental effect on the quality of parenting and interaction with her child. And so we have to be more, we have to be more thoughtful about this. There have been many women on welfare who have done a terrific job raising their children against unbelievable odds. And there are those who have not. Just like in any zip code with the highest income in America, you can find mothers who have done a terrific job and those who have had problems. So what we are trying to do is to look at strategies and solutions and not point fingers and say, well, if you stay home, you're this, and if you go to work, you're that, and if you're poor, you're this, and if you're rich, you're that. Because so many of those characteristics in individual cases don't explain what's going on. Dr. Alexander, [inaudible]

Dr. Alexander: Yeah, the day care study looked particularly at the maternal-child relationship and mother-child interaction. The former at fifteen months of age and the latter at twenty-four and thirty-six months of age. In relation to the day care experience as well as to the home environment. As direct observations of the interactions between mother and child at home and in a laboratory setting as well as the day care environment. The study at fifteen months show that the day care environment had not, did not have a negative impact on [inaudible], the day care experience did not have a negative impact on the mother-child relationship as long as the mother-child relationship was good at home. And the governing factor really was the kind of interaction that the mother and the child had at home, not whether the child was in day care or not. Similarly, at twenty-four and thirty-six months, we looked at interactions with the mother and the child. And again the key factor was, as long as the day care quality was satisfactory, the governing factor was the interaction between the mother and the child at home. And whether the mother was passive, depressed, whatever. This is what had a negative impact on that interaction, not the day care situation.

?: I hate to do this but, we have only about five more minutes, so...Okay, Claire?

Q: Two questions. One is for Dr. Alexander and one is for Mrs. Clinton. I can't remember whether you discussed this in your book but what did you do when Chelsea was born. Were you working? Did you take a lot of time off? Was it a hard fast decision? And the other question is just, we've been talking a lot about mothers and children, I'm wondering if in all of the research it shows that, is that bond between a mother and a child more important than a father if the father is the primary care giver, does it have the same effect?

Dr. Alexander: Okay, we unfortunately don't have the answer to the father question yet. That's data that has been collected but not yet analyzed. So I wish I could answer that but I can't based on the data from the study. Sorry, we will have that.

HRC: took a four month leave and because I was a partner in a law firm, my compensation wasn't effected because at the end of the year, I mean I got my salary and then I got whatever of my percentage of the income I was due. So I didn't have the same issues. And one thing I have worked hard for was to make sure that leave was available, not only for lawyers, but for staff people and the like. And it is a very tough case to make in any kind of employment setting. Unpaid leave or paid leave, there are just so many economic considerations that people feel are controlling. And then there are also some sort of cultural considerations as well. My personal

experience was that nobody that I worked with would talk to me about the fact that I was pregnant. This was seventeen years ago and I just kept on getting bigger and bigger and bigger. And they kept averting their eyes and not dealing with it. And so there was never any discussion and there was no policy.

And so therefore after I had Chelsea, I just said well I'm going to take some time off. And they didn't know how to deal with it. And so they said, well alright, you know. And it was just kind of the way we backed into those decisions those days. And it has gotten better in many settings because at least there are policies and there is a sense of predictability and people can plan. But there is still this cultural existence to the idea of leave in our society. And there is still is, I think, this very strong sense that pregnant women and women with small babies shouldn't be at work anyway.

So maybe if we don't deal with it, we don't confront it, we'll kind of, by attrition, change the demographics. And of course, that overlooks all the single women who are supporting themselves and small children. And it overlooks women who have to work otherwise out of economic necessity. And it overlooks women who choose to work for the vast number of reasons that women like us around this table have chosen to work. So I think that we're kind of in one of those cultural limbos. And whenever Dr. Hamburg raises the point about how Western Europe or Canada or Japan and other countries that have leave and including paid leave deal with these issues, the response always comes back, oh, but they have ten percent unemployment, twelve percent unemployment. Their growth rate is down and all of that. But if you look at economic indicators solely and you don't look at costs associated with the economic choices that a society makes, you get a distorted picture.

And that's one of my arguments, about how we should start thinking about a much broader definition about what our investments of our country should be and what the costs that we are paying should be. I refer to a book in my book that a conservative, kind of economist observer named Edward Litwack (sp?), I think is his name, has written about turbo-charged capitalism. And he said you know, we in America seem to only look at the bottom line and we don't fully define the bottom line. And he gives an example. He said, you know, you can go to some countries and they have leave and they have this and they have that. And American business and American political leaders say, "oh my gosh, that's such a drag on the economy. That's so expensive. They have smaller, cheaper prisons. They have smaller, cheaper mental health and drug abuse loads." You know, you just kind of go down the list. And if we were honest with ourselves and if we really tally up what we spend for social costs that are preventable.

There will always be people that will have to go to prison. There will always be people who are socially and personally destructive. Human nature being what it is. But cutting the numbers of people who end up causing trouble for themselves or others, is a smart way to be thinking about where we, as a society, would like to end up, both socially and economically. I think that part of what I hope this research is going to cause people to be stimulated to discuss is different ways of evaluating our success as a nation. And if we do that, then I think we can be sensible in coming up with some solutions. You looked poised to say something, David?

Dr. Hamburg: The prevention, if you're talking about if you either pay now or you pay later, there are a number of studies. There is a new one, which I haven't seen but I've heard about, [inaudible], which you may associate with defense studies, correct me but they have now taken on domestic problems as well, that looks at what you get from this dollar invested in these zero to three interventions down the road. And there have been a variety of studies on that. And it always runs somewhere in the neighborhood of five or ten dollars saved down the road. We have defined these things in terms of the health care system, the education system, the prison system, whatever name you apply to it. There are a whole bunch of rotten outcomes that to a considerable extent can be prevented, even in the light of present knowledge and will be much more so with the research in the next ten, twenty years.

So we have to really think much harder about the whole approach of prevention, identifying major risk factors and how you can deal with those risk factors. In a way now, I guess that we've changed our behavior with respect to smoking. Nobody in medicine, hardly anybody thought that would happen when I was a medical student, but it's happened big time. It happened more in this country than in most other countries. So, I think that kind of thinking in terms of prevention and early investment for good outcomes is an important thing to do across the board.

HRC: I just want to end by saying that one of the responses to that, whenever I make the argument, is that, you know, it's too expensive, it's too interventionist, and it won't work. And that what we need to do is get back to a time when each individual was responsible for him or herself and each family was an island unto itself. And nobody needs any help from anybody else. And certainly not from the federal government.

And part of the reason I wrote my book was to make what I think is a common sense argument, which is that we are all in this together. Whether we like it or not. And when we think about ways of being helpful to each other, we don't have to think only in one way. You know, we have moved considerably from the idea that top-down, one size fits all, solutions are the way we should go. But we have not yet really accepted, I think, the evidence that is around us. That there are many strategies that do work, that if we spend a little money and a little time implementing, would have big pay-offs. And that certainly focusing on the individual and particularly on the individual parent and thinking what could we do as a society that would help maximize good parenting and better child outcomes. And if we thought like that, then yes, there might be some government programs.

But there would also be some things business would do and that there would be some things that the media would do on a regular basis, not a one shot deal, continuing, and there would be different ways schools would be organized and community groups would take a different look and have a different responsibility, certainly the health care system, starting with prenatal care but moving through the child's development would be thinking differently and organizing differently, and it wouldn't necessarily be more expensive. But, it would be different, and I guess that's part of what we hope this research will stimulate. That people will start to say to themselves, 'Is what we are doing, more likely than not, to increase the chances that parents and children will have more of a chance to be successful together?'

PRESS BRIEFING ON THE BRAIN CONFERENCE

APRIL 14, 1997

HRC: We are, this week, going to have a conference about the latest on brain development in young children and implications of that for every sector of society; starting with parents and family members, including educators, community leaders, political and business leaders, and the like. This is an issue that we believe has absolutely profound implications for how we view and treat our youngest children. And it certainly has such implications for how families perceive [inaudible] of their babies, and what it must mean, we hope, for them in terms of the parenting that goes on. But it also has implications, for the larger society, in terms of public policy grounds.

At the conference on Thursday, you'll be hearing from only a few of the experts and leaders in this field as well as people from various organizations that are attempting to implement what this research means for young children. We are fortunate to have two experts with us today, who have been involved in this research and the policy implications of it for many years, and will be speaking to that.

Dr. Alexander is the Director of the National Institute of Child Health, it is, I think fair to say, Dr. Alexander, the premier institution in the world for research into child development. It is a federal government agency, funded by the federal government, without which it would not exist, could not have done the ground-breaking work that has flowed from the years of investment in this kind of work. And Dr. Alexander is one of the members of a broad committee that has put together a report that you're getting an advance copy of, in the material in front of you, called 'Rethinking the Brain'. There's just an enormous amount of information in here that you'll get a chance, at least to review, later.

Dr. David Hamburg is the current President of the Carnegie Foundation, he's a psychologist [?], he started his career at the National Institute of Child Health and Development. He has served on the faculties of premier universities in our nation. He has been a leader in the effort to try to take what medicine and scientific research tells us, and put it into practice. Most recently, through his leadership at the Carnegie Corporation, he has been sounding the alarm, if you will, but also providing the data, about what we need to do for our youngest children. In your material also, you'll have a copy of the Carnegie Corporation's report called 'Starting Points', which I believe is one of the best explanations of this material for lay people, like me, that there is anywhere in the country.

Part of the reason why I'm so excited about this, and why I think it's so important, is that for so many years, I've worked on behalf of children's issues, and worked to take what scientists like Dr. Alexander and Dr. Hamburg have done, and put it into usable form for policy. It has been, I think, an ongoing challenge to try to take scientific research and translate it into usable form. When I wrote my book, 'It Takes A Village', it was shortly after 'The Bell Curve' had come out, and there was a lot of talk, and quite a bit of hype about 'The Bell Curve.' And the message of 'The Bell Curve' that was being translated by the media was that, you were born with whatever kind of brain you had, the capacity you had, and there wasn't much anybody could do to reshape

that intellectual potential. So, why spend all this time worrying about things like prenatal care and early childhood education. It was, in many ways, a very pessimistic message about human capacity that looked like it was all dressed up in science.

When I wrote my book, I deliberately wrote a chapter, which I've given you a copy of, that in the best way I knew how, and in as simple terms as I understood it, takes some of this scientific research, and explains why we are the result of both nature and nurture. The debate about are we the result of genetics or the environment should really be called a draw, we are the results of both. And, what we're finding out is how each is shaped and what we can do to try to maximize our potential development both by the environment and using the information that we have now from genetics.

I wrote this chapter saying that the bell curve is curve ball because I thought the implications of that message would be ultimately counter-productive both to parenting, because if parents believe that there is nothing they can do, that genetics is the primary motivating force of a child's development, than they would not be as engaged as a parent. And if the rest of us thought that it didn't make any difference what our public policy was, than we'd essentially be leaving parents to their own devices. While I'm grateful that my efforts were not a single, tiny voice, because shortly after that, Starting Points, and this cascade of research began. Research was just pouring out in ways that I think are going to be very hard to ignore.

We think there are some common sense steps that individuals and institutions can take, and we'll be laying some of those out on Thursday at the conference. Before the conference, on Wednesday, I'll be having a press event, announcing the extension of a program I've talked about before called 'Reach Out and Read', a Prescription for Reading program. To reach as many parents and adults as possible that reading to children, singing to children, all these old-fashioned ways that we used to relate to children are not only a good way to create a good feeling in children, to develop a warm relationship, but they actually build the brain of a child.

So with that, building the brain, I want to turn to our two experts to explain, far better than I, what all that means, and what we should be talking about. And those of you who report on big issues that affect the news everyday, might be thinking about this, which is not so easily understood to be as dramatic as it is, can have more impact on how we live, and what kind of country we have, and what kind of capacity our children have, than what passes for news on a day to day basis. So with that, I would like Dr. Hamburg to take the floor.

Dr. Hamburg: Thank you very much. From my background in biomedical research and education and patient care over many decades, with a boost coming from NIH in the 1950's, and stints on the faculties of Stanford and Harvard, I increasingly came to feel that it's very, very important, in a democracy, for people to understand very broadly, what is the latest, up to date, scientific information with respect to any important issue that affects peoples lives, as far as healthy child and adolescent development, education, getting a good start on life.

So, when I came to be President of the Carnegie Foundation, technically called the Carnegie Corporation in New York, because Andrew Carnegie ran out of names by the time he got to the

Foundation, but anyway, I felt that one of the main things we could do, would be to prepare from time to time, an intelligible, credible census on our knowledge of each phase of child and adolescent development. That is to look at the emerging scientific and professional consensus. What do we know about the essential requirements for healthy development in early childhood, middle childhood and early adolescence and later adolescence? So, I hoped, in my time, that we could cover the first two decades of life, in a reasonably systematic way. These [inaudible] were meant to be credible because they were based on the scientific research to the maximum extent possible. And also on community innovations that tried to put the knowledge to use for the benefit of children on a wide scale. And that they would be intelligible, because we would try and translate them from technical language to the language that would be meaningful to educated readers.

That's what we've tried to do with a series of reports, each of which is prepared by a distinguished body that's composed in the following way: About half are experts on the subject matter, albeit in different disciplines and backgrounds, and the remainder are from powerful sectors of the society that had a stake in the problem, or a reason to be concerned about it, even though they are not technically experts on the subject matter. People from business and from media, and from various other sectors of the society, the military and what not. They're carefully vetted and reviewed, these reports are, before they come out. There have been a series which we're trying to oppose now, they wanted to take it chronologically, the one on 0-3 is called Starting Points, and what we claim for it is that it has the most attractive picture of a baby on the cover as any of these. There's a little competition going between Time and Newsweek and Carnegie and the brain research report about who has the best picture of a baby on the cover. Aside from that, our Foundation has been very actively cooperating with all of these efforts to build public understanding of what the research says. The kind of thing coming out of Dr. Alexander's institute and other institutes around the world.

First of all, you get the facts straight, and then to try and consider what it might mean for parents and for community organizations. The way of structuring the problem in this developmental strategy, from conception through adolescence, is to ask what it is that people need to understand, to get the facts straight, and then to say, well, who could do something about that. Who could put that knowledge to use? And so we come to look at a set of pivotal institutions, sort of front line institutions, who everyday, have an impact, for better or for worse, on child development. That starts with the centers on strengthening families, but it also has to include the schools, in this case, early childhood education, pre-school schools, and it includes community organizations, including religious ones, it includes the media, whose impact, everyday, on parents and children, is very significant. Of course, it includes the health care system.

Surrounding that set of front-line institutions, are other, powerful institutions in society, that can make their job easier or harder. I mean by that, government at all levels, business, scientific community, various relevant professions. So, we're saying that it takes a village and then some, really the whole society, as a set of institutions that bear on child development, whether we like it or not, they do have that bearing. We've tried to ask, how can each institution strengthen it's contribution to health child development? That is the framework we used on the case of Starting Points. First we looked at, which came out just three years ago this month by the way, that

report looks at brain development, but it looks at the development of the whole child. The brain is a very important part of the child, and it looks at it from conception on up. It's a very dramatic time from development from just two cells, to a zillion cells in utero, and the transition from being in utero, to being outside and then the first human attachments which are the underpinnings for decent human relationships throughout the life span. And that fantastic exploratory curiosity which needs to be nurtured if you're going to look toward life-long learning. So, it's a very dramatic period, perhaps the most dramatic period, that 0-3.

We try to lay out what science has to say in an intelligible fashion, and then, we took four thrusts to try to make use of the knowledge for the benefit of children everywhere. One thrust has to do with preparation for responsible parenting. That is not only after pregnancy, but before pregnancy. We lay out a whole array of possibilities, ways in which people can be ready for responsible parenting. The second thrust is in health care, and primarily comprehensive prenatal care, and comprehensive primary care. We try to spell out how preparation for responsible parenting can be done, how comprehensive prenatal and primary health care can be done. The third thrust is on child care, early childhood education. What constitutes quality child care? How do you recognize it when you see it? How can quality be strengthened, and quality care made available throughout the country? It certainly is not at the present time. There is a new study on this from the NICHD released just last week. The fourth thrust of Starting Points is on community mobilization. That is the community, the village. How do you get the resources of decent, well meaning people, parents and community organizations, media and business in a community, coming together to assess what our needs are with respect to young children. And, how can we mobilize in this community to meet those needs? There are a lot of different ways of doing it all across the country.

My last point would be that although these four thrusts of making use of the knowledge are subject to evaluative research so we can tell what works for whom under what conditions, that's not always the case, evaluative research lags behind. You have to make the best judgement you can about what's the best set of measures to take. The thrust of it is to pool our strengths and share the burdens in communities to provide the necessary conditions for healthy childhood development to stimulate brain and other development in the most constructive ways.

There are working models around the country. We tried to evaluate the working models as best we could. We tried not to just stick with hypothetical ideals. 'Wouldn't it be nice if you could do so and so.' That can be useful but we tried to say, here are communities in which working models exist. For example, in which community organizations are reaching out to their families and young children in ways that get poor children taken care of better than we've done in the past. The many, many examples scattered all through Starting Points, we tend to put in boxes. It's all about taking the research, as it evolves, and trying to understand it, have it largely understood, and putting it to use for the larger benefit of children everywhere.

Dr. Alexander: Thank you. I'm going to talk primarily about research, and I do this from the perspective of a developmental pediatrician whose entire career has been at the National Institute of Child Health and Development at the National Institutes of Health. It's been my good fortune for the last ten years to serve as Director of that institute. Research is really the underpinning for

this conference. It's in recognition of the importance research, of what it's contributing, and what it's telling us, that has really been the impetus for this White House conference. The Carnegie Corporation has done an enormous service by bringing together this research and pointing out how important it is for public policy. What we're trying to do with this conference is give increased visibility and enhanced attention to the importance of what that research is telling us.

That research has largely been funded by the federal government, mainly through the National Institutes of Health. Research in other areas, such as transportation or the environment, is funded more by the private sector than by the government. Even research on adult health is funded 50/50 by the government and the private sector. When you get to research on children, the government is almost the only game in town. Probably 95% of the research on children, child health, their development, their education, justice issues, and so forth, is funded by the federal government. And the importance of that work to the Clinton Administration is evident by the increase in funding that research has received in the last four years. Most of the research that you're going to be hearing about at this conference on Thursday has been funded by various institutes of the NIH. Lots of it will be reporting on discoveries from the last 20 years, during which time we have learned more about the brain and it's development than all previous time put together.

Much of this research has policy implications. Some of it, unfortunately, is ignored by policy makers at the government level, but it's also often unknown by parents, by educators and others. It's important for us to be reaching all of those audiences with that information. The conference really focuses on the convergence of two areas of science. First is basic studies of the anatomy and physiology of brain development, and second is basic behavioral studies of child development. If we look at these behavioral studies, it's amazing what we've had to learn, and sometimes unlearn in what we thought was the case. For example, we thought that newborn babies couldn't see, and we have discovered that in fact they do see, and they see quite well. And in fact, within a few weeks, they're able to differentiate between their mothers' face and a strangers' face. We thought they couldn't hear very well, and we've found that is also incorrect. Within a very short time, babies are able to discriminate their mothers' voice from the voice of someone else. We thought that they were not able to feel pain, but in fact they do feel pain. They are able to experience emotion and show that in ways other than just crying. They learn very quickly, especially in the first three years.

Their positive or negative experience in the environment that provides stimulation to them is extremely important, and, in fact, there may be critical periods for particular stimuli to have occurred or they do not make particular gains in development. We've [inaudible] a critical period from animal research, it's not so clear in human studies, it may be more like prime times rather than critical periods, but it is an important concept for us to understand. We have also learned that stimulation children receive in their first three years is so important, that children that receive that stimulation do better in the long term than those who do not.

Now, what have we learned from brain studies that relates to this. What really gets people excited in this area is not only what we've learned, but what we've been able to see from our

studies of brain development. We can actually see the difference that environmental stimulation makes in brain development, physiologically and anatomically. The human is unique in the amount of brain development that occurs after birth. If you consider animals, I don't know how many of you have ever witnessed the birth of an animal like the horse, the birth process is pretty incredible. But what is absolutely mind boggling is that within 15-30 minutes, that horse is standing up, walking around, and within an hour or so it's trotting. It takes humans 5 months to sit up and 6-8 months to crawl, and 12 months to be able to walk. So, we're so different from the rest of the animal kingdom in the amount of development that occurs after birth.

It's an extremely important time. Much of this development occurs in the first three years of life. By age 3, the brain has reached 80% of its adult weight, compared to 20% or 25% of the child's overall weight being the portion of the adult. We have also learned that we are not born with all the nerve cells we will ever have. Some multiplication of nerve cells continues after birth, but the most important process is that of pruning of nerve cells, that is a selective loss, or selective dying off of nerve cells, and the ones that are stimulated are the ones that are maintained. The process after birth more than the process that involves nerve growth, is the process of proliferation of connections between the different nerve cells.

These connections are what's so important for our physical mobility, for our learning, for our memory, for emotional function, for basic bodily function. It is this proliferation of connections that you can actually see. And, you can tell the difference between an animal that's been placed in a stimulating environment, and one that has not, by the number of connections that develop, and the ways in which they are developed and maintained.

What we have learned from these studies is that this proliferation occurs in response to stimulation. The unstimulated animal, whether it's an intact animal or whether we use human tissue nerve cells in culture, develops far less of these connections that are so important, than the stimulated animal does. We have also learned that these connections are maintained in response to stimulation. It's important that not all of these connections are maintained. Like an apple tree that has too many branches for its healthy production of apples, the brain cells develop far more connections than they actually need. So there is a very active pruning process, much of which occurs in the first three years of life, that eliminates, selectively, some of these connections. The ones that are maintained, again, are the ones that tend to be stimulated. These connections then become the basis for facilitated action. Motor skills, speech, language and communication skills, emotional responses, memory skills, sensory skills, whatever.

It's also important to understand that 0-3 is time of the most rapid pruning that occurs at any time throughout life. We can develop, and do develop, more of these connections during a lifetime, and this is probably the basis of further physical training, memory development, and so forth. But, it's less easy to develop these after the first three years of life. That's the basic message I think you're going to hear from the neuroscientists that will be speaking at the conference on Thursday.

This information does, obviously, have some policy implications. First of all, it tells us that the ages of 0-3 are critical in child development, with life-long implications. Now, this isn't the only

important time, so parents can't sit back after they've made it to age three and relax from there on. Nor should they feel that if there wasn't maximum stimulation during this time, that the game's over. The game goes on. Obviously middle childhood, adolescence, are times of important developmental processes as well. But there is never again a time that this learning is as rapid and there is as great an opportunity as there is in those first three years of life.

The primary policy implications here are for parents. We often don't think that parents are policy makers or implementers, but they are. And the implication is that their interactions with and stimulation with their child is extremely important during this period of time. So most of their activities that relate to this children and much of the thrust of the conference is to get this message to parents. That their interaction with the child in the first three years of life is extremely important, the twig is bent early.

This also holds for care givers other than parents. It holds for grandparents, for baby sitters, for day care providers or whoever else is interacting with the child during that time. Now, just one word about day care. Mrs. Clinton made reference to the study of day care that was released just over a week ago by the National Institute for Child and Human Development, here at the Society for Research and Child Development meeting in Washington. Lots of press attention was paid to that story at the time, and I think it reflected the enormous interest and impact on American families that information has.

What that study showed was that the greatest influence by far, in a child's cognitive and language development, is the family and the home environment. There is no substitute for that. Day care did play a significant role, but it was a smaller role. Good quality day care had a positive impact, not a negative impact, and it was an add-on impact, if anything. Now, the policy here is that increased emphasis on the quality of the home environment is extremely important. Day care, even when good, is not a substitute, but it may well add-on to the impact of the home environment. The time that is sufficient for child development and stimulation in home in the evening is at least equal and greater in importance than the day care environment during the day outside the home.

It also emphasizes the need for that day care to be good quality. There's an opportunity for it to play an enriching and supplementary impact in child development above and beyond what is provided at home. And this holds whatever level of functioning the mother and family have. It also suggests the need for quality standards for day care and the importance of early Head Start types of programs in child development. I think these are the kinds of messages that you are going to get from the scientists who make presentations at the conference on Thursday. And I think that you'll enjoy attending that and the messages that they have provided in far greater detail and amplification than I've done in this short time.

HRC: Thank you Dr. Alexander. Well, one of the best examples we have recently of early stimulation is Tiger Woods' father putting a putty in his crib. He apparently didn't need neuroscience to do that but the results speak for themselves. And I hope that we are able through a concerted effort certainly using the media and every other means of communication to get these

messages out to parents, because as I point out in chapter of the book that I wrote, I've often in the past, and still do today run into parents who have not yet learned what Dr. Alexander was saying about what babies actually know and are capable of doing. So they will say to me when I say I bet you are having a good time talking to that baby in a quizzical voice the parent might respond "Why would I talk to her, she can't talk back?" And so we are not yet at a point where we have even conveyed this information to a critical majority of the parents in the United States and certainly around the world, I'd think you'd find it even at a smaller percentage.

So as both Dr. Alexander and Dr. Hamburg said our primary audience for this conference happens to be parents both because we think that what parents will do and can do is the most significant form of early stimulation. And also because we believe that educated parents, informed parents will be more likely to demand the kind of policy changes that influence quality child care, adequate pre-school education and all of the other issues that will help to supplement their efforts in their own homes. So with that, we'd love to throw it open.

Q: . . . assume that the earliest childhood development conference, you know within this to age period, maybe up to 5?

Dr. ?: I think that we've often believe that was an extremely important period of life. What we have now is reinforcement of that concept both from the behavioral sciences area and then the neural sciences area. We can document anatomically, the importance for brain development of what happens to the child during those years.

Q: What do you see, do you see an enhanced government role in this issue? and if so what are some of the things that . .

HRC: Well Rita, I think that's the really challenging question for those of us who believe there is a reason for bringing the entire community to awareness to support parents and family. Let me just mention a few things that I think should be looked at more closely.

If we believe that the home environment is the most important influence in this early stimulation and as the research shows and as common sense would suggest. Then what does that say for something like Family Leave? Don't we want there to be an opportunity for mothers and so far as possible, fathers to have the time to really spend in those early months connecting with that new baby. One of the interesting findings from the research on child care that came out a little over a week ago is how when children are put into care at a very age, there does seem to be some weakening of the bond between the mother and the child. So that if you're a working mother, and you are told you have to go back to work at two weeks as so many women in our country are, how do you emotionally prepare yourself for that kind of separation?

Well, one of the things I think, and this is not from the research, this is my personal observation and opinion. I think you have to in a sense emotionally distance yourself from that baby in order to deal with the feelings that are created as you drop that child off at whatever substitute care setting is available to you. We now know that leads to a weakening of the interaction between the mother and the child. I mean, if you have to steal yourself day after day to drop your baby

off as you go back to punch the clock or work at the computer or whatever your allowable leave has been. Then, you may be creating a situation, albeit unknowingly in our society where we have large numbers of parents who are less engaged because they don't get to spend the time with their children, than is best for the child, and is best, I would argue, for society, by creating more engaged, stimulated, effective youngsters. So, that's just one area that I think this research, perhaps, is going to cause us to review, the relationship between family leave and the impact on children in those early years. The President, on Saturday, in his radio address, extended the definition of family leave to federal employees to try to keep creating opportunities for more stimulation and attachment.

Q: Are you saying that women shouldn't work?

HRC: No, that's not what we're saying. Let me ask Dr. Hamburg if he wanted to say something, then we'll respond.

Dr. Hamburg: The Starting Points panel looked at this question about family leave and basically expressed a view similar to what Mrs. Clinton has just expressed and said that 3 months, which has become sort of the norm, is useful, that probably double that would be much better, as is done in most European countries. They recognize that there are a lot of questions about that, economic questions, management questions, as well as interpersonal relationships. They lay out in that report, some options for handling how you would get from here to there. They also, in the child care piece of the report, basically talk about the complementarity of care outside the home and inside the home. Care by the parents, and care by others, it is the same essential properties of what goes into good child care, whether it's the biological mother or not the biological mother, an initial stranger, whoever it is, on the basic problems of responsive care so you're really trying to get around the adequate contours of adequate care during the full span of time. Some of that at home, and some of it outside the home, typically today. We have to bear in mind as a practical matter, that over half of mothers are working, even with infants and toddlers, it's a revolutionary change, it's a very recent change historically. And I think we, as a nation, are still groping with how to deal with that kind of transformation. But, one of the things we have to consider is, can we work out a more time for one or both parents to be at home early on and be a better conjunction of what they do at home with what happens in child care settings outside the home.

Q: The question that I was going to ask originally was not so much directed at the middle class, but we know that most of the children in our country now are being born into poverty, we know that we have this explosion of teenage births and we know that most of these people have almost no resources to help them with anything. And I wondered whether that've been a cause of doing this research sort of suggests that there is a need for the government to offer some kind of help in terms of education, some kind of help in terms of care, I mean, or do you just say, well we are going to hope these media messages are getting to the 16 year old girls having the babies. The same medium that was sending out the messages to them not having the babies in the first place when they were 16?

Dr. Hamburg: Yeah, well I think that is a very fundamental question. Let's put it this way. It is certainly a national problem, not a federal government problem alone. Although the federal government just can't cop out. As I was saying before, the home approach of the Carnegie developmental strategy has been through these various panelists to find ways in which different institutions can play a part. The federal government is certainly a part of that. But I think we as a society have got to consider that. And I do believe your immediate coverage is essential to getting a serious thoughtful discussion about how we can meet these fundamental needs. The fact is that these young babies have to have a great deal of nurtureance, protection, the right kind of stimulation. The nature and the scope of the stimulation is very important. They have to begin to get the skills of language and even the skills of coping with adversity. All that comes in the first few years of life. Not finished, but it comes very importantly there and it is a big demand. It's a big care taking demand. And some how or other some set of people will have to meet those demands.

Otherwise, we're going to be turning out larger and larger numbers of people with shattered and empty lives and no prospects. That is a fact. I mean, it's just an empirical fact. And somehow or other we've got to meet those needs. What that says about what the federal government should do and what other institutions should do is wide open for public discussion and obviously the configuration of response is different in this country than it is in Western Europe.

HRC: Let me just follow up on that, and then Dr. Alexander wants to as well. There are lots of things that we know work, as effective interventions. One of the frustrating aspects of being involved in this field for many years is that we don't take what we know works and adequately implement it on a broader scale. Now one of the things that this whole research on the brain will demonstrate, throughout the next several weeks over a variety of settings, there will also be congressional hearings, there will also be a big tv special we have already had the Newsweek and the Time publications. And, in each of those there will be examples about what works, and the examples are not all uniformly cut from one mold. I think the television show that Rob Reiner is producing. . .

END OF SIDE A

SIDE B

HRC, cont.: young parents, to try and get the message across Rita that you are referring to. So they have a variety of strategies, other communities have adopted other ways of intervening such as home visitors, something I believe in strongly. You know one of the main reasons I was so supportive of the maternity stays in hospitals wasn't just for physical reasons, but to try to encourage more hospitals, HMO's, community groups to take that time when you've got a new mother - whether she's 16 or 40, and get somebody in there to talk to her and try to make a connection, and then sending people out, home visitors, visiting nurses, a concept used widely in western Europe. And we just have to acknowledge that there are certain kinds of investments that will save us money. If we invested on the front end in some of these early intervention strategies, I honestly believe we would not be spending so much money on prisons on mental health and drug abuse treatment and some of the other symptoms of the breakdown of this

development that we are trying to maximize. So what are trying to say is there is not one over-arching federal government solution -- that is not what any of us is advocating, but this is a national problem as Dr. Hamburg said, and there are potential national solutions that can be implemented at the local level, the private sector, not for profit, business, -- there are a lot of things that can be done that would work.

Q: Given the political and fiscal constraints Clinton has, what can Clinton do, other than making it easy for people to take time off without pay?

HRC: Well, I think that there are a number of things that the President and the Administration are trying to do that can make a difference and let me just mention a couple cause I believe they are important.

The early Head Start program that was passed in the first term and is now being implemented is really a very significant change -- you know we started Head Start in the 1960's when the best research we had was that we could really make a difference working with 4 and five year olds. Well, we know that if we could find a way to work with 0 to 3 year olds, we could make an even BIGGER impact... so starting in the first term we started putting resources in the early Head Start and we now have some model programs out there working. So that will give us, I hope, some information about how to intervene in this very important early stage. We've been working to increase the child care money available particularly to those coming off welfare and for those who are the working poor coming off of subsidies and we will have to look very closely about what is the quality of that child care and how we use those federal funds to leverage good child care.

When I was in Florida with Governor Lawton Chiles speaking at an advocacy week program that was put on for children issues - both of us made that point that the states now have this huge responsibility for child care -- so how can the federal government, through the research of people like Dr. Alexander who accumulates it - get that information out to the states so the states and the federal government can be partners in creating better quality child care.

So those are two things that are already ongoing that I hope this research can make a convincing case to members of congress and others that we need to be working on.

Q: So far, we've been talking about applying the research to solve existing problems [inaudible]. Given the explosion of information about the brain that you've been talking about, and the rapid pace, knowing more in the last 20 years than in all previous times, if we continue to learn about the brain at that pace and find effective ways to turn the research into policy, we are talking about a future generation of children that are like no other, because we will have learned ways to stimulate, and ways to get through to them, and ways to nurture them that could potentially be a huge break with the past. Or, are we really only learning things that our great grandmothers knew, and we'd forgotten some of that?

HRC: I think we have the capability, as we learn more about how people learn and how early we are capable of learning, of having a greater proportion of the population more capable than it has

ever been before. If we take advantage of the knowledge that we are acquiring. We are also probably going to learn how to provide that stimulation in a more effective way than we ever have done it before. But the basic things that we're talking about, learning, nurturing, caring, are probably nothing that different from what we thought from our grandmothers, and experienced from our grandmothers. What we're probably going to be capable of, is greater intellectual growth and stimulation that we've had in the past.

HRC: You know, I think that's a really interesting question because a lot of what science is now proven many parents and grandparents going on back kind of instinctively knew, but many others didn't. What makes that division? Why do some people, and even people who two generations ago were in impoverished conditions-- somehow the magic happens-- and through stimulation and encouragement of learning or whatever the combination of factors might be, they grow up to be parents who stimulate their own child. You know, my mother, as I write in my book, had no stimulation to speak up from her own parents. I mean, she was born to a 15 year old mother and a 17 year old father who were totally neglectful. Now, she had some other adults around her always through her life who did whatever one does to create the conditions for somebody to love learning and to love language and then to be able to pass it on to her own children. But if you had looked at her profile, of when she was born, you would have said, "well you know, destined to be kind of not very affective, not very successful".

You don't want to get to the point where we say that there's only one way of doing this because we know too much about human nature and we know too much about examples that defy our expectations to do that. But what we want to do is sort of increase the odds so that no matter who that child is, and who the parents of that child may be, in where in America, we are going to try to increase the odds of that child's God-given potential will be stimulated so that he or she can develop. And that is really what we are talking about. You know, a lot of people will just continue to do what their grandparents did and other adults will intervene where necessary to help out and to provide support for a child who might not get it from the parents. But we want to increase the odds so even more children will have that opportunity.

Q: Mrs. Clinton could you talk about how this conference fits in with your own attempt to define an agenda in a vision for what you're going to be doing in the second Clinton term?

HRC: It's just the same thing I've done for 25 years and that I am going to keep doing because I think these issues that we're talking about here today, and that I've tried to talk about concerning children and families, need to be on the forefront of the political agenda. They are not marginal issues, they are not issues that should be left to science or educators, or people who already have an existing interest in them. They ought to be in the forefront of our national debate because they, more than so much of what is talked about here in Washington, will determine the quality of life we have in our country. I think that there is a growing awareness of that. I've made a speech that some of you have heard on several occasions, where I put it in context of the '96 presidential election, because a lot of what the President talked about, leading up to that election, and during the campaign, was the stuff of how we live our life. And, it was part of his vision how together we can really change how we perceive our own possibilities, how we treat each other, how we live with one another, and most importantly, how we raise our children. I think,

initially, there were some who thought, 'What on earth does family leave or uniforms in schools or curfews or brain research have to do with a presidential campaign? That's not what we should be talking about.' And, I've tried to say, repeatedly, that there is an element of politics that has always been there and in some ways is more determinative as to how people feel about themselves and their country than the big macro issues that dominate political discourse.

And if you want to think about it in those terms, think about how those of us who have followed politics, who have been students of political science, we have talked often about real politic. You know, the relationships between nations and those are essential, I mean it's critical. You know we have a strong defense and an engaged foreign policy and that the big issues are dealt with. But, there's also what I call real life politic, 'how do we live our lives?' How do we maximize the opportunity for each child born in the United States to be successful in school, be an effective, functioning citizen? That's what I hear a lot about as I travel around the country, these sort of 'kitchen table' issues. And that's what I've been concerned about ever since I became interested in these issues many, many years ago. So this is a continuation of my own personal concern, but also of the President's understanding of what it's going to take to create our political life, and to keep our democracy going. David Hamburg has done as much work on this issue as he has on these others. Maybe, before we go on, you'd like to add something David.

Dr. Hamburg: I do think it's absolutely fundamental in the future of a democracy, that these issues be awfully well understood. There's been some tradition in the scientific community, of not talking to the public. To some degree, one of the worst charges you could make against a scientist 30 or 40 years ago, was that he was a 'popularizer'. I think Carl Sagan is a case in point. That was considered to be a bad thing to do. It just seems to me, if we're really serious about democracy, that it's just terribly important to have increasingly reliable methods for translating all this archaic stuff that goes on under Dr. Alexander's auspices, into language that everybody can understand.

Q: Inaudible. . . paid maternity leave. Dr. Hamburg has said that the average is 6 months, and that's because they get subsidized maternity leave, I mean is it because it's not really realistic, or because it really wouldn't make a difference?

HRC: Well, speaking just personally, not for the Administration, I think it's because people believe that in our current political climate, and given the characteristics that mark the American political character, that it's not realistic. We fought for 8 years to get unpaid leave for people who worked in employment settings of 50 or more, and that left out a huge number of people who are not even eligible for unpaid family leave. But, I think that, it was huge step forward for our country to adopt family leave legislation at all. And, what I'm hoping, is that over time, more and more business and political leaders will understand how it is in our long- term, and I would argue, medium and short term interest, to support family leave and eventually paid family leave for as many workers as economically feasible. I think it's a kind of horse and cart issue, we have to make the case and part of what this brain research is doing, I believe, is making the case of the importance of those years because then over time, we could make the case that if we're hoping to produce effective citizens and employees, we need to start where it starts, which is in those early years. And we need to make sure that parents have the supports they need to be

as fully engaged with their children as possible. [inaudible] Of course I'd be for it if it were feasible. If it were economically and politically feasible, though I don't know what the terms or the specifics, or the contours of it would be, but I think it's the kind of policy that would make it possible for many more parents to take time to become attached to their child early on and to do some of the work in stimulation in child care that they know their child needs.

Q: Mrs. Clinton, what would Hillary Rodham Clinton's five tips for stimulation be?

HRC: Besides reading and singing and talking, well, those are really important. I'll just tell you what I believe, and then I'll let the expert, Dr. Alexander chime in. The time spent, verbally, in a positive tone of voice, interacting with a baby, is time spent building those nerve cell connections called synapses, and that can be done in a lot of different ways. Some of the easiest ways are singing to a child, even if you have a terrible voice, sing until they know any better, I mean, Chelsea stopped me singing when she realized I couldn't sing. I can remember that day like it was yesterday. . . . I used to sing to her every single night, and when she was about 18 months old, she reached up, put her hand on my mouth and said 'no sing mommy'. Now, her father kept singing because he wasn't tone deaf.

Reading to a child, even if your not a good reader. I've visited lots of GED programs, welfare reform employment training programs, and I've urged the parents there, predominantly mothers, to read to their children. Often times, they'll say, well I'm not a good reader, and I'll say, before the age of three, your child doesn't know if you are a good reader. Hold the book, and tell a story. Just make sure it's the same story you tell, every time, holding the book, because the child will remember what the story is. I think that making up stories for a child is very stimulating.

Doing all those old fashioned games that again, parents and grandparents did, peek-a-boo games, the itsy bitsy spider game, all of that is not just some way to be engaged with your child, it really does stimulate brain growth. I think exposing your child to the out-of-doors, I mean taking your child outside and just pointing out the things that you see. Putting the child in the basket in the supermarket, and talking as you go down, pointing out what you see, I mean, there's so many opportunities that don't cost anything, that don't require you to go very far from home, that you can do, just within your own environment that will make the difference.

It is something to stress again, that it doesn't break down if you are a person who works outside the home, or inside the home, to get back to Helen's point, because as Dr. Alexander says, as a report that I write about in my book called Meaningful Differences says, you can be a terrifically engaged, stimulating parent staying home all day, or going to work and coming home. And you can be an unstimulating, depressed, uninvolved parent staying home all day, or going out to work all day. That is not the determinative criterion. It is what you do, and how you engage with that child, our attentiveness, and awareness of what your child needs, picking up the messages and signals that your own child sends you, that really determine the quality of your parenting. Let Dr. Alexander respond, too.

Dr. Alexander: Those sound like 5 pretty good ones to me. Just a couple things I might add, we have also learned from research, the importance of physical movement kinds of stimulation.

Whether it's swinging or tossing or interacting with a toy, whatever, so the physical movement kinds of stimulation are important. And any other just, close body contact. You never outgrow your need for hugs. And, the more, the better, and that kind of physical contact, is certainly important. From mother, father, anyone.

Q: Could somebody look at this data and say, 'gosh, I really should stay home for the first three years. I've always thought my thing would be to go out in the work world, but now I've changed my mind because of this data.' Would that be a reasonable conclusion?

HRC: Yes, I think that a person could draw that conclusion. And a person could also draw the conclusion that I don't need to stay home for the first three years of life an attentive involved parent, and that requires that I do the following things with my child. I think that we have to be careful not to send any sort of uniform, cookie - cutter, one size fits all message because parents come in all sizes, shapes, and experiences, so do babies. And I started out in my work years and years ago when I was in law school. And I saw so many different settings of parent - child interaction.

Let me just give you just two quick examples. I can remember working with Dr. Sally Province who was one of the early pioneers in the work of infant behavior. And she could look at a little infant interacting with her mother or her father and tell you so much about how those two people spend time together. And then she could help the parent understand what they were doing either right or wrong, because usually the only kids she saw were kids who were being under stimulated with some kind of presenting problem. And so often, you know, you hear from the mother this anguished voice: 'I'm with her all day. I do everything I think I'm supposed to do, but it just isn't working.' So that mother needed some help. She thought she was doing the right thing. She was home all day. Maybe that wasn't the right thing for that parent and that child. That there were some other strategies that were going to be workable.

On the other hand, you've got a lot of parents who need to work. They should not be made to feel any more guilt about their need to work and their child-rearing, than the society already puts on them. What they need to be given is some useful tips about how they can make sure they're the best parent they can be. And that includes looking for what makes good child care, because a lot of parents still don't know what it is that they want to find when they go into that child care center. Knowing what they can do with their child when they are at home, understanding this research. And so there's just a lot of different elements to this and I don't think that what would be a reasonable conclusion for one parent to draw, should then be generalized so that every parent should do this. I think we have to be much more thoughtful I how we approach this. David, were you going to say something?

Dr. Hamburg: Basically, the Starting Points panel looked at this in term of options, and it is certainly an option that ought to be preserved. It should in no way be discouraged for the mother, or by the way, the father. One of the things the Starting Points panel looked at to some extent was the issue of cooperation and the extent to which fathers are compensating for time now not being spent at home by mothers. The answer is not much so far, but maybe there's a little trend in that direction, with both parents involved as care givers. But in any case, that option of doing

it yourself at home to the extent you possibly can, is an option that ought to be preserved. Although realistically, the panel had to face the fact that in over half the cases, both parents are out working, and therefore, you simply have to come to terms with that reality as best you can, and, as Mrs. Clinton said, adopt an array of strategies that will meet different kinds of situations.

Q: We're not saying that women should necessarily stay at home, or not stay home or whatever, probably the other one biggest policy other than family leave that's affected a lot of young mothers, is the welfare bill that was signed last year which had the effect of making a lot of women who don't necessarily want to leave their homes, [inaudible], put them into child care. How is that consistent?

HRC: I've thought a lot about this Peter. I mean, I think this is a very fair question, and I can just sort of relate how I've thought about it. First of all, as Dr. Hamburg said, most women are now in the work force, even mothers of infants and toddlers. So there are a lot of women in minimum wage jobs, low paying jobs, working as hard as they can to either help supplement their husbands salaries, or as a single parent, being the sole support of their children. They are now coping with all of these challenges in how they raise their children. I have never understood or thought it was fair that those women would get themselves into the work world, do the best they can, while we would support other women to stay at home when the women in the work world didn't have that choice.

I think everybody who has to work to support themselves should be on the same playing field in the sense that everybody should have to be responsible and do their part for themselves. But, that doesn't answer what we're going to do with these millions of women coming off of welfare an into the work world. And I think there are a number of strategies that the states are developing, and the federal government is encouraging. One is to train some of these women to be child care workers. There is a shortage of quality child care, I would like to see a significant effort undertaken so that we could create more effective child care settings using the money that's in the welfare reform bill and the child care appropriations to help fund that kind of training and to find subsidies so that families can afford those subsidies. There are a lot of job opportunities in this field if it is seen as a priority.

Also, I think that all parents of any kind of economic background right now can use this information to be better parents. And so, the fact that welfare mothers are being encouraged, and then will be eventually required to seek work, should not be the determining factor in the quality of their parenting. Just like women who have worked have had to make the trade-offs and understand how to be the best parent possible while you work in the home and outside the home. These women will also have to face up to that, and it has been my experience in many years of working with and talking with women on welfare that there is a sense of pride and accomplishment which accompanies moving off of welfare, becoming self-sufficient--which is a very good message to send to children.

I mean, one of the results, and I'd like Dr. Alexander just to say a word about this, one of the results of the child care study which reinforces everything we know about child development is that a depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a

palace, has a detrimental effect on the quality of parenting and interaction with her child. And so we have to be more, we have to be more thoughtful about this. There have been many women on welfare who have done a terrific job raising their children against unbelievable odds. And there are those who have not. Just like in any zip code with the highest income in America, you can find mothers who have done a terrific job and those who have had problems. So what we are trying to do is to look at strategies and solutions and not point fingers and say, well, if you stay home, you're this, and if you go to work, you're that, and if you're poor, you're this, and if you're rich, you're that. Because so many of those characteristics in individual cases don't explain what's going on. Dr. Alexander, [inaudible]

Dr. Alexander: Yeah, the day care study looked particularly at the maternal-child relationship and mother-child interaction. The former at fifteen months of age and the latter at twenty-four and thirty-six months of age. In relation to the day care experience as well as to the home environment. As direct observations of the interactions between mother and child at home and in a laboratory setting as well as the day care environment. The study at fifteen months show that the day care environment had not, did not have a negative impact on [inaudible], the day care experience did not have a negative impact on the mother-child relationship as long as the mother-child relationship was good at home. And the governing factor really was the kind of interaction that the mother and the child had at home, not whether the child was in day care or not. Similarly, at twenty-four and thirty-six months, we looked at interactions with the mother and the child. And again the key factor was, as long as the day care quality was satisfactory, the governing factor was the interaction between the mother and the child at home. And whether the mother was passive, depressed, whatever. This is what had a negative impact on that interaction, not the day care situation.

?: I hate to do this but, we have only about five more minutes, so...Okay, Claire?

Q: Two questions. One is for Dr. Alexander and one is for Mrs. Clinton. I can't remember whether you discussed this in your book but what did you do when Chelsea was born. Were you working? Did you take a lot of time off? Was it a hard fast decision? And the other question is just, we've been talking a lot about mothers and children, I'm wondering if in all of the research it shows that, is that bond between a mother and a child more important than a father if the father is the primary care giver, does it have the same effect?

Dr. Alexander: Okay, we unfortunately don't have the answer to the father question yet. That's data that has been collected but not yet analyzed. So I wish I could answer that but I can't based on the data from the study. Sorry, we will have that.

HRC: took a four month leave and because I was a partner in a law firm, my compensation wasn't effected because at the end of the year, I mean I got my salary and then I got whatever of my percentage of the income I was due. So I didn't have the same issues. And one thing I have worked hard for was to make sure that leave was available, not only for lawyers, but for staff people and the like. And it is a very tough case to make in any kind of employment setting. Unpaid leave or paid leave, there are just so many economic considerations that people feel are controlling. And then there are also some sort of cultural considerations as well. My personal

experience was that nobody that I worked with would talk to me about the fact that I was pregnant. This was seventeen years ago and I just kept on getting bigger and bigger and bigger. And they kept averting their eyes and not dealing with it. And so there was never any discussion and there was no policy.

And so therefore after I had Chelsea, I just said well I'm going to take some time off. And they didn't know how to deal with it. And so they said, well alright, you know. And it was just kind of the way we backed into those decisions those days. And it has gotten better in many settings because at least there are policies and there is a sense of predictability and people can plan. But there is still this cultural existence to the idea of leave in our society. And there is still is, I think, this very strong sense that pregnant women and women with small babies shouldn't be at work anyway.

So maybe if we don't deal with it, we don't confront it, we'll kind of, by attrition, change the demographics. And of course, that overlooks all the single women who are supporting themselves and small children. And it overlooks women who have to work otherwise out of economic necessity. And it overlooks women who choose to work for the vast number of reasons that women like us around this table have chosen to work. So I think that we're kind of in one of those cultural limbos. And whenever Dr. Hamburg raises the point about how Western Europe or Canada or Japan and other countries that have leave and including paid leave deal with these issues, the response always comes back, oh, but they have ten percent unemployment, twelve percent unemployment. Their growth rate is down and all of that. But if you look at economic indicators solely and you don't look at costs associated with the economic choices that a society makes, you get a distorted picture.

And that's one of my arguments, about how we should start thinking about a much broader definition about what our investments of our country should be and what the costs that we are paying should be. I refer to a book in my book that a conservative, kind of economist observer named Edward Litwack (sp?), I think is his name, has written about turbo-charged capitalism. And he said you know, we in America seem to only look at the bottom line and we don't fully define the bottom line. And he gives an example. He said, you know, you can go to some countries and they have leave and they have this and they have that. And American business and American political leaders say, "oh my gosh, that's such a drag on the economy. That's so expensive. They have smaller, cheaper prisons. They have smaller, cheaper mental health and drug abuse loads." You know, you just kind of go down the list. And if we were honest with ourselves and if we really tally up what we spend for social costs that are preventable.

There will always be people that will have to go to prison. There will always be people who are socially and personally destructive. Human nature being what it is. But cutting the numbers of people who end up causing trouble for themselves or others, is a smart way to be thinking about where we, as a society, would like to end up, both socially and economically. I think that part of what I hope this research is going to cause people to be stimulated to discuss is different ways of evaluating our success as a nation. And if we do that, then I think we can be sensible in coming up with some solutions. You looked poised to say something, David?

Dr. Hamburg: The prevention, if you're talking about if you either pay now or you pay later, there are a number of studies. There is a new one, which I haven't seen but I've heard about, [inaudible], which you may associate with defense studies, correct me but they have now taken on domestic problems as well, that looks at what you get from this dollar invested in these zero to three interventions down the road. And there have been a variety of studies on that. And it always runs somewhere in the neighborhood of five or ten dollars saved down the road. We have defined these things in terms of the health care system, the education system, the prison system, whatever name you apply to it. There are a whole bunch of rotten outcomes that to a considerable extent can be prevented, even in the light of present knowledge and will be much more so with the research in the next ten, twenty years.

So we have to really think much harder about the whole approach of prevention, identifying major risk factors and how you can deal with those risk factors. In a way now, I guess that we've changed our behavior with respect to smoking. Nobody in medicine, hardly anybody thought that would happen when I was a medical student, but it's happened big time. It happened more in this country than in most other countries. So, I think that kind of thinking in terms of prevention and early investment for good outcomes is an important thing to do across the board.

HRC: I just want to end by saying that one of the responses to that, whenever I make the argument, is that, you know, it's too expensive, it's too interventionist, and it won't work. And that what we need to do is get back to a time when each individual was responsible for him or herself and each family was an island onto itself. And nobody needs any help from anybody else. And certainly not from the federal government.

And part of the reason I wrote my book was to make what I think is a common sense argument, which is that we are all in this together. Whether we like it or not. And when we think about ways of being helpful to each other, we don't have to think only in one way. You know, we have moved considerably from the idea that top-down, one size fits all, solutions are the way we should go. But we have not yet really accepted, I think, the evidence that is around us. That there are many strategies that do work, that if we spend a little money and a little time implementing, would have big pay-offs. And that certainly focusing on the individual and particularly on the individual parent and thinking what could we do as a society that would help maximize good parenting and better child outcomes. And if we thought like that, then yes, there might be some government programs.

But there would also be some things business would do and that there would be some things that the media would do on a regular basis, not a one shot deal, continuing, and there would be different ways schools would be organized and community groups would take a different look and have a different responsibility, certainly the health care system, starting with prenatal care but moving through the child's development would be thinking differently and organizing differently, and it wouldn't necessarily be more expensive. But, it would be different, and I guess that's part of what we hope this research will stimulate. That people will start to say to themselves, 'Is what we are doing, more likely than not, to increase the chances that parents and children will have more of a chance to be successful together?'

THE WHITE HOUSE AT WORK:**Monday, April 21, 1997****TODAY: VICE PRESIDENT ANNOUNCES NEW EXECUTIVE ORDER TO PROTECT CHILDREN'S HEALTH**

Today at National Children's Hospital in DC, Vice President Gore announced an Executive Order to reduce environmental health and safety risks to children:

- For the first time, Federal agencies will be required to assign high priority to addressing these risks, to coordinate their research priorities on children's health, and to ensure that their standards take into account special risks to children.

SATURDAY: CONNECTING EVERY CLASSROOM TO THE INTERNET BY 2000 ✓

In a joint Radio Address on "Net Day," the President and Vice President announced new actions to meet their challenge to connect every classroom to the Internet by the year 2000, and to bring the power of the Information Age to our children and our schools:

- A Presidential Memorandum directing every federal agency to develop educational Internet services targeted at young people.
- Calling on the FCC to approve the "E-rate" -- a special discount rate to help schools and libraries connect to the Internet. The FCC votes on this proposal on May 6.
- \$11.8 million in new Technology Literacy Grants to help 10 states connect schools and classrooms to the Internet, as part of the President's \$2 billion, five-year Technology Literacy Challenge Fund.
- Since the first Net Day last year, 250,000 volunteers have wired 50,000 schools to the Internet. Saturday, this effort continued in 40 states, showing the importance of service and voluntary action in advance of the Service Summit President Clinton and former President Bush will convene in Philadelphia this weekend.
- Following Saturday's Radio Address, the President and Vice President conducted a video teleconference from a computer in the Oval Office, speaking with children in Connecticut and Net Day volunteers in California.

TOMORROW: EARTH DAY CLEAN-UP NEAR ANACOSTIA RIVER IN DC

On Earth Day this Tuesday, the President travel to North Dakota to survey flood damage and meet with community members. He will also make an important announcement about efforts to protect our environment. The Vice President will join school children to clean up the area surrounding the Anacostia River in the District of Columbia.

273RD STORY of Level 1 printed in FULL format.

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May 11, 1997, Sunday

SECTION: NEWS LOCAL & NATIONAL, Pg. 1C

LENGTH: 1146 words

HEADLINE: CHILDREN THRIVE WHEN CHALLENGED EARLY

BYLINE: Mark D. Somerson, Dispatch Medical Reporter

BODY:

Paintbrushes in hand, infants and toddlers push color across paper, swirling yellows and blues into abstract designs.

What appears to be an act of simple artistic joy is much more.

The toddlers painting at the A. Sophie Rogers Infant-Toddler Lab School at Ohio State University are symbolizing their expanding worlds - an artistic release of stored experiences.

The infants at the school are developing their senses. The stimulation, reinforced by teachers, will be mentally stockpiled for life.

Activities like painting and the interaction of these children with each other and their teachers set the stage for dramatic brain growth during what are hailed as life's most important developmental years.

Brain development, from birth to age 3, is a hot topic these days.

The brain itself hasn't changed much over time, but the way science and society understand its capabilities and needs has evolved tremendously in the last few years.

So, too, has the debate on how we should nurture our children - whether at home or at a day-care center - as the nation pushes toward welfare reform.

The bottom line?

Cuddle your children. Give them your time, shower them with attention, talk with them and - for heaven's sake - read to them.

This isn't earth-shattering news to Rebecca M. Kantor, associate professor of family relations and human development at OSU.

"In terms of new brain research, this is all very confirming for us," she said. "We've always believed that the early years are critical years."

Kantor, who directs the lab school, said research is finding what parents, teachers and high-quality day-care providers have always known.

Children "need responsive, engaging people - both adults and their peers," she said.

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Science, Kantor suggests, is simply catching up with instinct.

Using imaging devices to watch the brain at work, scientists are tracking its development for the first time.

Think of the brain as a circuit board, its function characterized by rapid electrical signals between different parts. Brain cells, or neurons, make up this complex network, and the signal connections, or synapses, are responsible for mental and motor growth.

When a child reacts to something, like a warm smile or a reassuring touch, signals zip along neural pathways, and synapses explode with electrical activity.

Dr. Juliann M. Paolicchi, a pediatric neurologist and director of Children's Hospital Epilepsy Center, said there is a proliferation of neurons before birth - newborns are equipped with about 100 billion brain cells.

These neurons are produced in the central brain and migrate to the outer brain, or cortex. Any damage to the brain at this stage can be devastating, Paolicchi said.

Each neuron can produce as many as 15,000 synapses. By age 3, the majority have been produced, and a child's brain has about twice as many synapses as it will ever need.

Between ages 3 and 6, excess synapses are discarded in a sort of mental pruning.

Experiences, both positive and negative, define the brain during this time.

Plasticity - how flexible the brain is in development - and its part in "windows" of learning opportunities are also relatively new concepts, Paolicchi said. "There are selective periods when the brain can effectively make connections."

A second language, for example, is best learned early - years before the eighth grade, when children usually are exposed to a foreign language. This is where the new science meets the old notion of nurturing: Feed the brain with rich experiences during the first three years, and the stage has been set for healthy development, researchers and teachers say.

Dr. Daniel L. Coury, chief of behavioral and developmental pediatrics at Children's Hospital, said nurturing is paramount, no matter who delivers it - an infant's mother or day-care provider, for example.

"Everyone comes into the world with certain genetic capabilities," Coury said. "We each have endowments. After that, it's all about what is done with them."

With so many mothers working, the issue of nurturing has been under the microscope.

Shortly after their first child was born, Bob and Liane Egle began considering their options - home care or day care. Like millions of working

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parents, they chose day care.

Between 8:30 a.m. and 4:30 p.m. 19-month-old Lauren plays with other children and learns important developmental skills at a day-care center.

At home, she reads books with her parents and plays with puzzles and games. "It's amazing how she is developing," said Mrs. Egle, director of health communications for the Columbus Health Department, "especially with her language. She answers questions and is really showing evidence of memory."

Is Lauren's rapid development a product of day care or her experiences at home? Coury said it's probably both.

"It comes down to the people there," he said. "There are a lot of child-care centers that are a better environment than the home."

Welfare reform will send mothers to work who now are exempt. Currently, single parents with a child age 3 or younger do not need to be working or attending school to receive welfare, but that will drop to age 1 if proposed bills are enacted.

In April, Gov. George V. Voinovich unveiled Ohio Works First, the state's plan to find jobs for about 100,000 welfare recipients.

Voinovich said child-care spending by the Department of Human Services will be increased about 25 percent during the next two years to pay for 36 percent more children needing day care. The subsidies for child care, based on parents' income, will be guaranteed for all welfare recipients and all Ohioans with incomes at 100 percent of the federal poverty level.

In February, the Children's Defense Fund released a report that the average cost of child care in Ohio is \$ 73 a week for a toddler and \$ 90 a week for an infant. For parents earning \$ 6.24 an hour - or about \$ 13,000 a year, which is considered the poverty level - day care for one child exceeds 30 percent of their pretax income.

Mark Real, director of the Children's Defense Fund-Ohio, said the state should change welfare carefully.

"In the departments of health and education, there is probably a good understanding of child development," he said. "That is not true of the Department of Human Services.

"The left hand doesn't know what the right hand is doing in government. They are not listening to each other - they have different goals."

For example, even though the number of young children in day care is likely to increase because of welfare reform, the state has proposed reducing the number of times a center must be inspected to once a year, from twice.

"With the influx of younger (age) programs, vigilance is critical," Real said. "Every child should have the same opportunity."

GRAPHIC: Photo, Tim Revell/ Dispatch, Molly Mason observes infants in the child-care unit at Campbell Hall on the Main Campus of Ohio State University.

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Mason has a bachelor's degree in art history from Ohio University but is working toward a child development certificate at OSU in order to work in the child-care field. Eric Albrecht/ Dispatch, Dr. Juliann M. Paolicchi, a pediatric neurologist and director of the Children's Hospital Epilepsy Center, is a specialist in the brain development of children.

LOAD-DATE: May 12, 1997

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SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, JUNE 13, 1997
FINAL

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PREV RON The White House

9:30am- VOLUNTEER EVENT [w/ POTUS]
9:50am South Lawn
CLOSED PRESS/WH PHOTO ONLY

FORMAT:

-- The President and the First Lady accompanied by Jim Dorskind, Director of Correspondence and Presidential Messages, Jamie Sue Williams, Director, Greetings Office, Shelley Walker, Director, White House Volunteer Office and Dan Burkhardt, Deputy Director of Correspondence and Presidential Messages, are announced onto the stage.

-- The First Lady delivers brief welcoming remarks and introduces Dan Burkhardt, Deputy Director of Correspondence and Presidential Messages.

-- Dan Burkhardt delivers brief remarks and

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, JUNE 13, 1997
PAGE 2

introduces the President.

-- The President delivers remarks.

-- Upon conclusion of remarks, the President and First Lady work a ropeline and depart.

PARTICIPANTS: Approx. 500 people to attend.

10:15am **DEPART** The South Portico
 EN ROUTE Georgetown University Conference Center
 [drive time: 10 minutes]

10:25am **ARRIVE** Georgetown University Conference Center

Greeters (on arrival):

- Kenneth Bloem, CEO, Medical Center
- Dr. Alan Solomon, Director, Cardiovascular Unit, CVC's Intern Program Coordinator
- Dr. Raymond Woosley, Professor and Chair, Department of Pharmacology

Greeter (near the elevator):

- Shane Praneerpranchachon, Facilities Manager, Georgetown University

10:30am- **ADDRESS FOOD SAFETY CONFERENCE**
11:00am Georgetown University Conference Center
 HRC Hold: Conference Room One
 Phone: 202/687-2982
 Fax: 202/687-3310 (across the hall)
 OPEN PRESS

FORMAT:

-- Off-stage announcement of the First Lady, accompanied by Dr. Tarr.

-- The First Lady proceeds to her chair.

-- Dr. Phillip Tarr, Seattle Children's Hospital and Medical Center, delivers brief remarks and introduces the First Lady.

-- The First Lady delivers remarks.

-- Upon conclusion of remarks, the First Lady

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, JUNE 13, 1997

PAGE 3

departs stage left and works a ropeline from left to right.

PARTICIPANTS: Approx. 500 people to attend.

11:15am **DEPART** Georgetown University Conference Center
EN ROUTE The White House
[drive time: 15 minutes]

11:30am **ARRIVE** West Executive Avenue

11:30am **PROCEED TO OLD EXECUTIVE OFFICE BUILDING**

11:50am-
12:15pm **VIDEOS**
Video Studio, Room 459
Old Executive Office Building
CLOSED PRESS/WH PHOTO ONLY

12:20pm **DROP-BY**
12:30pm Conference Room, Room 100
Old Executive Office Building
CLOSED PRESS/WH PHOTO ONLY

12:30pm-
12:35pm **DROP-BY**
Room 100
Old Executive Office Building
CLOSED PRESS/WH PHOTO ONLY

12:40pm **PROCEED TO THE WHITE HOUSE**

12:45pm-
1:00pm **DROP-BY**
Map Room
CLOSED PRESS/WH PHOTO ONLY

1:00pm-
1:15pm **DROP-BY**
Diplomatic Reception Room
CLOSED PRESS/WH PHOTO ONLY

1:15pm-
1:45pm **PRIVATE MEETING**
Residence
CLOSED PRESS/NO WH PHOTO

5:10pm **DEPART** The South Portico

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	06/13/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [1]

2013-0534-S

rc1805

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]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, JUNE 13, 1997

PAGE 4

EN ROUTE Howard University
[drive time: 15 minutes]

5:25pm **ARRIVE** Howard University

Greeters (in Green Room):

-Sonja Swygert, spouse of the President, Howard University

5:30pm- **BENJAMIN BANNEKER HIGH SCHOOL COMMENCEMENT**

6:45pm Cramton Auditorium, Howard Univeristy

2400 Sixth Street, N.W.

Washington, D.C.

HRC Hold: Green Room

Phone: 745-2610 or 745-2616

Fax: n/a

OPEN PRESS

PROGRAM:

-- The First Lady proceeds to lower lobby for processional line-up.

-- The First Lady proceeds onto the stage in the processional.

-- The First Lady proceeds to her chair.

NOTE: The First Lady is seated next to Linette Adams, Principal, and Derek McGinty.

-- Ralph Neal, Assistant Superintendent of High Schools, delivers welcoming remarks and introduces (b)(6) Salutorian. (001)

-- (b)(6) delivers the Salutatory Address.

-- The Class of 1997 sings "It's Hard to Say Goodbye".

-- (b)(6) delivers the Valedictory Address.

-- (b)(6) Vice President of the Senior Class, introduces Derek McGinty.

-- Derek McGinty, Host, "The Derek McGinty

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, JUNE 13, 1997

PAGE 5

Show", delivers the commencement address.

-- Nicole Bryant, President of the Senior Class, introduces The First Lady.

-- The First Lady delivers the commencement address.

-- The Class of 1997 sings "Family".

-- Linette Adams, Principal, presents the Graduating Class of 1997.

-- The First Lady proceeds to the front of the stage for the presentation of the diplomas.

-- Wilma Harvey, Board of Education, Ward I Representative, awards the diplomas.

-- The Graduates and the Audience sing "Alma Mater".

-- The First Lady departs.

NOTE: The First Lady will not participate in the recessional.

PARTICIPANTS: Approx. 1500 people to attend.

6:55pm

DEPART Howard University
EN ROUTE The White House
[drive time: 15 minutes]

7:10 pm

ARRIVE The White House

RON

The White House

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Cloudy with rain showers and chance of thunderstorms overnight until early morning. Rain tapers off by late morning, then resumes again by afternoon. Wind west-southwest at 10 to 18 knots. Low 70. High 83.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE BANNEKER ACADEMIC HIGH SCHOOL COMMENCEMENT
WASHINGTON, D.C.
JUNE 13, 1997

[Acknowledgments: Nicole Bryant, President of the Senior Class, who will introduce you; Principal [Linette] Adams, Vice-Principal [Joseph] Reid; Assistant Superintendent [Ralph] Neal; Mayor Barry, Councilwoman Mason, representatives of the Trustee Board and Board of Education; Derek McGinty; faculty, parents and friends]

I am delighted to be here on this very special day and on this very auspicious Friday the 13th.

I have many reasons for coming to speak at Banneker this afternoon. And the first 82 of them are sitting right here. I've come today to salute each one of you, each proud member of Benjamin Banneker High School's Class of 1997, on your tremendous accomplishments.

Every one of you has earned a place in college and a place in the company of educated young men and women. Together, you've won hundreds of thousands of dollars in scholarships and academic awards. Over the past four years, you've learned the language of Ancient Rome and visited the streets of Renaissance Verona with Romeo and Juliet. You've traveled to Walden Pond and scaled the Eiffel Tower. You've studied the laws of gravity as well as the laws of our 200-year old democracy. And you've made your communities better places to live through many hours of volunteer service in child care centers, schools, and hospitals.

So I am truly honored to be addressing a group of graduates who have not only met -- but exceeded -- the high expectations set by your teachers and your families. You have traveled far, both literally and figuratively. And you are the pride of this city.

But you know what? Your job's not done yet. There is so much further you need to go. There are countless more challenges you will have to meet and countless more obstacles you will have to overcome. And you will inevitably grow and change in many ways. [Joke: Take my own experience, for example. When I graduated from high school more than 30 years ago -- back in the Dark Ages -- I was a Republican.]

I understand that many of you are familiar with the Ancient Greek epic, The Odyssey. Well, just imagine that, today, you are Odysseus. With your smarts, you've just helped your country win the Trojan War, but now you have a long journey ahead of you before you can return home. You will face many more tests -- physical, emotional and mental. You may be tempted to stray from your cherished goals. And there will be days, months, and even years when you'll feel as if all the gods on Mount Olympus are conspiring against you.

But every single teacher, administrator, mentor, parent and grandparent in this room

knows that you will make it. We have complete faith in your abilities because we know of the daily sacrifices and tough choices you have already made in order to succeed at this wonderful and demanding school. Whether it's waking up at the crack of dawn to travel across town to arrive at school on time; giving up Friday nights to get a jump start on a paper; finding the energy to finish a tough problem set while babysitting your younger siblings; or forcing yourself to study harder the minute any doubt about your own abilities crept into your mind -- these choices demonstrate your discipline, your wisdom and your maturity. They have led you and your families to this glorious day and they have made you more than ready for the challenges that will meet you in the days ahead.

Since this is a commencement address, and as I am also the mother of another newly-minted high school graduate, I can't help but add my own advice to the earfuls you've already been getting all week and perhaps all year.

First, I hope you will always be proud of having attended Banneker High School. And I hope you will help more and more of your fellow Washingtonians and fellow Americans understand what it takes to raise the quality of public education, about what it takes to create and maintain great and successful public schools such as Banneker.

We all know that Washington's public school system is not what it could and should be. We all know that many things are broken, that we have a lot of hard work ahead of us if we are to rectify the shortcomings and failures of our schools. No doubt, when some of you get to your colleges this fall, you might see a few raised eyebrows when you tell your classmates or professors that you went to a D.C. public school.

Don't ever let any of these doubtful glances undermine your confidence in the education you have received at Banneker. You have received your education at one of the finest high schools in our country.

At this crucial time in public education, Banneker can serve as a model for other schools striving to improve themselves and do right by their students. Sure, Banneker has been successful because it is academically-selective. And of course, having students who are used to excelling in school helps. But these are not the only reasons for Banneker's success. And they certainly are not the most important ones. Many of the same factors that have helped Banneker students excel can also make a difference in the lives of students all across Washington and the country.

Your teachers stay after school and into the evening to help students having trouble in class. Your administrators track students' academic progress and literally call home to make sure that every absence is parent-sanctioned. Your custodians and security guards keep the building safe and immaculate. Your parents make their children accountable for homework assignments and pitch-in during school field trips and activities. And all of them, along with volunteer tutors and mentors from organizations such as Howard University and the National

Science Foundation, help students through the challenges of school and growing up.

Banneker is a powerful example of what can happen when a school sets high standards and expectations for its students and an entire community pulls together to help its children fulfill them.

As I've visited schools in communities across America, I've learned that the difference between schools that work and schools that don't work can't always be attributed to the wealth of a student body, to sophisticated facilities, or to state-of-the-art equipment. Instead, the difference can be found in a school's high academic standards, in its challenging curriculum, and most of all, in the extra time, attention and care invested by all members of the school community: Strong principals, committed teachers, involved parents, and active community partners who inspire students to work hard and strive to fulfill high expectations.

These are the ingredients of Banneker's success. And they can be the ingredients of any school's success. So let us work to bring this message to more schools in Washington and across the country.

My second piece of advice is this: Commit yourselves to making service a lifelong habit. Of all the opportunities your Banneker education has blessed you with, the opportunity to serve others through the Community Laboratory Project is one of the most important. You have had the chance to meet and help people you might never have met otherwise -- sometimes people living in your own neighborhoods -- and get school credit for it.

Now, it's time to serve your communities, not because you have to, but because you understand that serving others is at heart of what it means to be an American and a responsible citizen of the world. Wherever you may find yourselves this fall, whether it's here in Washington or across the continent, and wherever you decide to build your lives once you complete your educations, I hope that you will make service one of your highest priorities. I hope you will take an active role in making your communities better places to live and in making a difference in the lives of those who have not had the advantages you have had -- advantages such as the education we celebrate today.

Many of you made it to this graduation ceremony, not only through your own determination, but because you had at least one adult in your lives -- a mom, a dad, a grandparent, a teacher, a counselor, a pastor, a friend -- who supported and even pushed you along the way. They've given generously of their time, love and attention -- sometimes even sacrificing their own comfort -- so that you could fulfill your potentials as students here at Banneker. Let us all take a minute to recognize and thank everyone of them for the pep talks, the tough advice, the countless rides to school or the library or sports practice, and the bear hugs that have kept you going these past four years.

But, as we all know, there are too many children in this city and around the country growing up without an adult in their lives to teach them right from wrong, to help them with homework, to inspire them to believe in themselves and follow their dreams. We all have roles

to play in changing this situation. We can all strive to provide all children in our country with the love and guidance they deserve.

Finally my last piece of advice comes from none other than the great self-taught mathematician, surveyor, astronomer and patron spirit of this school, Benjamin Banneker. More than 200 years ago, Mr. Banneker wrote in his Almanac, "The most sensible...is he who believes himself the furthest from the goal and who, whatever advances he has made in his road, studies as if he yet knew nothing and marches as if he were only beginning to make his first advance."

In other words: Never rest on your laurels. Never stop learning. And never give up. You are the proud possessors of a great education, one that is both the product of your own hard work as well as the gift of your family, your school, your city and your country. It is a tool that will enable you to open doors to greater success and exciting adventures. Use it. And use it well.

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June 12, 1997

REMARKS AT BENJAMIN BANNEKER ACADEMIC HIGH SCHOOL

DATE:	June 13, 1997
TIME:	5:30 p.m. - 6:45 p.m.
LOCATION:	Cramton Auditorium, Howard University
FROM:	Brenda Costello

I. PURPOSE

To deliver the commencement address at Benjamin Banneker Academic High School, highlighting the Administration's ongoing commitment to education.

II. BACKGROUND

You will deliver the Banneker High School commencement address on Friday afternoon at Howard University. The other commencement speaker is Derek McGinty, a local talk show host. Last year's commencement speaker was Marian Wright Edelman.

Benjamin Banneker Academic High School

Benjamin Banneker Academic High School was founded in 1981, only a half-block from Howard University. The school is named in honor of Benjamin Banneker who was born in Maryland to former slaves in 1731. He published "Benjamin Banneker's Almanac" for six years and helped survey Washington D.C. at the request of President George Washington. The school, opened in an old Jr. High School building, draws its 9th-12th grade students from the entire District of Columbia and a variety of economic backgrounds. Of the 425 students enrolled for the 1996-1997 school year, 95% are African-American, 3% are Hispanic, 1% are Asian, and less than 1% are white. The ratio of females to males in the student body is about 4 to 1. Approximately 1/3 of the students at Banneker qualify for free or reduced school lunch. The faculty is 60% African-American and 39% white with one Asian teacher. Sixty-one percent of the faculty is female and 39% is male.

Banneker has developed a widely-acclaimed program cited by several studies as a model for success. Banneker was also recognized as a 1991 *Blue Ribbon High School* by the Department of Education. The average combined score on the S.A.T. at Banneker last year was 1072, 60 points above the national average and 110 points above the local average. 100% of the class of 1997 has been accepted by a 4 year college or university, including Harvard-Radcliffe University, Stanford University, Duke University, Dartmouth College, Yale University, Howard University, Johns Hopkins, University of

North Carolina, Swarthmore College, and many others. Based on the matriculation rates of the class of 1996, it is estimated that 98% of the class of 1997 will enroll in a college or university next fall.

In addition to its remarkable academic success, Banneker is also praised for its safe and nurturing environment. Students leave their belongings in front of their lockers in the hall because they trust each other. New students are assigned an upperclass mentor and have the option of attending the Banneker Summer Institute, a preparatory summer school to help ease the adjustment to Banneker. Advisory Groups meet regularly and form the basis of a system designed to ensure students have the support of the staff and their peers throughout high school.

Student Selection

Banneker has an extensive selection and screening process to ensure prospective students are in the top 18% of their class, score above grade level in standardized math and reading tests, and can provide strong recommendations from an English teacher, a mathematics teacher, a counselor, and a community representative. As part of the application process, prospective students must write essays explaining their desire to attend Banneker and have a personal interview. Additionally, prospective parents must sign a commitment to help their child meet the demands of the highly structured curriculum if the student is accepted.

Curriculum

The school provides a rigorous college preparatory curriculum with three components: the academic curriculum, the Community Laboratory project, and an extended day program. The *academic curriculum* consists of required and elective courses in the liberal arts and sciences. Twenty-seven Carnegie units, the district-wide measure for course credit, are required for graduation. At other District schools, only 23 credit are required. Six Advanced Placement Courses are offered, as well as various honors classes. All students at the school must take Latin.

In addition, students must complete 270 hours of community service over 4 years through the *Community Laboratory*. Even during the planning stages of Banneker High School, volunteer service was seen as an integral part of the curriculum for the proposed school. When the District of Columbia Board of Education approved the Banneker proposal, it was only the second state board in the country to give credit for service learning. The program is designed to foster good citizenship, allow students to explore career options, gain work experience, and practice mature interaction with adults.

The Community Laboratory program is structured so that 9th and 10th grade students are assigned to serve in schools, day-care centers, libraries, hospitals, or special programs related to career goals. For 11th and 12th grade, students are encouraged to

find a placement on their own. Volunteer sites include the American Red Cross, Center for Population Options, Columbia Hospital for Women, D.C. Public Libraries, D.C. Superior Court, Howard University, Congress, WHUR Radio, and the Spanish Catholic Health Center. Freshman and sophomores complete 45 hours of volunteer service a year and juniors and seniors complete 90 hours a year. The school day is shortened every second Wednesday to help students meet their service commitment.

The *extended day program* offers approximately 25 different artistic and creative activities to students. Although there is no football team, there are several sports teams such as volleyball and track. However, unlike many high schools which offer few extra-curricular options besides athletics, Banneker has many activities with an academic or artistic focus to ensure students are well-rounded. A chess club, dance club, international club, and a club to encourage minority engineers and scientists are just a few examples. Although the extended day program is not mandatory, students are strongly encouraged to participate and most do.

Parents and Community Partners: The Key to Success

Among the factors cited as critical to Banneker's success are the substantial involvement of parents and the community in the school. Parents serve as attendance aides to enforce the strict attendance policies and assist in classes. Howard University has helped develop a model Internet access project at the school. With the computer technology, students have developed a Weather Station which collects data and posts it on the Internet in real time. Howard University has also made its libraries and athletic facilities available for Banneker students. Howard University's President Swygert recently challenged his university to make saving urban schools its primary community service goal for the 21st century. The National Science Foundation also provides mentors, class speakers, materials, and opportunities to visit NSF-funded facilities.

Format

Before you were able to accept the invitation to give the commencement address, Derek McGinty agreed to speak, so he will also be making remarks at the program. After you process in, you will take your seat between Linette Adams, the Principal of Banneker High School, and Derek McGinty. After several speeches and a song, the Mayor's Scholastic Achievement Awards will be presented by Mayor Marion Barry. Derek McGinty will speak for 10-15 minutes, followed by a song. Nicole Bryant, President of the Class of 1997, will introduce you. Following your remarks, Linette Adams, Principal of Banneker High School, will present the candidates for graduation. You will proceed to the front of the stage for the presentation of the diplomas. Wilma Harvey, Ward I Representative to the Board of Education, will award the diplomas and then everyone will sing the Alma Mater. Following the Alma Mater you will depart; you will not participate in the recessional.

III. PARTICIPANTS

- The First Lady
- Ralph Neal, Assistant Superintendent, Senior High School Division
- Faniry Rakotoarisoa, Salutorian
- Melissa Morgan, Valedictory
- Marion Barry, Mayor
- Kibwei McKinney, Vice President of the Class of 1997
- Derek McGinty, radio talk show host
- Nicole Bryant, President of the Class of 1997
- Linette Adams, Principal, Benjamin Banneker Academic High School
- Don Reeves, Board of Education, President
- Wilma Harvey, Board of Education, Ward I Representative

NOTE: The following people will be seated on stage along with the participants:

- Joseph L. Reid, Assistant Principal
- Anita Berger, Class Sponsor
- David Ritzer, Class Sponsor
- Bruce MacLaurey, Chairman, Trustee Board
- Hilda Mason, D.C. City Council

IV. SEQUENCE OF EVENTS

- The First Lady proceeds to the lower lobby for processional line-up
- The First Lady proceeds onto the stage in the processional
- The First Lady take her seat between Linette Adams, Principal, and Derek McGinty
- Ralph Neal, Assistant Superintendent of High Schools, delivers welcoming remarks and introduces Faniry Rakotoarisoa, Salutorian
- Faniry Rakotoarisoa delivers the Salutatory Address
- The Class of 1997 sings "It's Hard to Say Goodbye"
- Melissa Morgan delivers the Valedictory Address
- Mayor Marion Barry presents the Mayor's Scholastic Achievement Awards
- Kibwei McKinney, Vice President of the Senior Class, introduces Derek McGinty
- Derek McGinty delivers his address
- Nicole Bryant, President of the Senior Class, introduces The First Lady
- The First Lady delivers the commencement address
- The Class of 1997 sings "Family"
- Linette Adams, Principal, presents the Graduating Class of 1997
- Don Reeves, President of the Board of Education, accepts the Graduates' qualifications
- The First Lady proceeds to the front of the stage for the presentation of the diplomas

- Wilma Harvey, Board of Education, Ward I Representative, awards the diplomas
- The Graduates and Audience sing "Alma Mater"
- The First Lady departs

NOTE: The First Lady will not participate in the recessional.

V. REMARKS

Prepared by June Shih.

PROGRAM

Linette Adams, Presiding Officer

Musical Prelude	Patrick Lundy Milton Wilcher
Processional	"Pomp and Circumstance"
Greetings	Ralph Neal Assistant Superintendent Senior High School Division District of Columbia Public Schools
Salutatory Address	Faniry Rakotoarisoa
"It's Hard To Say Goodbye"	Class of 1997
Valedictory Address	Melissa Morgan
Mayor's Scholastic Achievement Awards	The Honorable Marion Barry, Jr. Mayor of the District of Columbia
Introduction of Guest Speaker	Kibwei McKinney Vice President Class of 1997
Commencement Address	Derek McGinty
"Family"	The Class of 1997
Introduction of Guest Speaker	Nicole Bryant President Class of 1997
Commencement Address	Hillary Rodham Clinton
Presentation of Graduates	Linette Adams
Acceptance	Don Reeves President, Board of Education
Awarding of Diplomas	Wilma Harvey Ward I Representative
"Alma Mater"	The Graduates and Audience
Recessional	"Pomp and Circumstance"



AMERICAN UNIVERSITY RADIO

DEREK MCGINTY
Biographical Information

Derek McGinty is host of *The Derek McGinty Show*, a public affairs program produced at WAMU 88.5 FM since 1991. The program airs live on WAMU each weekday from noon until 2:00 p.m., and its second hour is syndicated to public radio stations across the nation by National Public Radio. It is distributed globally by Armed Forces Radio, and portions of the program are broadcast in Tokyo and other foreign locations.

McGinty welcomes to the program a lineup of interesting and provocative guests who offer listeners new perspectives about current events, political issues, social issues, art, science and other topics. Recent guests have included Federal Budget Director Franklin Raines, Maryland Governor Parris Glendening and entertainer Patti LaBelle. McGinty and his guests accept calls from listeners during the program.

A special edition of the local hour of *The Derek McGinty Show* entitled "The D.C. Politics Hour with Mark Plotkin" is broadcast each Friday from noon until 1:00 p.m. One of the program's most popular hours, the politics hour features McGinty with WAMU political analyst Mark Plotkin and special guests, including elected officials and community leaders from the District. It is taped by WETA TV26 and televised at 11:00 p.m. on Fridays.

McGinty also appears on television as a panelist on NBC's *The McLaughlin Group*, as a correspondent for the PBS series *State of the Union* and as moderator of *Straight Talk with Derek McGinty*, which debuted April 7 on WETA-TV26. He has served as host of the public affairs program *Here & Now*, news anchor for NewsChannel 8, and correspondent for the CBS News program *Coast to Coast*. He was host of Discovery Channel's weekly online talk show, *Live! With Derek McGinty*.

McGinty was honored in 1996, when the "D.C. Politics Hour with Mark Plotkin" won the 1996 Silver Reel Award from the National Federation of Community Broadcasters. In 1994, *The Derek McGinty Show* received the highest programming honor in public radio, the Gold Award for Public Affairs Programming, from the Corporation for Public Broadcasting. The program won a Metropolitan Area Mass Media Award from the American Association of University Women in 1993.

Derek McGinty
Page Two

A Washington native, McGinty hosted a talk show at WHUR-FM prior to coming to WAMU. He also was a reporter/editor for the Washington metro desk at United Press International, a news editor at WTOP, and a desk assistant for ABC Radio News. McGinty is a graduate of American University with a degree in communications.

WAMU serves 444,000 listeners each week in Maryland, Virginia and the District of Columbia with news and public affairs programming, as well as bluegrass and other traditional music. The member-supported public radio station is licensed to American University.

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Mrs. Linette Marie Adams

Mrs. Linette Marie Adams attended the District of Columbia Public Schools and earned her Bachelor of Science Degree in Physical Education and Health from the District of Columbia Teachers College and her Master of Arts Degree in Media Technology from The University of the District of Columbia.

Her teaching career began in 1968 as a junior high school health and physical education teacher. In September of 1981, she joined the faculty of the new Benjamin Banneker Model Academic High School. She served as librarian and assistant principal before becoming the principal in January, 1989. She has been honored as Principal of the Year by the National Association of Secondary School Principals. Mrs. Adams was named this year (1996) as one of the top educators by the Afro-American Newspaper. Mrs. Adams has made many significant contributions to education and holds membership and office in the National Association of Secondary School Principals. She is president of the District of Columbia Association of Secondary School Principals (local chapter of the NASSP) and is a member of Phi Delta Kappa. Additionally, she serves on the Community Relations Board of the Washington Hospital Center, Washington, D. C. In her very crowded schedule, Mrs. Adams finds time to direct two youth choirs.

Under her leadership, Benjamin Banneker Academic High School was named a "Blue Ribbon School of Excellence" by the United States Department of Education. Also, Banneker was named "Best of the States" by Redbook Magazine in April, 1994 and again in April, 1996.

Mrs. Adams has been invited to be interviewed on Television Ontario "Gregg and Company" as a result of Benjamin Banneker Academic High School having been featured in "The Class of 2000" on CBS, "Sunday Morning."

Mrs. Adams puts children **first** at her school and sees to it that they are in a safe and secure environment. Her leadership skills, combined with her personal intuition allows her to select the best teachers to enhance the learning experiences and social interactions of children.

Ralph Haney Neal
1909 Tulip Street, NW
Washington, DC 20012
(202) 722-4275 (h); (202) 724-4805 (w)

Career Goal

To make an impact in the education field by obtaining a superintendent's position which will permit utilization of my academic training and professional/managerial experience.

Capabilities - Responsibilities have encompassed

Administration - Totally responsible for developing and implementing a wide diversity of curricula and educational projects: examples: Physical Fitness Breakfast Program (Woodson Junior High School), Vocational Education Program (Langley and Rabaut Junior High Schools), 3K Home Town Run (Women's Auxiliary, Washington Urban League); preparing reports on project and program activities; providing input in the development of needed curricula change; establishing goals and objectives, and developing procedures to accomplish same.

Management - Responsible for identifying and recruiting appropriate staff; supervising and training staff; establishing cost effective curricula, programs and procedures; preparing budgets and teacher/student records and reports.

Strengths - Strong managerial, organizational and IPR skills. Able to serve as mediator and counselor; can reason with students and parents during crises.

EMPLOYMENT HISTORY

1997-Present	Assistant Superintendent Senior High School Division Logan Administrative Building Washington, DC
1991-1997	LEAD Principal Clusters 3 and 8 Eastern Senior High School Washington, DC Schools: 39, Student Population: 20,000
1984-1991	Principal Eastern Senior High School Washington, DC Faculty: 145, Student Population: 2400
1984-88	Executive Committee Member Eastern Senior High School Home and School Association
1980-84	Principal Sousa Junior High School Washington, DC Faculty: 45, Student Population: 500
1980-82	Executive Committee Member Sousa Junior High School PTSA

Ralph Haney Neal*page 2*

1973-80 **Assistant Principal**
 Rabaut Junior High School
 Washington, DC

1971-73 **Assistant Principal**
 Langley Junior High School
 Washington, DC

ACCOMPLISHMENTS

Initiated Vocational Education Programs, Langley and Rabaut Junior High Schools.

1969-71 **Acting Assistant Principal**
 Rabaut Junior High School
 Washington, DC

1966-71 **Department Head and Teacher**
 Physical Education Department
 Basketball Coach
 Rabaut Junior High School

1966-69 **Director of Intramurals**
 Track Coach

ACCOMPLISHMENTS

Organized and directed a Junior High School Inter-Athletic Program for the District of Columbia Public School System

Commissioner of Junior High School Inter-School Basketball, Softball and Volleyball Program, District of Columbia Public School System

1963-66 **Teacher**
 Health and Physical Education Department
 Basketball and Track Coach
 Woodson Junior High School
 Washington, DC

1967 **Assistant Director**
 In-Service Training Program
 Department of Physical Education
 District of Columbia Public Schools
 Washington, DC

ACCOMPLISHMENTS

Citywide Championship (Basketball, 1968); Citywide Championship (Track, 1966-69)

Ralph Haney Neal*page 3*

Developed and implemented Early Morning Physical Fitness Breakfast Program, Woodson Junior High School

COMMUNITY SERVICE

1984-86	Member, Ward Six Neighborhood Advisory Committee
1982-83	Member, Mayor's Advisory Committee on Education
1981-82	Executive Committee Member, Area 4A Council
1981	Education Committee Member, Southeast Neighbors Association

HONORS

1996	Washington Post Annual Distinguished Principal of the Year Award
1996	NASSP State Winner Outstanding Principal of the year
1988	Outstanding Principal Award, Save Our Youth America United States-United Kingdom "Schools that Work," Administrator-Teacher Exchange Program Feature - "Schools that Work," <u>U.S. Department of Education</u> publication Spotlighted - <u>Looking for Heroes</u> publication Washington, DC Evaluation Team, Brooklyn Park High School Baltimore, MD
1987	Feature - "Student of the Month Program," CBS Evening News Feature Article - "Washington, DC Principal Takes Action Against Drop-Out Rate," <u>The Port St. Lucie News</u> The Mission of the Schools Seminar, Fairfax, VA (invited as participant)
1986	NASSP Certificate of Achievement - Assessment Center Training Recognition Award, Summer Academic Reinforcement Program
1985	ANC Outstanding Service Award Outstanding Leadership and Service to the Athletic Program, District of Columbia Public School System
1984	Certificate of Appreciation, Penn-Branch Citizens Association Principals Center Seminar, Harvard University Graduate School of Education (invited as participant)
1982	Certificate of Honor, East of the River Health Association, Inc.

Ralph Haney Neal*page 4*

1980

Outstanding Community Leader of America Award

RECENT PRESENTATIONS (1988)

"The Time is Now! Improving Student Outcomes in Urban Schools," Chicago, IL

"Positive School Climate - An Agent for Change," Professional Development Seminar, Boston Public Schools, District B

"Schools: Front Line in the War Against Drugs," The Washington Times Forum, Washington, DC
(Panelist)

EDUCATION

1963 - B.S.	District of Columbia Teachers College Washington, DC
1971 - M.A.	George Washington University Washington, DC
1971-present	30 hour of Post-graduate work (Education and Management)
1985-87	Management Institute, Phase 1, Cycle 2

References Available Upon Request

BIOGRAPHICAL PROFILE OF

MARION BARRY, JR.

Marion Barry, Jr.-- elected Mayor of Washington, D.C., for an unprecedented fourth term in 1994-- has made an indelible imprint in reshaping the Nation's Capitol from just a "political hub", as it was oftentimes referred to in the seventies, to an economically viable business center and culturally diverse, multi-faceted City.

Mayor Barry's appeal to the citizens who elected him has always been clear. His commitment to creating economic opportunities for youth, programs to assist the elderly and developing areas East of the River, is unparalleled. His commitment to a "peoples government" in which the ideas and suggestions of citizens, workers and business owners are inclusive in his Administration's agenda is also unparalleled. But perhaps most astounding is his proven commitment to rebuilding a D.C. "community" that has been weakened by years of Federal neglect, political games and an unsupportive media.

Under Mayor Barry's leadership can be counted a number of firsts including the establishment of an accounting system to determine how much money the City actually had in the bank. Prior to 1978, there was no mechanism in place to determine where the City stood financially. Marion Barry changed that and by 1984, the City entered the bond market with an SP 1 plus rating (the equivalent of an AAA or AA rating), one of the highest ratings possible, by Standard and Poors' and Moody's. In addition, the Mayor created an Office of Business Development. This office had the responsibility to attract businesses to the District which would, in turn, provide its citizens with new opportunities as well viable avenues for those left out of the competitive market.

In 1994, Mayor Barry found that he had inherited a \$322 million dollar deficit which had been left by the previous administration. The City's finances were in shambles, much as it was when he was first elected Mayor in 1978. But the task of turning the financial crisis would be even harder because the U.S. Congress enacted legislation creating the District of Columbia Financial Responsibility and Management Assistance Authority. This created yet another entity to synchronize with, in addition to the D.C. City Council, to devise ways to reduce the deficit.

While systematically chipping away at the deficit with his financial team, Mayor Barry reduced the deficit by \$281 million in his first year of reelection. And, while there is still a lot of work to be done before Washington is financially where the Mayor wants it to be, there has been consistent and steady improvement under his leadership.

Mayor Barry's goal from the moment he reentered office was to bring a District government, encumbered by outdated equipment, unskilled personnel and a limited budget, into the 21st century. To achieve this, he assembled a transformation team of 30 senior advisors and more than 200 specialists to develop a blueprint for a new type of governance. This new government recognizes its residents and visitors as "customers" and sees their satisfaction as a way to measure service delivery. It is also a government which works within realistic limits and recognizes the value of making hard choices. After a year of making the necessary personnel and budgetary cuts, The Barry Administration is focusing on performing fewer functions but performing them better.

This is quite a feat for one of the busiest cities in the world. To date there are, in the District, approximately 100 million square feet of commercial office space, with 200 top employers--including four Fortune 500 companies and between 400 - 475 minority businesses. D.C. attracts millions of tourists and has approximately 24,000 hotel rooms to house them in. All of this is overseen by the office of the newly created Assistant City Administrator for Economic Development.

Throughout the years, Mayor Barry has been a consistent advocate for improving the lives of senior citizens through his Office on Aging and, has been equally consistent in his devotion of the city's youth through the continual funding of Summer Jobs programs for young people through the Department of Employment Services.

He founded the Mayor's Youth Leadership Institute, a year-round program which provides training in the concepts of leadership and self-development to enable young people to better understand their responsibilities to their families and community. In addition, Mayor Barry has funded various programs through the Department of Recreation & Parks which provides young people in the City with constructive activities. For example, "Future Fest" showcases the talents of District youth in the visual and performing arts, "Childrens Theater" allows youth to become a part of year-long drama productions at two D.C. recreation centers and "Winter Games", modeled after the Olympics, gives young people the opportunity to be a part of team sports and compete in various athletic arenas.

As another first, Mayor Barry introduced his plan to Transform the entire District of Columbia Government. Included in this plan, 75 percent of the Department of Corrections will be privatized, beginning with the recent sale and leaseback of the Correctional Treatment Facility, saving the District more than \$52.

To deal with the rising number of health issues amongst District residents, Mayor Barry created a Health Policy Council to support the highest quality of life achievable for District residents. To ensure this, he appointed nationally renown members from both the

public and private sectors and charged them with establishing District-wide health policy standards. And it's working. To date, the Council has and created a new Public Health Department, which separated all D.C. health services from the bureaucratic entanglement of Department of Human Services and allows better focus on health issues. Less than one year after the Council's creation, the Infant Mortality Rate in the District is the lowest it has been in the District's history.

Part of Mayor Barry's vision has also been to maintain an atmosphere of a united "community" within the District of Columbia. To that end, police work has been transformed so that officers are an integral and extremely visual part of that community. There are 33 McDonald's restaurants and 18 "7-11" carry-outs that act as police sub-stations. Additionally, ATMs are now available in almost all police district headquarters to ensure safe transactions for citizens and visitors. This concept is also working. Since last year, overall crimes against people are down five percent, homicides are down 20 percent and auto theft has dropped 25 percent.

Much of Mayor Barry's tenacity was shaped as a child of the south and a sharecropper's son. He was born in Itta Bena, Mississippi. He attended LeMoyne College in Memphis, Tennessee, on an academic scholarship and received a Bachelor's of Science degree in Chemistry. After LeMoyne, he earned his Masters in Chemistry from Fisk University in Nashville, Tennessee, and entered a doctoral program in Chemistry at the University of Tennessee at Knoxville.

Mayor Barry completed three of the four years required to receive his Ph.D. in Chemistry. However, because of his commitment to the Civil Rights Movement, Mayor Barry left the University of Tennessee, in good standing, in order to work with voter registration movements in the South.

While serving as full-time Mayor, Marion Barry also serves as full-time husband and father to his wife Cora Masters Barry and son Christopher Barry. He also has two adult stepdaughters, Lalanya Masters Abner, a Howard University graduate who is now an actress living in Los Angeles; and Tamara Wilds, a graduate of Occidental College in Los Angeles, California.

The new millennium will see a new D.C. as Mayor Barry continues the facilitation of increased downtown development and the utilization of interactive technology within D.C. government. With his eye on bringing D.C. into the 21st century, *America's First City* is being transformed from a "political hub" into a 24-hour city where residents and visitors will have unlimited access to District services.

With this major task already underway, it is little wonder to D.C. citizens why Mayor Marion Barry, Jr., has always been the people's choice.

DON REEVES

4740 Connecticut Avenue, N.W. #506
Washington, D.C. 20008
(202)364-6402

EDUCATION

George Washington University, The National Law Center
Juris Doctor, September 1981

Cornell University
The Graduate School, Department of English
Master of Fine Arts, January 1979

Cornell University
School of Industrial and Labor Relations
Bachelor of Science, January 1974

High School of Music and Art
Art Major, Academic degree 1970

EMPLOYMENT

President, D.C. Board of Education
Ward 3 Representative
Member, Emergency Transitional Education Board of Trustees
(January 1997 - present)

Prince George's Community College
(September 1993 - present)
Adjunct Professor of English
Conduct courses in literature and composition in the night school.

Northern Virginia Community College
(August 1992 - August 1993, contract term employment)
Adjunct Professor of English
Conducted courses in literature and composition in the day school.

American University, Department of Literature
(Jan. 1991 - August 1992, contract term employment)
Adjunct Professor of Literature
Conducted courses in contemporary issues, literature and composition.

John Ray For Mayor Campaign Committee
(February 1990 - September 1990, contract term employment)
Deputy Campaign Manager, Research and Finance
Served in paid position as chief drafter and principle writer for 13-year D.C. Councilmember John Ray.
Served as campaign's primary liaison to the Issues Committee. Responsible for researching, drafting, editing, and supervising the production of campaign position papers.

As Finance Manager, responsible for paying campaign's bills and establishing a list of known party and campaign contributors and prospects for fundraising solicitation.

DON REEVES

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D.C. Office of Communications, Executive Office of the Mayor, (November 1989 - February 1990)
Writer/Editor

Responsible for editing and writing feature articles for the 1989 District of Columbia Annual Report.

U.S. Department of Commerce, Office of Patents and Trademarks
(February 1988 - February 1989, one-year appointment)
Trademark Examining Attorney

Served as Trademark Examining Attorney in the clothing area. Examined domestic and foreign applications; made written responses on behalf of the Office and argued cases before the Trademark Trials and Appeals Board. The position required expertise in intellectual property and trademark search machines and strategies.

District of Columbia Office of Labor Relations and Collective Bargaining
(August 1987 - December 1987, term appointment)
Labor Relations Officer

Responsibilities included representing the Mayor of the District of Columbia in arbitrations, collective bargaining, and contract negotiation with employees of the D.C. government. Prepared, for Director's signature, responses to charges filed against the District of Columbia.

District of Columbia Public Employees Relations Board
(March 1987 - August 1987, term appointment)
Labor Relations Specialist

Responsibilities were to prepare written recommendations and decisions for the Board's disposition of all labor relations matters filed with PERB, such as unfair labor practice complaints, standards of conduct issues, and union representation matters. Prepared the Board's decisions for publication in the District of Columbia Register.

George Washington University (1984-1986, contract term employment)
Professorial Lecturer in English
Professorial Lecturer in the School for Continuing Education, Foreign Service Exam program

Department of the Navy (1984-1986, one-year appointment, extended)
Legal Advisor, Personnel Specialist, Procurement Analyst, Contract Specialist

Major areas of concentration included tactical and assault aircraft, labor relations, defense acquisition regulations, bid-protest resolution, fiscal issues, special Navy civilian programs, industrial and labor relations, and the Freedom of Information Act.

Certificates of Completion: Management of Defense Acquisition Contracts, Classification of Single Grade, Multiple Grade, and Senior Government Executive Grade Personnel.

Don Reeves
Ward 3 Board of Education Candidate
Relevant Background

CURRENT ACTIVITIES

Adjunct Professor of English, Prince George's Community College
Elected parent member, Murch Elementary School Development Team
Member, Murch newsletter editorial staff
Murch Elementary Enrichment Program volunteer substitute, 1995-present
Murch Elementary first grade room parent
Member, Cornell University Catherwood Library Advisory Board
Candidate, Ward 3 school board

AUTHOR, *Notes of a Processed Brother*, 480pp, published by Pantheon Books Jan. 1971, a division of Random House (U.S., Canada, Great Britain); 1973-1984 reprinted in paperback by Avon Books. Library of Congress Catalog No. 75-162564. [17 year old black youth's autobiographical account of growing up in a boarding school in Jamaica, W.I., George Gershwin Jr. High School in Brownsville East New York and the High School of Music & Art in Harlem, New York in the late 60s]. Awarded Bernard De Voto Breadloaf Writers' Fellowship, Middlebury College. Reviewed by the *New York Review of Books*, the *New York Times*, and *Newsweek* magazine.

EDUCATION

High School of Music and Art, New York City, Diploma '70
Cornell University, School of Industrial & Labor Relations, BS '74
Cornell University, Graduate School of English, MFA '79
George Washington University Law School, JD '81
United States Army Logistics Management Center, Management of Defense Acquisition Contracts (Basic), Diploma '85

TEACHING EXPERIENCE

High school substitute teacher, Ithaca, N.Y.
Graduate Teaching Assistant Cornell University
Lecturer, George Washington University
Adjunct Professor of Literature, American University
Adjunct Professor of English, Northern Virginia Community College
Adjunct Professor of English Prince George's Community College.

WHY ARE YOU RUNNING?

I want the school board to fulfill its statutory oversight duty to prevent further harm to school children, parents and teachers. I am running to hold the Superintendent accountable for providing by the end of the year: school-by-school budgets; a scholastic and facilities master plan; teacher evaluation system; school rating system and intervention plan; to guarantee the timely delivery of instructional materials; an accurate student enrollment count and personnel audit so that teachers can be deployed equitably and our students are not consigned to overcrowded classrooms. I am running so that all schools will have substitute teachers and kindergarten aides, to vote against teacher furloughs; to advocate the emergency need for the control board to rehabilitate and implement an annual repair program for D.C. school buildings; to stop the endless shifting of budget authority from one program to another; to implement a contract review process as part of the board's oversight responsibility; to implement procedures to eliminate patronage; to advocate the needs of Ward 3 principals and PTAs; to establish a stronger communication network among Ward 3 parents; and to use the office to receive and disseminate information among school communities.

DON REEVES**Page 3****Merrill Lynch, Pierce, Fenner & Smith Inc. (1981-1983)**

Attorney, Litigation Department

Served in an attorney's position and was responsible for representing the firm in written answers and appearing at hearings, reparations, and arbitrations before the New York Stock Exchange, Pacific Stock Exchange, Chicago Option Exchange Board, Commodity Futures Trading Commission, Philadelphia Stock Exchange, the National Association of Securities Dealers, Securities and Exchange Commission, and various state departments of the EEOC and human rights agencies. Responsible for hiring and directing outside counsel for civil actions filed outside the New York region.

National Labor Relations Board (1979-1981, awarded law school internship)

Law Clerk, Division of Administrative Law Judges

Assisted the Chief Administrative Law Judge (ALJ) by performing legal research relevant to any legal, procedural, or evidentiary problem with which the Judge was concerned in preparing his Decision. Organized and digested investigatory material for oral or written presentation to the ALJ.

Aluminum Company of America (1978-1979)

Associate, Graphic Services

Accountable for \$1,000,000 budget in administering the communication needs of the company's Professional Employment Division and for the development and control of technical, promotional and other literature for marketing communication. Accountable for producing the Alcoa Aluminum Newsletter and collateral material or visual aids as required by Advertising, Public Relations and other departments of the company, its international subsidiaries and divisions.

HONORS RECEIVED

Bernard De Voto Breadloaf Writers Fellow 1972

Telluride Scholar, Cornell University

AFFILIATIONS

Member, Cornell University Catherwood Library Advisory Board

Published Works and References Furnished Upon Request

Don Reeves

for Ward 3 DC School Board

Endorsed by:

The Washington Times

Don Reeves... has a pretty clear idea of what's wrong with schools and concrete ideas about how to turn them right. They are quite simple: establish goals and timetables on everything from improving student performance to hiring and retaining better teachers to improving school facilities to establishing school-by-school budgets. How refreshing. An adjunct professor at Prince George's Community College, Mr. Reeves is active at his daughter's elementary school and has vowed to work closely with the D.C. financial control board to create a school system which will educate children. The Times is pleased to endorse **Don Reeves**.

— October 31, 1996

The Washington Post

Ward 3: **Don Reeves**, educator and parent, stands out in a very competitive three-way race to fill the seat being vacated by Erika Landberg. Mr. Reeves has the hands-on school experience of opponent Howard Grimmer and the enthusiasm and savvy of challenger David Yassky. Ward 3 council member Kathy Patterson recognizes that potent combination and has endorsed Mr. Reeves. He's a good choice.

— October 31, 1996

WASHINGTON CityPaper

Of the three, Reeves would be the best School Board member. He is aggressive, knowledgeable, and promises he won't let home rule concerns delay or block needed education reforms, as has often happened in the past.

— November 1, 1996

Kathy Patterson:

Ward 3 Council Member Kathy Patterson announced her endorsement of Don Reeves in the contest for Ward 3 representative of the DC Board of Education.

"Don is an articulate advocate for children," Patterson said. "He has a child attending a DC school and is committed to holding administrators accountable for what takes place in every school and classroom."

"Of the three candidates for the Ward 3 position, Don holds views closest to my own on the critical need for a change in leadership of DC public schools," Patterson said.

— October 17, 1996

"No. 1" for Kids — No. 1 on the Ballot

TUESDAY, NOVEMBER 5, 1996

Paid for by Don Reeves for School Board, James May Treasurer, 1310 9th St., NW, Washington, DC

DON REEVES FOR SCHOOL BOARD WARD 3
Deal Junior High School Ward 3 Candidates' Forum
October 21, 1996

1. **WHAT ARE YOUR QUALIFICATIONS TO SERVE ON THE BOARD OF EDUCATION, WHY DO YOU WANT THE JOB AND WHAT WOULD YOU DO TO IMPROVE OUR SCHOOLS?**

MY QUALIFICATIONS

I am currently an Adjunct Professor of English at Prince George's Community College. My most recent and relevant qualifications are as an involved parent at Murch Elementary school: elected parent representative to the Murch school-based management team; room parent; HSA newsletter staff; and after-school program volunteer.

I am a graduate of New York City's High School of Music & Art. I have a BS from the School of Industrial & Labor Relations at Cornell University and an MFA from its Graduate School of English. I have a JD from George Washington University Law School. At Cornell, I was a substitute teacher in the Ithaca public schools, a Telluride scholar and served as assistant editor of Cornell Alumni News. I am currently a member of the advisory board of Cornell's Catherwood Library--a project to put user-friendly labor relations research on the Internet.

My other relevant experience includes:

Substitute teacher in the Ithaca public schools; U.S. Navy Personnel, Procurement and Contract Specialist; and Labor Specialist for the District of Columbia Public Employees Relations Board.

WHY I WANT THE JOB OF WARD 3 SCHOOL BOARD MEMBER

As the only Ward 3 candidate who has a child enrolled in a D.C. public school, I have a vested interest in seeing that the public schools are as good as they possibly can be. My second daughter will be enrolled in a D.C. public school next fall. I will be involved in the D.C. public schools for the next fifteen years. I am frustrated with the way the school system is being mismanaged and I want to bring my energy, my experience, and my expertise to the school board--the body that has a duty to oversee the system.

I want to be on the Board of Education in order to: demand accountability of every single employee of DCPS, from the Superintendent on down; insist that every DCPS employee performs his or her job to a minimum level of competence or faces dismissal; stop the endless shifting of budget authority from one program to another; implement a contract review process as part of the Board's oversight responsibility; demand that all Ward 3 schools have adequate heat, are safe, and are free from water damage; work to see that all the systems' schools are brought into a state of good repair; insist that a greater percentage of funds flow to the local schools and into the classrooms; vote against teacher furloughs; demand a new teacher evaluation process that will remove incompetent teachers and reward truly outstanding ones; see that instructional materials are updated and delivered to classrooms in a timely fashion; advocate the needs of Ward 3 principals and PTAs; and organize parents and public school supporters from around the ward and from other wards into a visible and vocal constituency demanding improved public education in the District of Columbia.

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WHAT I WOULD DO TO IMPROVE THE SCHOOLS

First, I would establish a working relationship with each of my fellow Board members. The current Board has been so ineffectual, in part, because it has been divided and deadlocked. I believe I have the skills and expertise to find common ground and to build consensus on a common goal--in this case, improving public education--even among people who hold diverse views and opinions.

Next, I would encourage the Board to establish goals and timetables for the Superintendent and his top administrators. I would propose the following items be characterized "top priority" and be produced by June 30, 1996:

- Up-to-date performance standards for all DCPS jobs;
- A scholastic and facilities master plan;
- A teacher evaluation process that will remove unqualified teachers, identify teachers in need of support and training, and reward outstanding teaching;
- A school rating and intervention plan;
- An accurate student enrollment count;
- An accurate personnel audit;
- An accurate and comprehensible budget.

Throughout my tenure, I will also advocate: higher curriculum standards, improvements in the delivery of special education; an end to the "social promotion" of students; better in-service training and support of classroom teachers; more administrative support for principals; and local school budgets for those schools prepared to engage in school-based management. I am willing to advocate the abolition of the school board if it should continue to fail to exercise its statutory oversight responsibilities.

2. WHAT I WOULD DO TO ENCOURAGE THE BEST TEACHERS TO APPLY FOR JOBS IN THE D.C. PUBLIC SCHOOLS, AND HOW I WOULD RETAIN THEM, ONCE HIRED.

The starting pay for a teacher in the DCPS is the lowest in the metropolitan region. The working conditions here are often among the toughest. I will advocate increasing the starting pay for teachers as part of an overhaul of the teacher evaluation process. For years, the current teacher appraisal process (TAP) has resulted in 45% of DC teachers receiving an "outstanding" rating and fewer than one or two percent being rated "inadequate." I will demand that the administration design and implement a teacher rating system that will lead to the removal--not the transfer--of incompetent teachers. I also favor a system that gives financial rewards to truly outstanding teachers and will propose that we explore offering sabbaticals to teachers after fifteen or twenty years of service, as some other school systems do. With an improved pay scale, job security and incentives tied to performance, and improved in-service training and support for teachers, I think we could attract and retain the best new teachers to our school system.

3. THE SCHOOL SYSTEM IS AT A DESPERATE POINT. WE ALL AGREE THAT CHANGE IS NEEDED NOW. THE KIND OF CHANGE I SUPPORT IS.

I favor immediate and comprehensive change. I have enumerated most of my specific suggestions for change in answering the previous questions. In addition, as a Board member, I will demand that the Superintendent outline for the public:

1. Exactly how \$500 million is spent on education in the District of Columbia.
2. Exactly why the scholastic achievement of D.C. public school students is so poor; why it is declining; and a detailed plan and timetable for improving student achievement.
3. Exactly what the Superintendent intends to do to assure that every employee of DCPS performs his or her job to a minimally acceptable level of competence.

"Our kids deserve a better & safer system!"

DON REEVES

Parent, Educator, Consensus Builder

A Parent Who Cares: My wife of 16 years and I have a daughter in first grade at Murch Elementary and a second child who will enter Murch next fall. I am the only Ward 3 school board candidate who has a child in a DC public school. I know our problems and possibilities first hand. I am the elected parent member of my school's restructuring team; a room parent; newsletter editor and enrichment volunteer.

An Educator and Manager With a Vision: I received from Cornell a BS in Industrial and Labor Relations and an MFA in English, and a JD from GW. I have U.S. Army expertise in contract management and auditing. I have taught composition and literature at Cornell, American and GW Universities, and PG and Northern Virginia Community Colleges.

An Experienced Reformer: As a student, I led a school system-wide reform movement in New York City. Random House published my account of these efforts in dealing with an entrenched bureaucracy in 1971. My articles have appeared in the *New York Times* and *Newsweek*.

Special Skills: I have served as a labor specialist for the District of Columbia Public Employee Relations Board; a contract specialist trained in personnel classification, procurement and contracting procedures and management of defense acquisition contracts with the Department of Navy; and litigator for Merrill Lynch, Pierce, Fenner and Smith, Inc., before the New York Stock Exchange.

AGENDA FOR CHANGE

The school board must set policy and provide rigorous oversight to protect school children. Together, we must hold the Superintendent accountable to:

- Set school-by-school budgets
- Establish a scholastic and facilities master plan
- Design teacher evaluation system
- Prepare school rating system and intervention plan
- Require a program to guarantee the timely delivery of instructional materials
- Ensure an accurate student enrollment count and personnel audit
- Require substitute teacher pools and kindergarten aides for each school
- Ensure budgeting procedures to prevent any future teacher furloughs
- Advocate a control board program to ensure the rehabilitation and repair of all DC school buildings
- Implement a contract review process as part of the school board's oversight responsibility
- Develop procedures to ensure School Board appointments by skill and expertise and not patronage
- Advocate the needs of Ward 3 principals and PTAs
- Establish a stronger communication network between Ward 3 schools to ensure rapid response to our concerns

**Reeves: A voice you can
Trust - for change!**

What others say about Don Reeves:

"He is thoughtful, effective and is running simply to make the schools better. You can trust Don to do the right things for Ward 3 and the school system." Robert McIntyre, Lafayette parent (David S. Henry C)

-Don is truly committed to change. He was a strong voice to help stop the furloughs and school delays. He brings people together." Norman Trullit, Johnny parent (Joseph S. Peter C)

"He is a consensus-builder who will advance the interests of every child." Barbara Seamon, member Grade 2000 Panel.

"My dad wants to work with a lot of other people to make our schools better." Rachel Reeves 6-1st grade

Biographical Statement

Wilma R. Harvey
President and Ward One Representative
D.C. Board of Education

Wilma R. Harvey has been an instructor and educator for over twenty years, devoted and committed to public education for the better part of her adult life. Ms. Harvey has developed an extensive background in Public Education with direct experience as an instructor, administrator, program developer and director at the primary and secondary school levels as well as the collegiate level. Also, in the course of furthering her education and skills, she has been employed in school systems in Tennessee, Detroit and New York. Ms. Harvey worked as Special Assistant to Edna Frazier-Cromwell from 1983 until her appointment as the Ward One Representative to the D.C. Board of Education. Since 1986, Ms. Harvey has worked extensively throughout Ward One on education issues and other critical issues facing the community.

Ms. Harvey's philosophy for quality education is that all elements of the community that are directly or indirectly affected by the quality and substance of education must be involved in the process of ensuring its excellence. In keeping with that creed, she has actively sought to involve parents, students and the broader community in education and education-related issues for much of her time as an educator. While not always an easy task, the results of these efforts have shown that part of any successful education program or philosophy must reflect and be a product of community interaction and participation. To that extent, much of her tenure as Special Assistant to the Ward One Office and now as Board Member and former Vice President of the Board has consisted of development and/or participation in creative efforts designed to involve the Ward One Community.

Ms. Harvey has completed all of the necessary requirements including acceptance of her dissertation for a Ph.D. in History and Cultural Anthropology from the State University of New York at Stony Brook. She also holds a Masters Degree in History and Secondary School Administration and a Bachelor of Arts Degree in History and Secondary School Education from Tennessee State University. In addition to being an instructor for over 11 years beginning in 1967, Ms. Harvey was an administrator and management analyst with the Federal Government, a consultant to the Office of Education of the Department of Health, Education and Welfare's Bureau of Higher and Continuing Education as well as an educational and administrative consultant for the Women's Missionary Society of the A.M.E. Church. During the course of her studies and job responsibilities, Ms. Harvey has acquired much experience as an administrator and developer of educational programs having had supervisory, budgetary and planning responsibilities on a school-wide and a system-wide basis. Currently, Ms. Harvey works as an Independent Consultant as well as the National Director of Logistical

Harvey Bio Sketch
Page 2

Operations and Management for the National Council of Negro Women in addition to her serving as President of the D.C. Board of Education.

Ms. Harvey brings over 25 years of experience as a community organizer and leader to the Board of Education which intersects with her philosophy of community involvement in the overall formula for quality education. This activism has led to involvement in a broad array of education and community issues. She functions chiefly as community liaison to the Ward One office, attending community meetings, visiting schools and attending PTA meeting regularly, providing technical assistance to the principals and other staff throughout the Ward as well as to the Ward One Council on Education. Additionally, she assists in the developing and monitoring of general policies and rules relating to goals and objectives and the overall operations of the District of Columbia Public School System.

As a Ward One resident and partly as a function of her employment responsibilities, Ms. Harvey has participated in many activities in support of public education in Ward One and elsewhere. She has been a member of the Ward One Council on Education since 1982, as well as precinct Captain and member of the Executive Board of the Ward One Democrats. As a member of the Third District Citizens Advisory Council, she contributed to the effort to protect schools from illegal drug activities. Ms. Harvey is also a member of the Shaw/Coalition Redevelopment Corporation, the Adams-Morgan Community Development Corporation, Alpha Kappa Alpha Sorority and Metropolitan A. M. E. Church.

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SECTION: Section 1; Page 31; Column 1; Style Desk

LENGTH: 630 words

HEADLINE: Consummate Host (The Guests Matter)

BYLINE: By KAREN DE WITT

DATELINE: WASHINGTON

BODY:

DEREK MCGINTY is a study in grays, charcoal grays to be exact: gray polo sweater, dark gray pants, gray beard peeking through dark brown skin even at 10 o'clock on a Thursday morning.

But there is nothing gray about Mr. McGinty's "Derek McGinty Show" on public radio, one of the liveliest, most sought-after venues to promote books -- and points of view -- in the capital.

Mr. McGinty is the host of a two-hour, five-day-a-week show on WAMU-FM that presents an eclectic mix of guests ranging from the political and theatrical to the downright irreverent. They have included Vice President Al Gore and House Speaker Newt Gingrich, the rap performer Ice-T, the musician Wynton Marsalis and the actors Stockard Channing and Leslie Nielsen. "Derek really studies," said Marcus D. Rosenbaum, an editor and writer and former producer of "Talk of the Nation" on National Public Radio. "He works really hard. He's personable and smart and interested in other people's ideas."

"He was very well prepared," said Michele Slung, a writer, editor and anthologist, who was a recent guest on the show. "At the same time, he was in no way a person seeking controversy. The show is not about Derek McGinty. It's about the guests."

When he is not interviewing an author or a politician, Mr. McGinty opens the microphone to callers to his show, which runs from noon until 2 P.M. His aim, he said, is dispensing information and talking, both seriously and lightheartedly, about things that interest his listeners and relate to their lives.

"There has to be a good back and forth," said Mr. McGinty, 36, who planned to be a print journalist when he attended American University in the early 1980's. "Someone told me I sounded better than I wrote, so here I am." Before joining WAMU in 1991, Mr. McGinty worked for WHUR-FM at Howard University as host of "The Daily Drum." Before that he worked for United Press International and as news editor at radio station WTOP-AM in Washington.

Mr. McGinty, a native Washingtonian who now lives in Silver Spring, Md., says he enjoys his work.

The New York Times, January 7, 1996

"I pick out the ideas that intrigue me, that I can connect with," he said. "What I aim for is having a real good conversation."

He writes out a list of questions before each interview, but if he finds himself looking at the list, he knows the interview is falling apart, he said.

Mr. McGinty says he is not as intrigued by politicians as the hosts of some other shows are, largely because he says politicians are never going to give him and his audience all the facts on a political event.

"They're politicians," he said with a shrug. "I want to have substantive conversation, and you're not going to get too much of that from a politician. No politician is going to say, 'Yes, Derek, I did a really dumb thing there.' "

One politician Mr. McGinty hasn't been able to get on his show is Representative James T. Walsh, Republican of Syracuse, who is the chairman of the subcommittee on appropriations for the District of Columbia.

Arthur A. Jutton, an administrative assistant to Mr. Walsh, said the only reason the Congressman had not appeared on the show was "conflict in schedule."

"The show is on Friday, and the two times he was asked, the House adjourned on Thursday and he went home to deal with constituents' needs," Mr. Jutton said.

Nat Hentoff, the media critic for The Village Voice, once suggested in a column that Mr. McGinty's show should be national because "his questions get to the root of controversy, and callers know he wants to hear what they say rather than revel in how nastily he can dismiss them."

But for now, Mr. McGinty is satisfied with his show and the exposure he gets during the on-line chats he conducts for the Discovery Channel each Thursday from 7 to 8 P.M.

GRAPHIC: Photo: Derek McGinty may wear a lot of gray, but his radio show is lively. (David Scull/The New York Times) (pg. 34)

LANGUAGE: ENGLISH

LOAD-DATE: January 7, 1996

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**6/16/97: WASHINGTON
INTERFAITH NETWORK FESTIVAL**

Divider Title: _____

June 16, 1997

WASHINGTON INTERFAITH NETWORK FESTIVAL

DATE:	June 17, 1997
TIME:	4:00 p.m.- 5:00 p.m.
LOCATION:	J.O. Wilson Elementary School Washington, D.C.
FROM:	Brenda Costello and Rebecca May

I. PURPOSE

To make remarks at the year-end celebration of the WIN After-School Program and highlight, with Secretary Riley, the Department of Education's report on Community Learning Centers.

II. BACKGROUND

You will deliver remarks during W.I.N.'s year-end Festival program at J.O. Wilson Elementary School on Tuesday afternoon. The Festival, designed to highlight the success of the After-School project, will include displays of student projects and a program with performances by students and remarks from several people involved with WIN, including Secretary Riley. As you recall, you appeared at the WIN founding celebration in May of 1996 and attended a meeting at the White House on the development of the after-school program in October 1996 (Remarks are attached).

After-School Program

The After-School Program at J.O. Wilson is part of the Youth and Education initiative by the Washington Interfaith Network which aims to establish 10 after-school programs by the year 2000. All of the participants in the After-School Program are students at J.O. Wilson Elementary School. The many activities include tutoring, computer skills, a chess club, the creation of a scrapbook, sports teams, a choir, and seminars on job skills for parents; you will see exhibitions on the various activities during your visit. The Wilson program began in January of this year. WIN hopes to expand the program to two other public schools in the fall of 1998 and a third in January 1998. The \$150,000 in funding for this first year of the J.O. Wilson Program was provided by the Fannie Mae Foundation. As you may recall, Lisa Williams, a representative from the Fannie Mae foundation, attended the WIN White House meeting last October. WIN is currently seeking funding sources for next year's efforts.

Washington Interfaith Network (WIN)

The Washington Interfaith Network is an affiliate of the Industrial Areas Foundation, a national organization which seeks to create multi-racial, economically diverse

organizations in communities. WIN attempts to improve the quality of life, particularly in four areas: youth and education, housing, crime safety, and welfare reform and living wage jobs.

Youth and Education efforts have focused on the implementation of the after-school program at J.O. Wilson and the expansion of this program to other DC schools.

Housing initiatives include a commitment to building 1,000 new, owner-occupied, single family townhouses for working families. WIN has already lined up 2.5 million in private construction financing from the Episcopalian, Roman Catholic, United Methodist, and Lutheran denominations. *Crime Safety* efforts include the implementation of community policing in selected neighborhoods throughout the city. The first program is underway in Brookland. *Welfare Reform and Living Wage Jobs* will be researched by a team currently being formed.

WIN's core budget, raised separately from donations ear-marked for specific programs like Wilson, is funded by member dues, denominational funds, and foundation grants.

Report on Community Learning Centers

The Department of Education has just completed a report on keeping schools open after school hours as community and activity centers. The report, "Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School" is primarily a 'How To' guide for communities on how to organize a community learning center at their school. (An Executive Summary and full report are attached.)

Secretary Riley has been invited to participate in tomorrow's event in order to announce this report. The report has not yet been released and Tuesday's Win event provides a ideal setting in which to make the report available to the public.

On Monday, the Department of Education began a three-day conference on Safe and Drug-Free Schools bringing together policy makers and local and state education agency coordinators involved in safe and drug-free programs around the country to share information about best practices and highlight model programs. Vice President Gore and General McCaffrey spoke at the conference this morning, and Secretary Riley is scheduled to speak Wednesday morning. Panel discussion during the conference will address after-school programs.

J.O. Wilson Elementary School

Twenty-five percent of the students at J.O. Wilson Elementary participate in the WIN After-School Program. Wilson has an optional uniform dress code and is a wireless Internet school, one of the first in the country. With pocket-size telephones, wireless modems and computers, the school is able to not only access the Internet, but also connect teachers, parents, and students with ease. The program is part of the ClassLink

initiative from the Cellular Telecommunications Industry Association (CITA). In February of 1995, House Speaker Newt Gingrich addressed CITA's annual convention and challenged them to equip public schools. Gingrich visited Wilson Elementary to tour the mobile cellular technology in the spring of 1995.

Format

Tuesday's event is comprised of three components: the After-School display area, a meet and greet with sports teams, and a speaking program. You will first tour the display area which showcases the activities in which the children participate. Secretary Riley, Erma Fields, Carol Wheeler, and Reverend Joseph Daniels will accompany you on your tour and students, parents, and teachers will be on hand to explain the various displays. As you recall, Reverend Daniels was present at the Annual Founding Rally and both he and Carol Wheeler were present at the October White House meeting.

After the tour, you will take a group photo with uniformed members of the after-school sports teams. You will then join about 300 parents, teachers, pastors from WIN congregations, neighborhood volunteers, and representatives of many organizations which have contributed to the effort for the speaking program. After brief remarks from Erma Fields, Carol Wheeler, and Reverend Daniels, you will speak and introduce Secretary Riley. Secretary Riley will announce the Department of Education's report on Community Learning Centers. The program will conclude with a dance presentation and a poetry reading, following which you will depart.

III. PARTICIPANTS

--Tour of School Display Area and Photograph with Sports Teams

- The First Lady
- Secretary Riley
- Erma Fields, Principal, J.O. Wilson Elementary School
- Carol Wheeler, WIN and Dumbarton UMC
- Reverend Joseph Daniels, Emory United Methodist Church and Co-Chair of WIN's Youth and Education Committee

--Festival Program

- The First Lady
- Secretary Riley
- Erma Fields, Principal, J.O. Wilson Elementary School
- Carol Wheeler, WIN and Dumbarton United Methodist Church
- Reverend Joseph Daniels, Emory United Methodist Church and Co-Chair of WIN's Youth and Education Committee

IV. SEQUENCE OF EVENTS

- The First Lady and Secretary Riley view exhibits of after-school activities.
- The First Lady and Secretary Riley pose for a group photo with the uniformed members of the after-school sports teams.
- The First Lady, accompanied by Erma Fields, Carol Wheeler, and Secretary Riley, proceeds to the stage.
- The First Lady proceeds to her chair.

NOTE: The First Lady is seated next to Secretary Riley and Erma Fields.

- The Choir performs a song.
- Erma Fields delivers brief remarks and introduces Carol Wheeler, Washington Interfaith Network.
- Carol Wheeler, Washington Interfaith Network, delivers brief remarks and introduces Rev. Joseph Daniels.
- Rev. Joseph Daniels, Washington Interfaith Network, delivers brief remarks and introduces the First Lady.
- The First Lady delivers remarks and introduces Secretary Richard Riley.
- Secretary Riley delivers remarks.
- Upon conclusion of remarks, The First Lady, accompanied by Erma Fields, Carol Wheeler, Washington Interfaith Network, Rev. Joseph Daniels and Secretary Riley, proceeds to the front row of the auditorium.
- First and second grade students perform an African Dancing and Drum musical piece.
- Students, TBD, read poems.
- Upon conclusion of the poetry reading, the First Lady departs.

V. PRESS

Open press.

V. REMARKS

To be provided by June Shih.

The Associated Press

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June 17, 1997, Tuesday, AM cycle

SECTION: Washington Dateline

LENGTH: 296 words

HEADLINE: When school's over, children can 'imagine'

DATELINE: WASHINGTON

BODY:

The children showed first lady **Hillary Rodham Clinton** on Tuesday all the things they do when classes close for the day at J.O. Wilson Elementary School and they stay on to study, play chess, hear stories, and just "imagine."

The first lady in turn urged charitable foundations and corporations to help pay for a system of safe-haven learning centers to keep many more kids off the streets and occupied in after-class hours.

"The hours between three and six in the afternoon are the hours that are most dangerous for our children," Mrs. Clinton told an audience of pupils, parents, teachers and guests in the auditorium of the inner-city school.

"That is when they are most likely to be victimized and get into trouble themselves," she said.

Describing her tour of the center she said: "I saw eager, enthusiastic young people willing to tell me in great detail what they had been doing. There is a chance to study, write a book, act a play, help a younger child learn to read."

At one table a youngster told Mrs. Clinton about his art work and the book he had written about an adventurous although imaginary trip. He and other children had bright yellow caps with the word "imagine" printed on them.

"We did a collage and shaped it like a fish," he said.

The center is part of a project launched by the Washington **Interfaith Network** with the aim of establishing 10 after-school programs in city schools over the next several years. The Fannie Mae Foundation provided a \$ 150,000 grant to finance the effort at J.O. Wilson.

Education Secretary Richard Riley said his department has produced a free step-by-step handbook to provide a model for other schools wishing to establish similar after-school programs.

It is available by calling 1-800-USA-LEARN.

LANGUAGE: ENGLISH

LOAD-DATE: June 18, 1997

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June 18, 1997, Wednesday, Final Edition

SECTION: STYLE; Pg. D02

LENGTH: 1061 words

HEADLINE: A Class That Can't Be Beat; African Drumming Program Has Kids on Their Feet

BYLINE: Nicole Lewis, Special to The Washington Post

BODY:

The bright sunshine outside the J.O. Wilson Elementary School in Northeast Washington is feeble competition for the 30 or so first- and second-graders who fill the music room inside. Eyeing the large West African drum in the middle of the floor, the kids laugh and poke each other instead of listening to directions from their artist-instructors, Sylvia Soumah and Mahiri Edwards.

Slightly exasperated, Soumah (Mama Sylvia to the students) calls out questioningly: "Ago?"

Instantly the children snap to attention. "Imay!" they answer, not quite in unison.

"Ago?" Sylvia calls out again, loudly.

"Imay!" the children reply joyfully, all together now.

Roughly translated, ago and imay mean "ready now?" and "all set" in Swahili.

The students are gathered for the Friday afternoon African drumming and dance class that's part of Wilson's After-School Program. The first half of the year-long program, which includes photography lessons, writing classes and field trips, ended yesterday with a flourish -- a performance attended by first lady **Hillary** Rodham **Clinton** and D.C. schools Chief Executive Gen. Julius Becton.

At the earlier regular session, Edwards -- known as "Baba Mahiri" to the students -- starts to beat the big drum and the tangle of barefooted children quickly form a circle. Soumah touches each head lightly as a sign to sit, and then asks the group to name African countries.

"Kenya," offers one boy.

Another yells out, "South Africa!"

"Somalia?" queries a third child.

The rest giggle or offer blank stares. Undeterred by the lukewarm response, Soumah gives the group a homework assignment: They are to ask their parents where their ancestors were born and to report back the following week. The children nod, and then the real fun begins. For the next hour and a half, they sing songs about Africa, march in place to the mesmerizing drumbeat, dance individually in the center of the circle and show off their cartwheel prowess. Edwards picks a few children to demonstrate the taritibu, or African boot dance. Considering that the kids first saw the steps three weeks ago, they perform admirably. "Did I wear you out?" Soumah asks one boy as he puts on his shoes to leave at the end of the class. "Yes," he responds, a big grin covering his face.

The five-day-a-week after-school program comes to Wilson courtesy of a partnership between the Washington **Interfaith Network** (WIN) and Inner City-Inner Child (IC-IC), the outreach program of Dumbarton Concerts, a classical music series based in Georgetown's Dumbarton Church. Fannie Mae provided a \$ 150,000 grant to cover costs.

Principal Erma Fields lobbied WIN for Wilson's pilot-school status. "She has a real vision of Wilson being a community anchor," said Carol Wheeler, a WIN member who interviewed Wilson parents and teachers to find out what they wanted to get from the program. By 2000, WIN hopes to have 10 similar programs in place at schools throughout the District, but for now the focus is on extending Wilson's funding past one year.

Dumbarton Concerts Executive Director Constance Zimmer selected Soumah and Edwards for the Wilson program because she felt they treated the children with respect.

The pair seem to have a flexible, roll-with-the-punches attitude toward their charges. When a toddler wanted to join in the taritibu dance, Edwards let her wander among the lines of students, challenging them to pay attention to the steps, rather than to the giggling child.

Soumah dances professionally with her own company, Nanfoule (which means "freedom" in Mandingue, the dialect of Guinea) and co-directs a children's company, the Kono Youth Ensemble. She decided to become a dancer after working with Washington's Dance Place co-founder and artistic director Carla Perlo in a similar outreach program when Soumah was a child in Cincinnati. Soumah eventually moved to Washington to dance with Perlo at Dance Place, where she continues to teach and perform. She is thinking about going back to school at Howard University to obtain a degree in early childhood education with a minor in dance.

Combining the qualities of a mom and a drill sergeant, Soumah exhorts the children: "Work with me. You've got to have muscles." She makes sure to compliment those who behave well, and the kids seem to respond. Johanna Walker, 8, said of her teacher: "She's fun 'cause she likes to teach you dances and stuff." Another aspiring dancer, Irving Phillips, 7, said, "I love everything that we do."

Soumah and co-instructor Edwards share IC-IC's goal of putting the arts back into the school curriculum. They emphasize the need for dialogue between parents and children -- and their ancestor homework assignment is meant to initiate such a dialogue. Participation in the after-school program is free to Wilson students, but parents are asked to donate one hour to the school a week. Zimmer says she and her partners are trying to establish a pattern of parental involvement, so if funding dries up, parents might choose to continue the program themselves.

Edwards, whose mother sent him to a school that taught West African drumming when he was a kid, picks the first round of drummers during rehearsal for the end-of-school performance. He is a tough teacher, ordering the kids to first master the rhythm with their voices and then asking everyone to demonstrate drumming skills individually.

When the kids can't keep their hands off the drums, Edwards says sharply, "The only way you're going to learn is to listen."

And when one little boy can't quite seem to master the rhythm and his peers laugh at him, Edwards tells the students: "If you can walk, you can dance. If you can talk, you can play a rhythm."

His stern words seem not to discourage them -- all hands shoot up, as eager kids vie to be the next to try the drums.

At the afternoon's end, they gather in a circle and Soumah has them move to Edwards's drumbeat. She invites a boy who is wearing his good-behavior smiley face stickers as earrings to dance by himself in the center of the circle, but he shies away. Another boy gladly takes his place. Then a few girls show off their stuff.

Moments later, the first boy overcomes his reluctance and jumps back into the middle, bouncing happily to the invigorating drum. Smiling, Soumah calls out to him, "Let me see you dance!"

GRAPHIC: Photo, dudlëy m. brooks, At Wilson Elementary School in the District, Dennis Scott beats out a song as Tamiesha Chase studies his technique. Sylvia Soumah leads an African dance class for children at J.O. Wilson Elementary School in the District.(Photo ran in an earlier edition)

LANGUAGE: ENGLISH

LOAD-DATE: June 18, 1997

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Search: General News;interfaith network and hillary w/2 clinton

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**6/19/1997: Summerbridge
PROGRAM DISCUSSION**

Divider Title: _____

June 19, 1997

SUMMERBRIDGE PROGRAM DISCUSSION

DATE:	June 19, 1997
TIME:	1:30 p.m.- 3:00 p.m.
LOCATION:	Kent Denver School Englewood, CO
FROM:	Brenda Costello

I. PURPOSE

To visit the Denver Summerbridge Program and participate in a discussion with students, teachers, and parents highlighting the importance of mentoring and education initiatives like Summerbridge.

II. BACKGROUND

On Friday afternoon you will visit the Summerbridge program at the Kent Denver school just outside Denver. Bea Roemer, the First Lady of Colorado, and Wilma Webb, the First Lady of Denver, will join you in a visit to this special summer school program which will officially open on Monday.

Summerbridge National

Denver is one of 35 Summerbridge sites nationwide, including the Washington D.C. site at Sidwell Friends. Summerbridge was founded at San Francisco's University High School in 1978. The Summerbridge National program is a year round mentoring program for middle school students, primarily from low-income families, that is taught by college and high school students. The program has two components, a summer school program and a school-year mentoring program. With the summer school and year-round mentoring, Summerbridge tries to meet its two-fold mission. The program is designed to both prepare public middle school students to enter and succeed in college preparatory programs and at the same time train a group of high school and college students to become better leaders and professional educators through this teaching experience.

Denver Summerbridge

The Summerbridge program was piloted in 1995 with 46 students. Although originally intended to be a two year program for students after 6th and 7th grade, some rising 9th graders will return for a third year at their own request. The six-week long Summer School takes place on the Kent Denver School campus and the School Year program, two afternoons a week, is held at a local public school.

In addition to Kent Denver School's generous loan of their facilities and administrative support to Summerbridge, many individuals, corporations, and local foundations help make Summerbridge possible. In both 1996 and 1997, Summerbridge received a \$20,000 *Safe City Grant*. City funds make possible \$1 million in Safe City Grants every year. The grants are allocated by a citizen task-force every year and distributed to a variety of programs designed to help reduce teen violence. Additional public support comes in the form of transportation and food. Three-quarters of the cost of busing the students to Kent for the Summer School is donated by the Denver Public Schools, and money for meals is provided by the Summer Food Service for Children through the Department of Agriculture.

There are approximately 100 students in the Summerbridge Program. Summerbridge publicizes the program at local public schools; however, students apply voluntarily on their own initiative. Students who wish to participate must sign a contract to attend the program for two full years. Eleven of the students this summer are returning for their third year, 40 for their second year, and 50 are entering the program for the first time. The student body is approximately 40% Hispanic, 33% African-American, 16% white, 6% Asian, and 5% Native American with a 2 to 3 male to female ratio. Approximately 2/3 of students' families qualify for federal assistance.

Summer School

The attitude at the Summer School is well expressed by the school creed, written by two of the high school students who taught at Summerbridge during its first year. This creed is used to open the summer session and is posted on a banner at the school which all the students have signed. At Friday's event, you will sign this banner:

We are Summerbridge and we commit ourselves to hard work,
dedication, respect, fun and most of all, to excellence in learning.

The Summer School meets five days a week from 8:30 a.m. -3:30 p.m. on the campus of the Kent Denver School and students are expected to complete from 1.5-2 hours of homework each night. English and math classes, hands-on labs and various history classes are designed to encourage middle-school students to learn and allow them to enrich their education. In keeping with Summerbridge's emphasis on multi-culturism, African American and Chicano history classes are also a part of the curriculum.

Summerbridge sites statistics that the program works. Over the course of last year's summer school, average reading scores improved 1.5 grade levels. The summer school also addresses issues such as violence in order to help prevent these middle-school children from making poor decisions. Every day the school joins together for an upbeat All School Meeting, similar to the event you will attend on Friday. The program is free for students and meals and transportation are provided.

All of the teachers are high school or college students who have undergone a two-week teacher training course before the Summer School starts. Three professional educators serve as Deans for the Summer School and a fourth serves as the program's director. Of the 31 teachers, 18 are in high-school and 13 are in college. The teachers receive a modest stipend to help cover living expenses. The program tries to use teachers from the Denver area who will be able to continue to work with the middle-school students during the School Year program. The racial make-up of the teachers is approximately 25% Hispanic, 25% African American, 3% Asian, 3% Native American and 44% white. Denver Summerbridge hopes that by 1997 the faculty will better reflect the diversity of the student body.

The School Year Program

The School Year Program is designed to continue the relationships teachers and students form over the summer. For two hours twice a week, participants meet at West High School, a location closer to the children's homes. Summerbridge also hosts special events throughout the year such as Career Day, where students go to work with professionals in the community and College Day at the University of Colorado, designed to familiarize students with the college admissions process. Many of the mentors and teachers during the School Year Program also work at the Summer School.

Corporation for National Service

There are no AmeriCorps members working at the Denver Summerbridge program; however, the Denver program has applied for 15 AmeriCorps positions for next year (a decision is expected in late June or early July). Presently, 113 AmeriCorps members work at 16 Summerbridge sites nationally. For FY 1996, AmeriCorps gave Summerbridge National \$427,875, in FY 1995, \$471,477, and in FY 1994, \$490,200. Many Summerbridge sites besides Denver also benefit from Learn & Serve Funds. The Learn & Serve Program has provided \$451,900 in funding since 1994.

Kent Denver School

Summerbridge is an adjunct program at the Kent Denver School. All funding is raised and managed separately from school funds. The Kent Denver School is a coeducational school for grades 6-12 which receives no government funding. Secretary of State Madeline Albright, an alumna of what was then the Kent School for Girls, visited the school in May. The current school was formed from the merger of Kent School for Girls and Denver Country Day School for Boys in 1974, although the school cites 1922, the date the girls' school was started, and has celebrated its 75th anniversary this year. In addition to its community commitment through the Summerbridge program, the school requires all of its students to complete community service. The student body is evenly split between males and females and 11% of students are non-white.

Format

You will arrive at a classroom at the Kent School with Wilma Webb, First Lady of

Denver, and Bea Romer, First Lady of Colorado. Ben Valore-Caplan, Director of Denver Summerbridge, will give an overview of the Summerbridge program and then you will briefly discuss the program with three teachers, three students, and a Summerbridge parent. Following this meeting you will proceed to the auditorium for the discussion.

You will be seated next to students on the stage and four students will deliver presentations for an audience of approximately 235 students, teachers, parents, and guests. Bea Romer has invited several administrators from Stanley British Primary School, which Mrs. Romer co-founded 25 years ago. Two teachers will make presentations and then an open discussion will be facilitated by Ben Valore-Caplan. After the discussion, you will be invited to sign the Summerbridge Creed (see explanation above) and will be presented with a Summerbridge jacket. After the signing, you will depart.

III. PARTICIPANTS

Meet & Greet in Classroom

- The First Lady
- Bea Romer, First Lady of Colorado
- Wilma Webb, First Lady of Denver
- Ben Valore-Caplan, Director, Denver Summerbridge
- Kisha Small, Summerbridge teacher
- Chris Gibbons, Summerbridge teacher
- Rachael Bibby, Summerbridge teacher
- Balvino Martinez Chaves, Summerbridge parent
- Nina Alexander, Summerbridge student
- Leah Groder, Summerbridge student
- John Silva, Summerbridge student

Discussion in Auditorium

- The First Lady
- Bea Romer, First Lady of Colorado
- Ben Valore-Caplan, Director of Denver Summerbridge
- Kisha Small, Summerbridge teacher
- Chris Gibbons, Summerbridge teacher
- Alex Gordon, Summerbridge teacher
- Daniel Kos, Summerbridge teacher
- Christopher Clemons, Summerbridge teacher
- Melissa Jeria, Summerbridge teacher
- Kyle Bobrick, Summerbridge student
- Hector Salsana, Summerbridge student
- Perry Ligrani, Summerbridge student

- Michael Benko, Summerbridge student
- Jeffrey Johnson, Summerbridge student
- Delijah Shead, Summerbridge student
- Naamone Dishmon, Summerbridge student-presenting jacket
- Karen Kimble, Summerbridge student-presenting jacket
- Saul Martinez, Summerbridge student-presenting jacket

IV. SEQUENCE OF EVENTS

--Meet & Greet in Classroom

- The First Lady, accompanied by Wilma Webb and Bea Romer will enter Classroom 6.
- Ben Caplan will deliver overview of the Summerbridge program.
- The First Lady will have an opportunity to briefly discuss the program with students, teachers and parents.

NOTE: Upon conclusion, The First Lady will proceed to hold to allow the meet and greet participants to proceed to the auditorium.

--Discussion in Auditorium

- The First Lady, accompanied by Bea Romer and Wilma Webb, proceeds down the middle aisle from the rear of the auditorium to the stage.
- The First Lady proceeds to seat center stage.

NOTE: The First Lady is seated next to Armardo (A.J.) Escobedo and Jamie Brown, both eighth graders in their second year at the Denver Summerbridge program.

- The theme of the presentations will be "Giving Back".
- Four students delivers presentations.
 - A Rap Song
 - A Poem
 - An Explanation of the Story of Zeus
 - A Science Experiment
- Two teachers deliver presentations.
- Ben Valore-Caplan facilitates an open discussion.
- Upon conclusion of the discussion, the Summerbridge Creed is recited:
"We are Summerbridge and we commit ourselves to hard work, dedication, respect, fun and most of all to excellence in learning."
- Upon conclusion of the Creed, The First Lady is invited to sign the Summerbridge Creed and is presented with a Summerbridge jacket stage left.
- Upon conclusion of the signing, the First Lady exits stage left and works front row left to right and proceeds up the stairs to the rear of the auditorium.

V. PRESS

--Meet & Greet in classroom:

Closed Press.

--Discussion in Auditorium
Open Press.

VI. REMARKS

No formal remarks are necessary.

THE HONORABLE WILMA J. WEBB

WILMA J. WEBB, FIRST LADY OF DENVER AND FORMER COLORADO STATE REPRESENTATIVE, is a respected public leader who has served the people of Colorado for over the past 20 years with distinction. Her accomplishments are wide spread, meaningful, and significant to people. As First Lady of Denver, she is bringing about a renewed awareness to the value of the Arts to the human development of people, speaking out on the need to eradicate drug abuse and focusing upon strengthening families and youth in America. As a former Colorado State Representative who served for 13 years as a member of the Colorado House of Representatives, time after time, she successfully sponsored strong legislation which was adopted by the Colorado General Assembly. Her impressive record is notable.

As the first minority woman of the Colorado Joint Budget Committee, the State's most powerful six-member committee, she participated in writing Colorado's \$4 billion budget, influencing long-lasting and impacting financial policy and decisions for Colorado's 20 Departments of Government. Laws which have been enacted due to her outstanding leadership and sponsorship include a range of governmental policies which are beneficial to citizens from all walks of life. Laws which are part of her impressive record provide for enactment of the first and only Comprehensive Anti-Drug Abuse Program in Colorado; Elderly Frail People to Receive Care At Home As Opposed to Nursing Home Placement; Authorizing Subpoena Power to the Colorado Civil Rights Division; Martin Luther King Day; State-Chartered Savings and Loan Financial Institutions to Carry FSLIC Insurance; The Improvement of Living Conditions for Troubled Youth; Fair and Equal Compensation for People Who Serve on Boards and Commissions; Ensuring Equal Retirement Benefits for Retired Judges. She also carried legislation to provide for Compulsory Full-Day Kindergarten, School Drop-out Prevention, assistance to children and families, the poor, the homeless, and the elderly, equal civil rights for all people, divestment of Colorado Investments in South Africa, easier access to voter participation, business opportunity incentives and support for the arts. During her tenure as one of the most distinguished members of the Colorado House, she also carried successfully numerous resolutions, tributes, and memorials for worthy causes and notable individuals.

As First Lady of Denver and as a former veteran member of the Colorado General Assembly, she is established as a leader, serving on numerous private and governmental boards and commissions, nationally, statewide, and locally. She is the honoree of several hundred national and statewide commendations.

She is a world traveler having journeyed to Canada, China, England, Ethiopia, Germany, Hong Kong, Israel, Jamaica, Japan, Mexico, the Netherlands and Taiwan on tours of goodwill, business and diplomacy.

She resides in Denver with her husband, Mayor Wellington E. Webb and is the mother of four young adults: Keith, Anthony, Stephanie, and Allen. A Denver native who graduated from the Denver Public Schools and attended the University of Colorado at Denver, she is an alumna of the Harvard University John F. Kennedy School of Government, and also holds an honorary doctorate from the Colorado Institute of Art. She is also a member of Delta Sigma Theta Sorority, Incorporated; the Links, Incorporated; and is a member of Zion Baptist Church.

STATE OF COLORADO

EXECUTIVE CHAMBERS

136 State Capitol
Denver, Colorado 80203-1792
Phone (303) 866-2471



Roy Romer
Governor

BEA ROMER **First Lady of Colorado**

Colorado's first lady, Bea Romer, is an early childhood and family life educator. She is also a leader in First Impressions, the Governor's initiative on families and children.

Mrs. Romer is a recognized leader in the field of family and children's issues both locally and nationally. As chairperson of the Colorado Initiative for Family Learning, Mrs. Romer has taken the lead in making family literacy a priority for Colorado. Most recently, Mrs. Romer has been involved in the development of Bright Beginnings, a non-governmental initiative to help communities organize support for new families. Bright Beginnings is co-chaired by Gov. Romer and Brad Butler, the former chairman of the board at Procter and Gamble. The initiative seeks to help make Colorado the best place to raise a child by providing "Warm Welcome" home visits to new parents, universal health care and quality and affordable child care for all children.

On a national level, Mrs. Romer is a member-at-large on the governing board of the National Association for the Education of Young Children and serves on the boards of the Child Care Action Campaign and the Family Resource Coalition. Most recently, Mrs. Romer has been asked to sit on the National Head Start Fellowship Review Committee.

Mrs. Romer has a bachelor's degree in child development from Colorado State University in Fort Collins and holds a master's degree in educational psychology from the University of Colorado at Denver. She is certified as a family life specialist by the National Council on Family Relations.

In her early career, Mrs. Romer began the Montview Preschool in central Denver. The preschool is known in the Denver area as a progressive learning institution.

Gov. and Mrs. Romer live in Denver. They have seven children and 15 grandchildren. Mrs. Romer was born in 1929 and grew up in Laramie Wyoming. She moved to Colorado when she was 18 years old.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	re: Denver Summerbridge biographies [Personally Identifiable Information] [partial] (1 page)	06/19/1997	b(6)

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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Denver Summerbridge Biographies

Director

Ben Valore-Caplan (Male, Caucasian/Jewish)

Founded Denver Summerbridge in 1994

(b)(6)

Brown University, '92 (Teacher Certificate in English, American Civilization)

Has been teaching seven years. All grades and many different subjects

Associate Director

Dean of Faculty

Amie Valore-Caplan (Female, Caucasian)

Brown University, '95

Two year Providence Summerbridge teacher

Two year Denver Summerbridge Dean of Faculty

Five years teaching experience.

Taught Bilingual science (Spanish) in Denver Public Schools

Dean of Faculty

James Meadows (Male, African-American)

Chicago University, '91

Two year Denver Summerbridge Dean of Faculty

Six years teaching experience

Currently earning Masters Degree

Dean of Students

Ad Lopez (Male, Mexican-American)

Twenty seven years teaching & administrative experience (Denver Public Schools)

Currently Administrator in Charge at Fox Alternative School (DPS)

First D.P.S. contact who helped make Denver Summerbridge possible

Biographies of Denver Summerbridge Participants Presenting Teachers

First Greeter, Meet 'n Greet, Speaker at All School Meeting

Kisha Small (Female, Multi-Racial)

University of Colorado at Denver, Junior
George Washington High School '95 (Denver Public Schools)
Teaching in Summerbridge for second year
Planned College Day and High School Day field trips
Head of summer leadership team

Meet 'n Greet, Speaker at All School Meeting

Chris Gibbons (Male, Caucasian)

Yale University, Sophomore; Kent Denver School '96
Helped start Denver Summerbridge in 1994
Has been a teacher and leader in the program for three years
Just completed an internship with Children's Defense Fund (March 1997)

Meet 'n Greet

Rachael Bibby (Female, Hispanic)

Kent Denver School '98
Second year working with Denver Summerbridge
Has volunteered well-over 500 hours with the program
On summer leadership team

Presenters (with students)

Alex Gordon (Male, Caucasian/Jewish)

West High School '97 (Denver Public Schools)
Received prestigious Boettcher Scholarship to attend Denver University
Teaching in Summerbridge for second year

Daniel Kos (Male, Caucasian/Czech)

University of Colorado at Boulder, Senior
Teaching in Summerbridge for second year
Chair of our Literacy Department

Christopher Clemons (Male, African-American)

George Washington High School, '97
First year teacher

Melissa Jeria (Female, Hispanic)

Columbia University, Senior
First year teacher

Denver Summerbridge Biographies Student Participants

Meet n Greet

ina Alexander (Female, African-American) (also in presentations)

Eighth grader at Smiley Middle School (Denver Public Schools)

Second year Summerbridge student

Loves writing poetry

Leah Groder (Female, White)

Eighth grader at Lake Middle School (Denver Public Schools)

Second year Summerbridge student

Youth Advisory Board for Ocean Journey and Colorado Youth Leadership Award

Josh Silva (Male, Hispanic)

Eighth grader at Kepner Middle School (Denver Public Schools)

Second year Summerbridge student

M.C. (and in presentations)

Camilla Ihenetu (Ee-hen-ee-tu) (Female, African-American, Family immigrated from Nigeria)

Ninth grader at Kent Denver School

Third year Summerbridge student

Student Presentations

Kyle Bobrick (Male, Caucasian)

Ninth grader at East High School (Denver Public Schools)

Third year Summerbridge student

Hector Saldana (Male, Hispanic)

Eighth grader at Kepner Middle School (Denver Public Schools)

Second year Summerbridge student

Perry Ligrani (Male, Caucasian)

Ninth grader at John F. Kennedy High School (Denver Public Schools)

Third year Summerbridge student

Michael Benko, Jr. (Male, Caucasian)

Ninth grader at George Washington H.S.'s Computer Magnet (Denver Public Schools)

Third year Summerbridge student

Jeffrey Johnson (Male, Caucasian)

Ninth grader at East High School (Denver Public Schools)

Third year Summerbridge student

Delijah Shead (Female, African American)

Ninth grader

Second year Summerbridge student

Presenting Jackets

Naamone Dishmon (Male, African American)

Ninth grader at Career Education Center/East H.S. (Denver Public Schools)

Third year student

Karen Kimble (Female, African-American)

Ninth grader at George Washington H.S.'s Computer Magnet (Denver Public Schools)

Third year Summerbridge student

Paul Martinez (Male, Hispanic)

Ninth grader at West High School

Third year Summerbridge student

**Denver Summerbridge Biographies
Parent/Grandparent Participants**

Meet 'n Greet

Balvino Martinez Chaves (Male, Hispanic)
Parent of Sarah (Student)
Was on staff with Senator Haskell (D-Colo.)
Was on staff with Mayor Webb

Ushers

Tracie Lewis
Parent of Nina Alexander (Student)

Peter Ihenetu
Parent of Camilla Ihenetu (Student)

Dolores Martinez Hernandez
Parent of Doey (Teacher) and Bobbi (Student)
Aunt of Rezal

21st Century Community Learning Centers After-school, Weekend and Summer Programs for Youth

What is the 21st Century Community Learning Center Program?

The 21st Century Community Learning Center program is authorized under Title X, Part I (21st Century Community Learning Centers) of the Elementary and Secondary Education Act. The funds can be used to expand the school's capacity to address the educational needs of its community after-school, weekends and summers. The focus of this program will be to provide expanded learning opportunities for participating children in a safe, drug-free and supervised environment.

Why do we need this program?

While some communities are already developing after-school programs, they are not wide-spread, particularly in the public schools. In 1995, there were 23.5 million school-aged children with parents in the workforce. But as recently as the 1993-94 school year, 70 percent of all public elementary, middle, and combined schools did not have a before or after-school program. In rural areas, 82 percent of public schools did not have such programs. In addition, the majority of extended-day programs are aimed at kindergarten and early elementary school students, and focus on supervised care rather than academic instruction. This program would bring much-needed attention to the provision of supplementary learning activities and on activities addressing the needs of adolescents and the problems of drug use, gang involvement and violence.

A 1994 survey of parents found that 56 percent think that children are left alone too much after school, and a 1989 survey showed that 84 percent of school principals expressed a need for before- and after-school programs. According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m. and 6 p.m. — a time when they are not in school. Many children and youth can benefit from extra learning time after-school, summer and weekends. A priority would be given to programs serving early adolescents and middle school age children. The 21st Century Learning Center program meets this need by providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, helping middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects as well as opportunities to participate in chorus, band and the arts, technology education programs and services for children and youth with disabilities. Before and after-school and summer programs can help kids stay on the right track.

How much funding has the President proposed?

The President has proposed \$50 million in his FY 1998 budget to expand this program. It is estimated that this amount will fund 500 to 1000 new after-school initiatives depending on the number of children served and the services provided.

Who is eligible to receive funding?

Schools or consortia, but they must be in collaboration with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions. Grant recipients are funded for a period not to exceed three years.

How does this help improve communities and schools?

Keeping schools open after typical hours to become a Community Learning Center is a significant way to help meet the increasing needs of our nation's children. By uniting parents, caregivers, principals, teachers, and community groups in partnership, communities can assess and meet real student needs such as addressing learning deficiencies and helping students excel in math and reading, maximize resources by coordinating efforts, and gain the advantages of shared expertise and experience. Children, families, and the whole community will benefit as children learn and grow in a safe, enriching environment.

AMERICA READS CHALLENGE: THE LEGISLATION

BACKGROUND

While American students today generally read as well as ever, 40 percent of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. As teachers, schools, librarians, and principals work to strengthen in-school reading programs, all caring Americans can also play a role in helping young children learn to read.

When asked what was needed most to provide extra help to children who needed it, teachers, principals, librarians, parent groups, businesses, education and literacy groups, and community organizations said locally based coalitions could mobilize high-quality volunteer tutors to extend the learning time of children who need help in reading. In particular, they said they need trained reading specialists and tutor coordinators to help their schools and communities match tutors with children, and to provide training to tutors. Also, many parents want ideas and tips on how to help their children develop language and reading skills beginning at birth.

The America Reads Challenge legislation sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields — schools, libraries, religious organizations, universities, the media, community and national groups, and cultural organizations, as well as college students, business leaders, and senior citizens — to ensure that every American child can read well and independently by the end of third grade. The America Reads Challenge would mobilize tutors, reading coordinators, and experts in communities and states to assist existing literacy efforts, or to aid in the development of new reading partnerships to help our nation's children to read. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library, and community literacy efforts.

PROVISIONS OF THE LEGISLATION

1. America's Reading Corps: The America Reads Challenge would build on groundwork being laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The Reading Corps grant is the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators — including 11,000 AmeriCorps members — over five years. Over a five year period, tutor coordinators would help recruit one million volunteer reading tutors to be trained by the reading specialists.

The nearly \$1.5 billion in new education investments from the proposed legislation would supplement classroom reading instruction by enabling local reading partnerships to hire qualified professionals, such as a reading specialist or teacher, to train tutors and connect the school's reading program with the tutoring. By the fifth year of the program, it is expected that the tutors, coordinating with the classroom reading program, would be providing individual after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who want and need the extra help. This effort would help link the reading program, teacher, school, child, and family.

The America Reads Challenge would also take advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout the United States. An additional \$1 billion from proposed increases in appropriations for the Corporation for National Service would help local reading programs recruit and organize volunteer tutors.

A local reading partnership would include at least two agencies or organizations -- one of which must be a public school or a school district. The other could be a library, literacy group, museum, business, or youth-serving group, among others. The legislation requires that:

- Each local reading program use qualified and trained individuals;
- Each local reading program serve an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
- Each local reading program build on and support in-school reading programs;
- Each local reading program make parental involvement and support a high priority, and be coordinated with early childhood and family literacy programs, such as Even Start and Head Start; and
- States demonstrate that all programs funded with the grant would reach children in the greatest need of assistance; use effective practices that show the most promise in helping all children -- including children with limited English proficiency and children with disabilities; and a clear strategy for coalition building.

Seventy percent of the State-grant money would be allocated to the states according to the Title I formula, and 30 percent will be awarded competitively based on the quality of state plans. States would distribute the funds to local applicants.

2. Parents as First Teachers Challenge Grants: The second part of the legislation recognizes that as their children's first teachers, parents can give their children the firm foundation they need to do well in school by, for example, reading to their children 30 minutes each day from infancy onward, talking with their children, or getting their children library cards and accompanying them to the library regularly.

The Parents as First Teachers Challenge Grants would provide \$300 million over five years to foster effective programs to help parents help their children become successful readers by the end of third grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups.

Applicants for the Parents as First Teachers Grants must have a demonstrated record of working with parents in improving the reading skills of their young children, or must be planning to use a model that has been demonstrated to be effective. Grantees must strive to collaborate and form partnerships with other programs that provide support for parents, such as adult education and Even Start, and must include two or more groups.

3. Effective Models and Exemplary Partnerships: The Secretary of the U.S. Department of Education and the Chief Executive Officer of the Corporation for National Service would award \$500 million over five years to support effective models and partnerships which local communities and States can adapt. The purpose of these grants is to ensure that local communities have up-to-date information about what is working to help our children read -- including activities that assist parents working with their children beginning at birth. National organizations, as well as local and regional partnerships would be eligible for this funding.

4. Research and Evaluation: The legislation would allocate funds to evaluate programs, disseminate information about best practices, and provide technical assistance to local programs.

FEDERAL AGENCY COMMITMENTS TO SUMMIT

All Federal Agencies

Federal agencies will expand their commitment to adopt schools or otherwise establish partnerships with schools in their communities by increasing the number of agency-school relationships from approximately 1,500 schools to 2,000 schools by the year 2000. Working through partnerships established by their agencies with schools across the country, Federal employees work closely with schools in a variety of ways -- volunteering as mentors and tutors, purchasing needed equipment for schools, and holding career days.

Community Anti-Drug Coalitions of America (CADCA), CityKids Foundation, and U.S. Office of National Drug Control Policy, Department of Defense

By the year 2000, CADCA, ONDCP and the City Kids Foundation commit to provide over 200,000 young people in more than 100 cities with skills that will teach them to become community leaders, challenge them to build local community coalitions, and empower them to create and implement projects that directly tackle substance abuse and violence in their communities.

This "National Youth Academy" will combine CADCA's national network of community coalitions and its established training capacity with the peer leadership training methodologies of The City Kids Foundation, the support of the U.S. Office of National Drug Control Policy, and the integral involvement of the Parents' Resource Institute for Drug Education, Mothers Against Drunk Driving, the National Crime Prevention Council, the Work Group on Health Promotion and Community Development at the University of Kansas, the U.S. Department of Defense Junior R.O.T.C., and the National Institute on Drug Abuse.

Department of Defense -- Department of the Army

- The Army has committed to expand opportunities for active duty, reserve, and retired military personnel to volunteer time as mentors and tutors in schools in their local communities; and will also expand opportunities for young people to give back to their local communities and contribute to the common good through a community service learning module in the Junior Reserve Officer Training Corps (JROTC) program. America's Army is committed to enhancing its association with community-based coalitions by participating as a partner in coalitions designed to keep kids off drugs and out of gangs, mentor young minds, clean neighborhoods of destructive graffiti and provide worthwhile apprenticeships with local businesses. Its dedication to this endeavor is best exemplified by its commitment to work with the Community Anti-Drug Coalitions of America to identify Junior Reserve Officers Training Corps student leaders to help train more than 200,000 youth in more than 100 cities by the year 2000.

Department of Defense -- Department of the Navy

The Department of Navy commits to increase its efforts in tutoring and mentoring, focusing on literacy and anti-drug education. The Navy and Marine Corps, combined, will establish partnerships reaching well over 700,000 youths through the year 2000.

- Through its **“Personal Excellence Partnership Flagship,”** the Navy will increase its current youth tutoring and mentoring by establishing partnerships that reach over 400,000 youths through the year 2000.
- Through its **“Campaign Drug Free Flagship,”** the Navy commits to increase its mentoring and drug education efforts by establishing partnerships that reach over 200,000 youths through the year 2000. Volunteer teams of Navy and Marine Corps Reservists and active-duty Sailors use specially prepared and age-targeted videotapes to convey anti-drug messages to elementary, middle, and high school students.
- Through its **“Adopt-A-School”** program, the Marine Corps commits to tutoring/mentoring over 100,000 students through the year 2000.
- Through the **“Young Marines of the Marine Corps League,”** approximately 950 adult volunteers (mostly present or former Marines) provide an established curriculum of self-discipline, health and anti-drug education, personal responsibility, and teamwork development for at-risk young people. The Marine Corps commits to reach out to over 20,000 youths through the year 2000.

Department of Defense -- Department of the Air Force

- The Air Force commits to increase its current involvement in programs and initiatives that contribute to the goals of the President’s Summit for America’s Future by at least 10%, in terms of both the number of children reached and the number of bases involved. Currently almost one million children and youths benefit from Air Force programs, and the Air Force commits to increase that number by approximately 100,000 by the year 2000.

The Air Force concentrates its efforts on child development programs, including special education, literacy and creative arts programs, child care and child care research and training programs, and nutrition education programs. Other programs the Air Force participates in include Foster Grandparent Programs, Air Force Base Child Development Centers, Air Force Base Youth Programs, Youth Employment Skills Programs, and Air Force involvement in national accreditation of family day care providers. The success of these Air Force programs is due to the emphasis on partnering with local communities.

- The Civil Air Patrol (CAP), the official auxiliary of the Air Force, commits to increase membership and community activities by 10% by the year 2000. Currently CAP has 33,000 adult members, 500 Air Force Reserve members, and 75 active duty personnel involved in mentoring 21,600 Cadets. CAP combines a structured physical fitness program with a sound moral leadership program for youth. In addition, the CAP Drug Demand Reduction Program provides drug prevention training and a drug-free environment for the Cadets.

Office of the Secretary of Defense

- The Office of the Secretary of Defense (OSD) commits to mobilize children of active duty personnel (more than 300,000 children ages 6-18) to volunteer 1.5 million hours of

service annually in on- or off-base community service projects.

- The Office of the Secretary of Defense commits to 100 alliances between the Defense Department youth programs and the Boys & Girls Clubs (B&GC) of America, to reach military youth in local communities and strengthen youth programs at participating bases. Currently 51 of 90 Air Force youth programs have been granted B&GC charters.
- The Department of Defense commits to a 50% increase in high school enrollment in Junior ROTC Career Academies, an alternative to the regular high school JROTC program designed to address the special needs of "at-risk" youth. Thirty JROTC Career Academies are located primarily in inner city schools in large urban areas nationwide.

United States Department of Agriculture

- **Food Recovery and Gleaning** -- USDA commits to increase significantly the amount of excess food that is recovered and distributed to Americans in need, with a particular emphasis on involving young people in gleaning. The Secretary and the Congressional Hunger Center will convene a National Summit on Food Recovery, modeled on the Presidents' Summit, to call on Americans to commit to increase recovery of excess food. The Department will work with the National Collaboration for Youth, Rock and Wrap It Up, and Food Chain to recover excess food from school lunches and large concerts, and with farmers' markets, rural empowerment zones, and school districts.
- **"This Land is Your Land" Service Initiative** -- The Department commits to engage 26,000 more Americans in voluntary environmental service, and to offer conservation education to half a million school children by the year 2000, through a 25% increase in the Forest Service Volunteer Program and an increase of over 40% in the number of volunteers in its Natural Resources Conservation Service "Earth Team."
- **After-school Programs** -- USDA will work with state cooperative extension services and the National 4-H Council to expand the 4-H Program to engage an additional 300,000 youth in community service activities. To meet this goal, the 4-H program will recruit an additional 20,000 teenage and adult volunteers who will serve as program coordinators and mentors. USDA will also provide assistance to the Future Farmers of America, the National Farmers Union, the Nature Conservancy, and the American Heart Association to help those organizations meet their goals to increase after-school activities that provide mentoring, environmental education, and nutrition education to youth.
- **Matching Volunteers with Service Opportunities** -- USDA will create a new Web site to match up volunteers with service opportunities fighting hunger, improving the environment, and boosting rural communities.

U.S. Department of Justice

- **Youth Network** -- To promote youth service, the Department commits to create a Youth Network to provide a forum for young people, national organizations, and DOJ to exchange ideas about juvenile violence, delinquency prevention, and volunteerism. Through a web site and national meetings, the Network will offer young people a chance to participate in local delinquency and juvenile justice programs and policies, as well as to contribute to the national debate on these issues. Partners will include the National

Crime Prevention Council, Boys and Girls Clubs of America, Big Brothers/Big Sisters, National League of Cities, MADD, United National Indian Tribal Youth, Youth Build, and others.

- **Juvenile Mentoring Program (JUMP)** -- The Department will commit \$9.6 million to 52 new JUMP sites across the country, many of them in communities attending the Summit, to support one-on-one mentoring for more than 6,500 at-risk young people, more than doubling the number of sites in the JUMP program. The program uses community volunteers as mentors, and grantees coordinate with local schools.
- **Drug Education for Youth** -- The Department of Justice, working in partnership with the Departments of the Navy and the Army and the American Legion, will expand the number of DEFY sites from 3 to 30, reaching 1,000 young people. Using military role models to promote positive life choices and reduce the demand for illegal drugs, each DEFY site offers a summer camp program for about 30 children between the ages of 9 and 12 at a Navy, Marine Corps, or other military facility. In the following ten months, the children are mentored by individuals from the local U.S. Attorney's Office, police department, or local university, taken to special events, and taught the value of education, health, and citizenship.
- **Public/Private Mentoring Alliance** -- The Department of Justice, with the Corporation for National Service, will convene a Public/Private Mentoring Alliance of federal agencies and private national organizations supporting mentoring activities. The alliance will disseminate information nation-wide on the value of and opportunities for mentoring, and explore the possibility of a training and technical assistance initiative to expand effective mentoring programs across the country.
- **"Get Involved America" Initiative** -- The Department of Justice commits to help volunteers identify specific, practical steps that they can take to reach out to youth and reduce youth violence. DOJ will partner with community, education, and law enforcement groups to create and distribute materials that will help them assist young people.

U.S. Department of Health and Human Services

- **Girl Power! And HHS** -- HHS commits to expand its Girl Power! mentoring campaign through a new partnership with the National Council of Negro Women and African American sororities. The sorority members will work with their local alumni and with national and local organizations to mentor young girls in their communities.
- **Nike PLAYCORPS** -- HHS and Nike commit to greatly expand their PLAYCORPS program (modeled after AmeriCorps) from 100 coaches in four cities this year to at least 1,000 coaches all over America next year. Piloted last year, PLAYCORPS trains college students to coach/mentor kids in underserved areas in recreational leagues. They are paid \$500 -- which goes straight toward their tuition. HHS will also add a Girl Power! component by training coaches specifically on how to work with and inspire girls.

United States Department of Education

- **Summer Reading Partners** -- The Department of Education and its Partnership for Family Involvement in Education commit to increase the ranks of volunteer reading partners participating in this summer's Read*Write*Now! Initiative from 300,000 to 450,000, and to increase the number of children reading over the summer from 1 million to 1.5 million. The Partnership will identify and recruit reading partners and help establish reading programs in communities nation-wide. Working with appropriate reading organizations, the Department will prepare activity kits for the initiative. Launched in 1995 by the Partnership for Family Involvement in Education to prevent a fall-off in reading skills during the summer months, Read*Write*Now! volunteer reading partners pledge to read and write with a child for 60 minutes a week, and the child pledges to read 30 minutes a day five days a week. Last summer, more than 50 organizations sponsored the initiative, and over 300,000 volunteer reading partners read with one million children.
- **After-school Programs** -- The Department of Education and its Partnership for Family Involvement in Education commit to work with schools to launch 1,000 new after-school programs nation-wide, with the concurrence of Congress. We will enlist AmeriCorps members, Partnership members, and business and community organizations to volunteer in and help organize these programs. The Partnership will help identify potential sites for the after-school programs and recruit local volunteers. This is a newly proposed program to fund after-school, weekend, and summer activities for youth, based on the authorizing language for the 21st Century Community Learning Centers Program.

U.S. Department of the Interior

- **Public Land Corps: Restoring the National Parks through Youth Service** -- The National Park Service proposes to expand youth service opportunities to help carry out needed repair and restoration projects in our National Parks. Youth service provides the opportunity for environmental education, mentoring, counseling, and career development curricula, as well as the provision of highly skilled and experienced adult supervisors. NPS proposes to allocate \$1-2 million per year to expand youth service opportunities, and will work with youth service organizations, including, but not limited to, the Student Conservation Association, the National Association of Service and Conservation Corps, and the Environmental Careers Organization.
- **National Park Service National Junior Ranger Program** -- The Department commits to creating a "National Junior Ranger Program" through the Internet, targeted at children who are unable to visit national parks. Today, at over 100 parks nationwide, young people who visit parks have an opportunity to participate in activities which earn them the title of "Junior Ranger." This new electronic program will be designed for children ages seven to eleven, from both urban and rural areas. It will reach our nation's diverse population and stimulate interest in learning more about our natural and cultural heritage

and the future of America's public resources.

- **National Park Service Volunteer Opportunity System** -- The Department commits to sharing with other agencies its new National Park Service Volunteer Opportunity System, which provides a nation-wide listing of volunteer opportunities within the National Parks System on the Internet and the ability to apply electronically for a volunteer position in a specific park.

Federal Emergency Management Agency

- **Spring Break Program for High School Seniors** -- FEMA commits to offer high school seniors new service opportunities in their communities. These students would help communities prepare for emergencies or disasters by performing mitigation activities in community facilities like day care centers, schools, playgrounds, elderly residences and group facilities, and small businesses. Targeted communities would work with FEMA and state and local emergency officials to identify the natural hazards that threaten their community facilities. FEMA would coordinate the process and supervise volunteers. Local architects and engineers would volunteer to inspect facilities and design mitigation efforts, and local contractors/building trades professionals would volunteer to supervise activities. Local hardware and building supply outlets would donate the materials needed. Local high school seniors would provide the labor during the months of March, April, and May of their senior year.

U.S. Department of Veterans Affairs

The Department of Veterans Affairs Voluntary Service program, which just celebrated its 50th year of service to this nation's hospitalized veterans through the work of almost 100,000 volunteers, commits to create new opportunities for young people to serve. By the year 2000, VA will increase by 50% the number of student and youth volunteers in its facilities, bringing the total number of youth volunteers to 15,000.

U.S. School-To-Work Program

By the year 2001, the School-to-Work program will commit to:

- triple the number of employers involved with School-to-Work, so that approximately 600,000 companies have mentoring initiatives or School-to-Work systems within their organizations and are partnering with their local school districts. These companies will commit to not only having students learn in the workplace but also bringing teachers into the workplace; and
- implement a School-to-Work system in every state in the U.S.

Peace Corps

- Through its World Wise Schools program, the Peace Corps commits to significantly increase its global learning partnerships to at least 10,000 teachers by the year 2000, tripling the current number of partnerships with teachers. World Wise Schools connects

currently serving and returned Peace Corps Volunteers with U.S. students and teachers. The program educates young Americans about the people and cultures of other countries, and exposes them to positive role models who have engaged in public service as Peace Corps Volunteers.

- Every year, thousands of Americans inquire about the possibility of serving as a Peace Corps Volunteer overseas, signaling the tremendous interest among Americans in serving others. Recognizing that every person may not be immediately suited to overseas service, the Peace Corps commits to provide information on domestic service opportunities to an estimated 50,000 people per year.

U.S. Department of the Treasury

- **GREAT Program** -- The Department of the Treasury commits to increase the number of students educated in the GREAT curriculum by 10 percent -- or more than 35,000 additional students -- each year through the year 2000. GREAT is a Federal, state, and local partnership that teaches elementary and middle school children to avoid joining gangs and violence. GREAT has already reached more than 1 million American children, educating 350,000 students annually. More than 2,000 law enforcement officers have chosen to join the program as part of community policing initiatives.
- **Voluntary Income Tax Assistance** -- Treasury commits to assist 400,000 more taxpayers by the year 2000 through its voluntary income tax assistance program -- more than a 20 percent increase from 1996 levels. For 27 years, the IRS has organized volunteers to assist poor and non-English speaking people in paying their taxes. Last year, at over 8,000 sites across the nation, 47,000 volunteers assisted 1.9 million taxpayers in completing their forms.
- **Savings Bonds** -- Treasury is committed to reaching more Americans through the Savings Bond program by increasing its volunteers by 10%. Since WWII, savings bonds have been a stable and cost-effective source of financing for the Federal Government, while providing a convenient and safe opportunity for consumers to save. Almost half of all savings bonds sales are sold with the support of Treasury's National Volunteer Committee, formed by President Kennedy in 1963. It includes business executives and leaders from labor, education, and government.

U.S. Department of Transportation

- **Garrett A. Morgan Technology & Transportation Futures Program** -- The Department of Transportation commits to establish the Garrett A. Morgan Technology & Transportation Futures Program, which will reach 1 million students by the year 2000 through tutoring, mentoring, and education curricula. The goal is to build a bridge between America's youth and the transportation community. All the agencies of the department will contribute, including the Federal Aviation Administration, Federal Highway Administration, U.S. Coast Guard, Federal Railroad Administration, Federal Transit Administration, Maritime Administration, and National Highway Traffic Safety Administration.

U.S. Environmental Protection Agency

- **Community Environmental Service Agreement with Senior Citizen Groups** -- The U.S. Environmental Protection Agency commits to expand senior citizen volunteer efforts to protect public health and the environment through a partnership with the National Council on the Aging, the Environmental Alliance for Senior Involvement, the Corporation for National Service, and the Administration on Aging at HHS. Senior citizens, a growing and active segment of our population, have a large stake in protecting the environment, not only because they are "at risk" in terms of air and water pollution, but also because they want to protect the health of their grandchildren and provide them with a clean environment. The activities of the Partnership will include training senior citizens to teach children how to protect the health and environment of their communities.

Department of Housing and Urban Development

- **Neighborhood Networks** -- HUD commits to expand its Neighborhood Networks to create 500 computer centers in assisted or insured housing by the year 2000, more than doubling its current program. These centers will give more than 50,000 households the chance to gain job skills necessary to enter the workforce, and will educate children through after-school programs, mentoring, and internships. HUD will work in partnership with educational, business, and community groups to create, operate, fund, and sustain these computer learning centers.

HUD will challenge owners of assisted housing to provide space, motivation, and involvement in Neighborhood Networks; challenge business leaders to provide equipment and technical assistance, prepare people for the job market, and perhaps most importantly, hire those people motivated to learn and to work; and challenge community organizations to help with fundraising, tutoring, mentoring, and accessing local economic opportunities.

- **NCAA Partnership** -- HUD commits to a partnership to expand the NCAA's Regional Excellence in Academic Preparation (REAP) camps to four empowerment zone/enterprise communities cities next year, with the goal of 25 cities by the year 2000. REAP camps help troubled youth ages 10-13.
- **Lead Paint Poisoning Prevention** -- HUD commits to funding new partnerships with parent and community groups, including United Parents Against Lead, to educate more than 10,000 families about lead hazards over the next two years.

U.S. Office of Personnel Management -- OPM commits to give Federal agencies the personnel tools they need to support Federal employees' participation in community service. OPM will publicize the work scheduling flexibility available to Federal employees and actively encourage its use in support of volunteer service.

Selective Service System

- **Expand "Serve America"** -- The Selective Service commits to inform young men about service opportunities that arise out of the Summit through its "Serve America" program, developed last summer with the Department of Defense and AmeriCorps. Serve America takes advantage of the Selective Service System's routine communication with nearly 5,000 men turning 18 every day to encourage them to serve the Nation.
- **Opportunities for Young People on Selective Service Local Boards** -- The Selective Service System commits to offer more young men and women the opportunity to serve as uncompensated community volunteers on Local Boards. Boards are prepared to decide claims for exemptions and deferments should this Nation reinstate a military draft in a crisis.

Department of Commerce

The Department of Commerce commits to significantly increase its number of volunteers and partner schools, with the goal of doubling its current numbers by the year 2000. The Department's service initiatives focused on tutoring and mentoring.

Social Security Administration

The Social Security Administration commits to provide its staff and those in communities served by SSA with information about new service opportunities, to hold "Back-to-School" drives for clothes, school supplies drives, and books, and to donate business attire for needy men and women for interviews and first jobs.

Small Business Administration

- **Education Means Business** -- SBA commits to expand its Education Means Business program by working in partnership with SCORE, Small Business Development Centers and Small Businesses of the Year from each state in the country. Through participation in hundreds of school events, the SBA will introduce students to the exciting possibilities of small business ownership. Many of the 400 chapters of SCORE representing over 12,500 SCORE volunteers will assist in this effort.

General Services Administration

- **Good Neighbor Program** -- GSA commits to expand its Good Neighbor Program nation-wide. In cities that have established business improvement districts, GSA is building partnerships with communities and federal agencies and is leveraging its resources to contract for common services such as security and maintenance. Under current law, GSA provides community groups access to federal facilities. GSA has signed 13 agreements with national and local organizations around the country.

Department of Energy

- **Chicago Science Explorers Program** -- The Department commits to expand its Chicago Science Explorers Program to introduce more students, particularly minorities, to science as a career possibility for their own lives, through a series of TV programs profiling

scientists that will be shown in schools. The Department will also create a pool of math, science, and technology employees who will volunteer to speak at elementary, junior, and senior high schools around the country.

6/19/97

Juvenile Crime Update -- Last week, the Senate Judiciary Committee released a new Chairman's mark of its juvenile crime legislation. This version contains improvements over the bill as introduced and is substantially better than the House-passed bill. The new Chairman's mark removed provisions that we considered objectionable (e.g., death penalty for minors, mandatory 6-level sentence enhancement for gang activity). However, it still falls short of our Anti-Gang and Youth Violence Act: no major gun provisions such as child safety locks, or Brady for violent juveniles; no dedicated prevention funding; insufficient funds for prosecutors and courts; and inadequate protections for juveniles incarcerated in state facilities. The Senate was originally scheduled to mark up the legislation last week; however, the process has been stalled and no new mark up date has been set by the Judiciary Committee.



CRIMEQA.6

JUVENILE CRIME

Q. What is the Administration's position on the various Republican proposals to combat juvenile crime?

A. First of all, we are opposed to H.R. 3, the bill that passed the House. It does not come close to representing a comprehensive attack gangs and guns. It doesn't guarantee that Boston's successful juvenile crime initiative -- Operations Cease-Fire and Nite Lite -- can be replicated. It doesn't include any provisions relating to kids and guns. And it does not specifically address the high number of crime committed by juveniles when school goes out.

We're hopeful that the Senate will work with us to address these issues. Although the Senate Judiciary Committee has postponed mark up of this legislation, we are communicating our concerns to them now. We will have to wait and see how the mark-up in that committee goes before we know whether or not we'll be able to support a Senate bill.

Q. What does the Administration's juvenile justice proposal do?

A. The legislation proposed by the President in February is part of an overall Anti-Gang and Youth Violence Strategy that seeks to crack down on violent gangs, reduce youth violence, and provide our kids with positive alternatives to steer them away from gangs, guns, and drugs.

The strategy provides critical resources for state and local prosecutors to target, prosecute and convict violent youth gangs. It permits Federal prosecutors to prosecute juveniles in adult court when they commit violent crimes. It requires child safety locks for guns to prevent accidents and thefts, and extends the Brady Law so that violent juveniles can never own a gun. Finally, the Strategy also calls for at least 1,000 after school initiatives to keep kids off the streets and give them positive alternatives.

see attached

Juvenile crime legislation passed by Congress must address these key issues, too.

DIRECTIVE ON HANDGUNS AND YOUTHS

Q: What is the directive on handguns that the President signed last week?

A: The President signed a directive to ensure that the Treasury Department do everything possible to enforce the Youth Handgun Safety Act -- including requiring that federal gun dealers post signs and issue written warnings that:

- (1) Make clear that it is generally illegal for any adult to transfer a handgun to a minor (under 18), or for that minor to possess that handgun, period;
- (2) Make clear that transferring a handgun to a minor may be punishable by up to 10 years imprisonment;
- (3) Warn that handguns are a leading contributor to juvenile violence and fatalities; and
- (4) Suggest that safely storing and locking handguns can help ensure compliance with this law.

Q: What is the impact of this directive? How is it any different -- or how does it augment -- current law?

A: This directive will require, for the first time ever, that federal firearms dealers (FFLs) post signs and issue written warnings about the responsibility that gun purchasers have under current law to not transfer a handgun to juveniles -- as well as about the dangers that handguns pose to kids generally. That's an important change for two reasons.

First, for almost every gun that gets into a juvenile's hands, an adult had the opportunity - in fact, the legal responsibility -- to stop that transfer from taking place. Today's directive puts adult gun purchasers on notice about this responsibility -- and warns them about the legal sanctions that may apply if this responsibility is ignored.

Second, the mix of kids and guns is at the heart of the nation's youth violence epidemic. Since the mid 1980s, the number of kids killing with a gun has quadrupled; the number of kids killed by guns has nearly tripled; and teenage boys today are more likely to die of gunshot wounds than all natural causes combined. Still, we do more to warn Americans about the dangers of most household products than we do about the dangers that guns pose to our children. Today's directive represents an effort to correct this imbalance.

Q: Do you think that this directive will really help keep handguns from juveniles? Shouldn't your directive do more than simply call for signs and warnings?

A: Of course, we believe that this directive is meaningful and will have impact. And it certainly makes as much sense to warn gun purchasers about their legal responsibilities and the dangers of handguns as it does for the many other products that are sold with similar warnings.

At the same time, there is only so much we can under existing law to keep guns out of the hands of juveniles. That's why our juvenile crime bill includes 3 key gun provisions: it increases penalties for transferring guns to juveniles; it prohibits violent juveniles from ever owning guns; and it requires that federal gun dealers provide child safety locks with

every gun sold. With these additional changes in law, we will be able to do even more to keep guns away from our kids.

1,000 NEW AFTER SCHOOL INITIATIVES

- Much of the juvenile crime in the country occurs after the school day ends. Once children leave the schoolhouse door, they often become vulnerable to dangerous influences, including drugs and gangs.
- A critical component of the President's youth violence anti-gang strategy is to give young people something to say "yes" to. Our youth need safe havens where they can continue to learn and grow in a safe and drug-free environment, removed from the violence, drugs and lack of supervision often found in communities across the country.
- President Clinton's strategy includes funding for 1,000 new after school programs across the country for schools to stay open after the school day ends, on weekends and during the summers. Schools that stay open longer can provide students, parents and communities with access to valuable resources.
- Community schools can bring together home, school, and community to help educate our children. Turning schools into after-hours safe havens can help to prevent violent crime and violent behavior while boosting our children's academic achievement.
- In Madison, Wisconsin, the city operates a Safe Haven after-school program for more than 200 children at three elementary schools with high crime and poverty rates. Program activities include homework assistance, supervised games and physical education, and field trips. In addition, each school incorporates conflict resolution such as peer mediation and the D.A.R.E. drug prevention program.
- The Lighted School Program in Waco, Texas keeps middle schools stay open until 6:30 or 7:00 pm to provide activities and services for the approximately 200 students who regularly attend. Nineteen local organizations provide assistance: Baylor University provides 115 student mentors; city recreation department staff take the students on field trips and supervise sporting activities; and the Council on Alcoholism and Drugs holds Straight Talk each week.

~RESOLUTION~
1997 Summer of Safety
Colorado Consortium for Community Policing

WHEREAS, Metro Denver Project PACT established the Colorado Consortium for Community Policing in the furtherance of its goal to reduce crime, disorder, and fear in the six county Metro Denver area; and

WHEREAS, the Colorado Consortium for Community Policing was formed to further the philosophies of community policing; and

WHEREAS, as the Executive Board of the Colorado Consortium for Community Policing manages the activities of the Consortium to accomplish its goals and objectives; and

WHEREAS, the Executive Board, while recognizing that violent crime typically peaks during the summer months, has adopted the goal of addressing this issue through the 1997 Summer of Safety Program; and

WHEREAS, in February 1997, both the Denver Metropolitan Chiefs of Police and the Denver Metro County Sheriffs with the support of all the District Attorneys serving the 6 county metropolitan area, passed unanimous resolutions in support of the 1997 Summer of Safety Strategic Plan;

NOW THEREFORE, the Executive Board of the Colorado Consortium for Community Policing resolves to assist and support the forty-four law enforcement agencies in the six county Metro Denver area in implementing the following eight point strategic plan:

1. Gun Violation Enforcement

- Search and Seizure training for officers involved in directed patrol duties in areas that have been identified for the high incidence of weapon violations and violent crimes.
- A commitment by the Metro Denver law enforcement agencies to aggressively investigate the source of weapons seized in the commission of crimes.

2. Liquor Enforcement

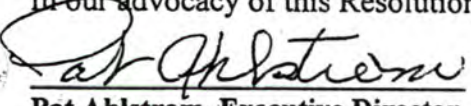
- Multi-jurisdictional enforcement efforts directed at underage consumption; sales to minors; purchases by or for minors; coordinated raids of large parties where minors are consuming alcohol.
- A commitment by the agencies and their City Council/Board of County Commissioners to vigorously prosecute those adults who provide alcohol to minors, whether or not present during the actual consumption.

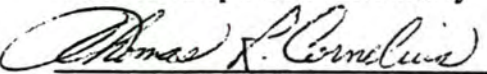
3. Curfew Enforcement

- Encourage all agencies to aggressively enforce existing curfew ordinances; crackdown on illegal parties frequented by minors; prosecute the curfew violators and, where appropriate, the violator's parents.
-

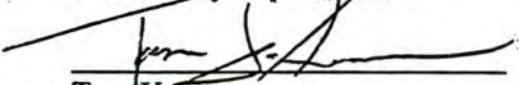
4. Graffiti Enforcement
 - Encourage all agencies to aggressively enforce graffiti ordinances, promote aggressive preventive patrol of high risk locations and work with the businesses to prevent selling marker pens, spray paint and glass etching tools to minors.
5. Evening access to Public Recreation Facilities
 - Work with local governments and special recreational districts to make facilities more available to youth late into the evening for healthy, safe recreational activity.
6. 1997 Summer Youth Fun Directory and Wallet Cards
 - Coordinated through Mile High United Way, this service provides information regarding programs available to youth during the summer months.
 - Assist in marketing this worthwhile program through distribution of cards containing information on the local youth activity resources by law enforcement agencies.
7. Crimestoppers
 - Work in coordination with Crimestoppers to develop information on illegal guns sales, especially those to minors; locations where minors are consuming alcohol and/or violating curfew, such as illegal parties.
8. Line Officer Grants
 - Mini grants that could be used towards addressing summer youth activity programs which address risk and protective factors.

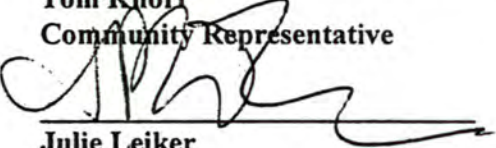
In our advocacy of this Resolution, we the undersigned pledge our support this 12th day of March, 1997.

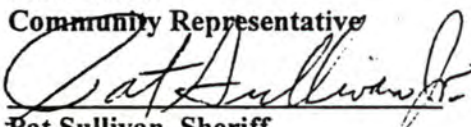

Pat Ahlstrom, Executive Director
Colorado Dept. Of Public Safety

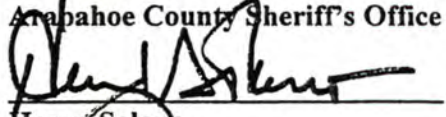

Tom Cornelius, Chief
Parker Police Department

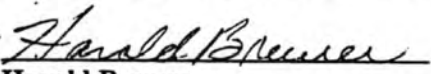

Marleen Fish
Community Representative


Tom Knorr
Community Representative


Julie Leiker
Community Representative


Pat Sullivan, Sheriff
Arapahoe County Sheriff's Office

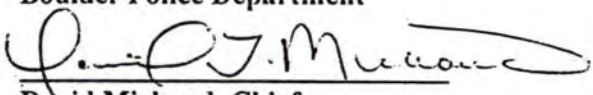

Henry Solano
U.S. Attorney's Office

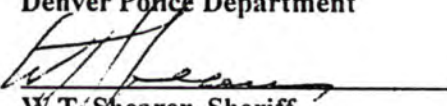

Harold Brewer
Community Representative


Joyce Downing, Mayor Pro-Tem
City of Northglenn


Ron Hurtado
Community Representative


Tom Koby, Chief
Boulder Police Department


David Michaud, Chief
Denver Police Department


W.T. Shearer, Sheriff
Adams County Sheriff's Office



Wellington E. Webb
MAYOR

CITY AND COUNTY OF DENVER

SAFE CITY OFFICE
Charlotte Stephens, Director

1331 CHEROKEE STREET
SUITE 106
DENVER, COLORADO 80204
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Mission Statement: To develop community solutions that address the root causes of violence to and by youth in Denver and to provide a basis for inter-governmental and inter-community cooperation.

Agency Responsibilities: The Safe City Office (SCO) is responsible for: Administering the Mayor's Youth Employment Program and the city's SafeNite After Curfew program; Coordinating all of the city's efforts with regard to youth development, juvenile crime and violence prevention; Managing an annual distribution of \$1 million in city funds to community groups; Developing and implementing policy for these programs consistent with those of the city administration; Supervising a 17 member staff with a budget of \$1.7 million; and Raising funds from grants and the business community for employment and training, after-school programs and summer recreational programs.

Goals and Objectives: To develop, implement and coordinate policies consistent with the Mayoral goals of Public Safety, Schools & Youth and Parks & Open Spaces with those of the community. SCO's goals are to : Increase our collaboration efforts between business, neighborhood and community organizations through our \$1 million allocation process to maximize services due to limited resources; Expand our youth employment program year-round and hire approximately 300 youths annually for the summer; Maintain the Youth Summit participation to 500 youths; Raise funds from the business community through the Safe City Foundation to fund Safe City activities; and Improve upon our current efforts in reducing the juvenile court dockets, juvenile crime and victimization through the city's SafeNite After Curfew program.

We regularly work with all city agencies, various state & federal agencies, the Denver Public Schools, various private schools, the business community and neighborhood & community based organizations on all issues related to youth development and the reduction of juvenile crime.

In addition to the city's general fund, the agency's activities are supported by dollars from the Community Development Block Grant allocations, plus grants and donations from state, federal & business foundation resources.

1996 SAFE CITY ACCOMPLISHMENTS

- Our program was honored by President Clinton and procedures from our curfew program were included in his National Policy that was recently shared with the nation. As a result, our Director, Charlotte Stephens, debated Oliver North and we have sent out information in response to numerous other requests from elected representatives and citizens from around the country.
- Information compiled from all of SCI's efforts through its evaluation process have assisted policy makers in developing strategies for prioritizing resources by identifying gaps in services.
- SCI held monthly meetings, attended by over 1,000 citizens, and provided training and information on ways to work with youths to reduce violence in their communities.
- We trained neighborhood leaders and community groups in conjunction with the business community on ways to collaborate more effectively. As a result SCI funded 55 programs in 1996, up from 41 in 1995. The 1996 programs will serve more than 5,000 youths and 10,000 families. The 1995 programs served more than 5,000 youths and 2,500 families.
- Since the SafeNite After Curfew's inception we have realized a 30.9% decrease in the number of juvenile suspects, a 36.9% decrease in the number of victims where the suspect was a juvenile and a 23% decrease in the number of reported offenses during the curfew program hours.
- Through the curfew program we are reducing the 191-J court dockets by 212 cases per month up from a reduction of 120 cases per month last year.
- SCI hired approximately 300 14 -18 year old youths in 1996 and about 5% of them are working year-round. All youths are required to attend training sessions that include job readiness, conflict management and leadership development.
- More than 93% of the youths hired in 1996 completed the ten-week program. More than 30% of the youths hired in 1995 were requested by City Employers to return this year. School Counselors indicated that there have been significant changes in more than 30% of the youths' grades and behavior from 1995 to 1996. We anticipate evaluating the effects of the program on school truancy, suspension and expulsion statistics.
- More than 700 youths attended the 1996 Youth Summit up from 50 in 1995. Professionals from around the city joined the youths in conducting anti-violence workshops. The youths then formed a Youth Power Team that produced 8 events this summer that provided positive alternatives for 12 -18 year old youths between 7 PM and curfew. More than 2,500 youths and adults attended the events.
- In 1995 - 1996, SCI was able to raise more than \$700,000 from the business community for employment and training, after-school programs and summer recreational programs.
- We currently provide after-school programs in 26 Denver Public Schools. Programs are offered to elementary and middle school youth 2 to 4 days per week. Programs provide academic enrichment utilizing recreation as a foundation. More than 1,600 youths have benefited from the programs.
- Since we moved to the Police Administration Building, we had an open house and now more law enforcement personnel are participating in our programs.

3RD STORY of Level 1 printed in FULL format.

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Rocky Mountain News

May 14, 1997, Wednesday

SECTION: LOCAL; Ed. F; Pg. 4A

LENGTH: 454 words

HEADLINE: Albright delights students, former classmates
Secretary of state tells audience at Kent School of her early years

BYLINE: Ann Imse ; and Erika Gonzalez; Rocky Mountain News Staff Writers

BODY:

For Secretary of State Madeleine Albright, coming home Tuesday was far different from her first arrival as a youngster in her father's green Ford coupe.

'Imagine what it's like to land in your hometown in a plane that says, 'United States of America,' ' she told students at Kent Denver School, her high school alma mater.

Her father, Josef Korbel, fled communism in Czechoslovakia and moved his family to Colorado to teach international affairs at the University of Denver.

She admitted that her legendary early start - founding an international relations club at the school - actually consisted of coercing friends in her class of 16 girls to come and talk about her favorite subject.

'I tortured them,' she confessed - twinkling at those same girls, now nearing their 60s, and in the audience after a brief reunion with their famous classmate.

But then she told them her education at Kent was crucial to her success and advised: 'Hang in there, and even some of you boys might be secretary of state someday.'

Being a female secretary of state hasn't been a problem in dealing with the Middle East 'so far,' she said, but added that 'it's early.'

Sometimes, it's an advantage.

In repairing rocky relations with France, she said, 'it helps when the French foreign minister can send me pink roses and give me a little kiss when I get out of the car.'

Later, she gave her first speech to 1,400 people at a lunch sponsored by the Women's Foundation and organizers of the Denver Summit of eight world leaders that she will help President Clinton host in June.

Albright wrapped up her visit to the city by dining on tamales and flautas at

El Noa Noa restaurant on Santa Fe Drive.

She also purchased a \$ 50 vase from Santa Fe Pottery.

'It was a pleasure to be able to serve her,' said Vidal Banuelos, a manager at El Noa Noa. 'I won't forget it.'

Albright also visited the Chicano Humanities & Arts Council and learned more about Santa Fe Drive's large mural, which highlights the street's Hispanic roots.

LANGUAGE: English

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Voice of the Rocky Mountain Empire

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August 8, 1995

Super summer school

At-risk kids getting boost from Kent

By Alan Katz

Denver Post Staff Writer

CHERRY HILLS VILLAGE — A visitor to Kent Country Day School can only marvel at its bucolic, 200-acre campus. Stand on the lacrosse field, and you're treated to one of the area's great views of the Rocky Mountains.

The prestigious private school exudes privilege and understated wealth, but it stands for public service, too.

For six weeks this summer, 47 middle-schoolers from Denver Public Schools have attended all-day classes at Kent, as part of a tuition-free program called Denver Summerbridge.

Described as "an Outward Bound of the intellect," Summerbridge sprouted in San Francisco in the late 1970s and has spread to 23 U.S. cities, most recently Denver. The idea is to give motivated city youths two summers of rigorous study in a private-school setting with class sizes averaging seven students.

"Most of our kids are A and B students," says Ben Caplan, director of Denver Summer-

bridge. "We want them to go to college. But studies show that middle school is where a lot of kids get lost. Our job is to intervene while they are still doing well."

Juno Lawrence, 12, a high-achieving seventh-grader at Gove Middle School, says good students are teased routinely. While her family supports her efforts in school, straight A's don't cut it on the Gove playground.

"Summerbridge is a place where you can be your own person, with no negative pressure," says Juno. "And while you learn, you enjoy yourself."

Tough-love approach

Credit the Summerbridge faculty for making summer school a pleasure. All are high school and college students with an idealistic yearning to teach and a belief in the program's tough-love approach to education.

"Boot camp for their heads," biology teacher Mark Scheel calls it.

"The first four weeks, I didn't crack a smile," said Scheel, a premed student at Johns Hopkins University. "I gave them monstrous quizzes and promised them nobody would get 100 percent. On the (mid-term) exam, the average grade was 60 percent. That's failing in most classes, but I was thrilled. That meant for every 10 things I said, the kids remembered and absorbed six."

Like other Summerbridge teachers from out-of-state, Scheel boarded at the home of a Kent family. He spent hours each night preparing lessons, and during the last week of classes, both his exhaustion and passion showed. While reading a goodbye poem to the students, Scheel broke down and cried.

"I've gone to the kids' houses," he explained later. "I've seen how different their childhoods are from what mine was. This program attempts to level the playing fields, and that's important to me."

"One Hispanic boy in my class really struggled," said Scheel, choking back tears. "He gets home each night at 8, goes into his room and sits at a table for 3½ hours doing homework. He can't even watch a half-hour of TV. Six kids are playing hoops outside his window while he works. His work isn't as good as the other kids', but he's trying."

"We're very impressed," said Retha Johnson of northeast Denver, whose 12-year-old grandson, Jeffrey, attended the summer school. "He's been happy there. One night he worked diligently on his homework for three hours. He said he was teaching biology class the next day. I told him, 'Now you know what the teachers go through.'"

While Denver Summerbridge becomes established, its enrollment is limited to students from Gove, Smiley and Kepner middle schools.

"It's hard for me to tell parents from other schools that their kids can't come," Caplan said. "I hope someday Summerbridge will be open to schools around Colorado. There is so much need."

Except for DPS's contribution of its buses, the program was financed without government help. The \$75,000 budget went mostly for salaries. Donors included the Adolph Coors Foundation, El Pomar Foundation, the Anschutz Family Foundation and AT&T. Kent Country Day School offered free use of its campus.

Get over the rough edge

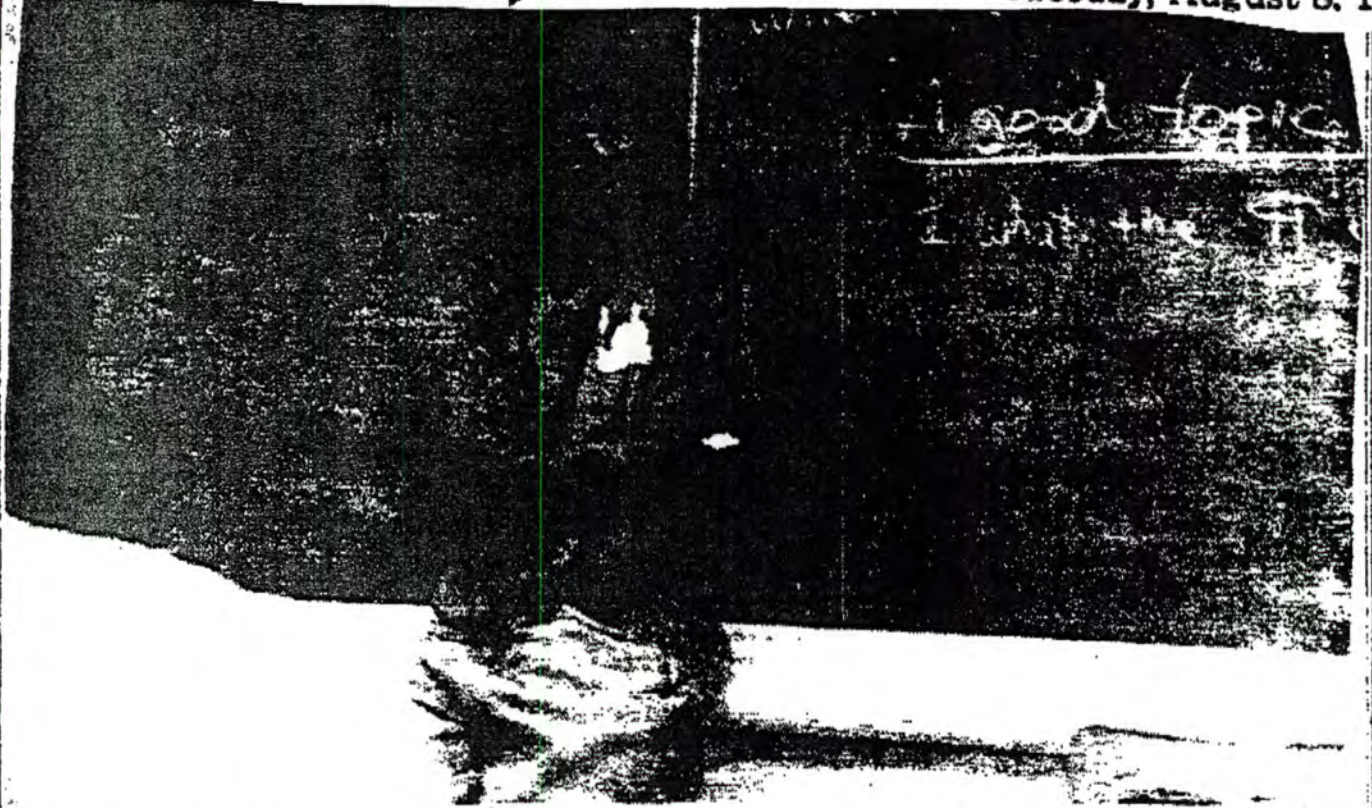
"Having Summerbridge here is a tangible way for us to participate in the wider community of Denver," said Tom Kaeemeyer, Kent headmaster. "We also knew our students could volunteer and tutor, and they have learned a great deal."

"We find that the presence of Summerbridge students has enriched our school and the culture out here. Although we have a \$500,000-a-year scholarship program, we obviously can't admit every middle-school student in Denver. But if we can help 100 kids a year to get over that rough edge of seventh and eighth grades, we feel that's fantastic."

Brain boot camp helps kids

The Philadelphia Inquirer

Tuesday, August 8, 1995



The Philadelphia Inquirer / WILLIAM F. STEINMETZ

Writing teacher Okerie C. Johnson, a Morehouse College student, leads a Summerbridge class at Germantown Friends School. Of his summer spent working with middle schoolers, Johnson said, "Seeing that first evidence of learning — it's a miracle."

Summer school filled with zest

By Martha Woodall
INQUIRER STAFF WRITER

Antoine Hayes' friends thought he was crazy, whiling away most of the summer in stifling classrooms studying English, math and science.

It wasn't as if he had flunked any subjects at Wagner Middle School in Oak Lane and had to make them up. Antoine had gotten very good grades.

"Why did you do this?" his incredulous pals asked. "Your summer has been taken away. You have to do homework on weekends!"

But Antoine was eager to be in the first wave of Philadelphia students plunging into Summerbridge — a national program aimed at putting motivated middle schoolers, many of them low-income and minority students, on an early track to college.

Tuition-free and underwritten by grants and gifts from corporations, foundations and individual donors, Summerbridge is making its Philadelphia-area debut this summer at Germantown Friends School. There, 35 seventh graders from eight public schools in the city's northwestern region are trying their hands at such enterprises as making masks, writing poetry and dissecting fish.

"It seems like staying home is fun," Antoine said. "But here you can learn more — and have fun."

And they do. Summerbridge's tiny,

high-octane classes are led by a cadre of energetic college and high school students with a mandate to whip up the children's enthusiasm for learning.

They open and close each day with spirited rallies that drive home the summer's theme: "Welcome to the Brain Forest: A jungle of learning and exploration!" In between, the instructors test out novel teaching methods, some of their own concoction — games that incorporate math lessons and gymnastic exercises that illustrate paragraph construction.

"The teachers here make learning more interesting," said Ayana Brown, a student from C.W. Henry School in Mount Airy. "Summerbridge keeps your spirits up — a lot."

Founded in San Francisco 17 years ago as a nonprofit project primarily for low-income and minority students with

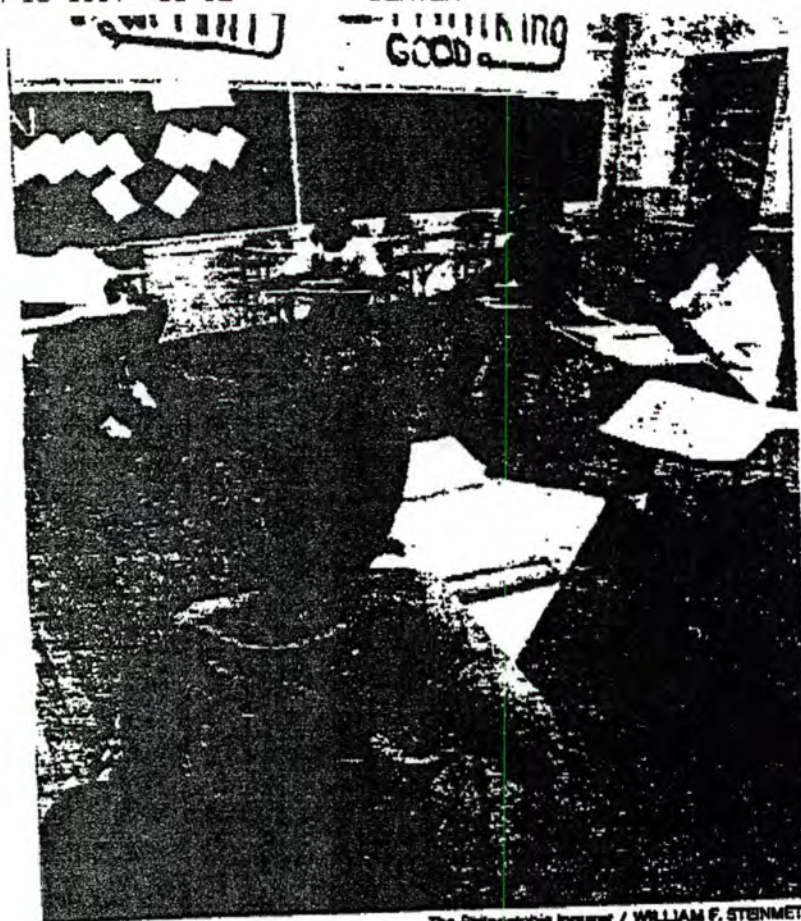
limited educational options, Summerbridge began spreading across the nation in 1991, helped along by a Bay Area investment company.

Since then, the Summerbridge movement has branched out to 33 sites, including Moravian Academy in Bethlehem, which has hosted a Summerbridge for Lehigh Valley students since 1993.

"In some ways, Summerbridge is categorized as an alternative program."



Johnson acts a bit to show how to build a sentence, with (from left) Anthony Davis, Antoine Hayes, Hazel DeGale and Tracie Richardson



Okorie Johnson among his Germantown Friends students (from left) Tracie Richardson, Hazel DeGale, Antoine Hayes and Anthony Davis.

said Rory Dorman, a curriculum associate at the national headquarters in San Francisco. "... But the program is very traditional in its goals — and that is getting kids into college."

The 35 students spending their summer at Germantown Friends were selected from 90 youngsters who, after hearing Summerbridge presentations at their schools, filled out the 12-page application. The chosen pledged to spend six weeks during July and August taking courses, complete with lengthy homework assignments, papers and tests. They also agreed to participate in weekend and after-school events during the academic year and to return to Germantown Friends for a second round of classes next summer.

Summerbridge officials say that 92 percent of those who complete the two-year middle-school program sign up for tough college-prep courses when they reach high school. In the future, Summerbridge hopes to calculate the students' college-success rate.

The budget for Summerbridge's first year at Germantown Friends is a modest \$76,000. Next year's expenses are expected to rise to \$122,982 to cover the cost of addi-

tional teachers for the 35 incoming seventh graders as well as the 35 returning eighth graders.

Summerbridge isn't only about putting middle-schoolers on the path to college. It's also about luring high school and college students into teaching.

Culled from throughout the nation, the instructors routinely put in 12-hour days, under the guidance of a handful of professional teachers who serve as coaches. For their summer-long effort, the college students earn stipends of \$750; the high school students, \$500. Those from outside the area bunk with Summerbridge host families and are responsible for their own transportation costs.

Clearly, the allure is not financial.

"Seeing that first evidence of learning — it's a miracle," explained Okorie C. Johnson, a student from Morehouse College in Atlanta who is teaching writing this summer. "They have learned something, and I kind of helped. That is really rewarding."

Scott T. Okamoto, a student at the University of California-Berkeley, has taught biology in the program in San Francisco, Hawaii and now Philadelphia.

high-energy, really spirited and committed to the students."

Since going national, the program has become a model community service project for college students. It has received AmeriCorps grants of \$500,000 from the Corporation for National Service, founded by President Clinton to enable students to earn tuition money while performing community work.

Summerbridge officials say that 16 of their 33 program sites would be adversely affected if Congress enacts an Interior Department spending proposal to eliminate AmeriCorps funding after 1996.

Clinton has said of Summerbridge: "When a program can so motivate children and encourage teaching, we may find that a small part of the world is different and better."

Despite the meager stipends, competition for Summerbridge teaching spots is keen. The Germantown program received 167 applications for its 13 teaching positions, according to Julie Friedberg, who directs the Summerbridge program at Germantown Friends and helped bring it to the school.

A 1989 Germantown Friends graduate, Friedberg participated in Summerbridge programs in New Hampshire, Rhode Island and Louisiana while she was a student at Brown University.

"I fell in love with it the first time I did it," said Friedberg, 24. "It changed my whole life."

A history major, she had never considered a teaching career.

"I became obsessed with thinking about education and how to make it work," said Friedberg, who will teach beginning Latin to middle school students at Germantown Friends in the fall.

Summerbridge officials report that 64 percent of the program's youthful instructors are so captivated by their experience that they become teachers after graduating from college.

The first round of Summerbridge classes in Germantown will conclude with an evening celebration at the school on Saturday.

Antoine, for one, says he'll be back next summer. "It's a challenge. You feel like you have to do it because it will help you later on in life."

That kind of attitude has wowed many of the Summerbridge instructors.

"Every time I look at the kids, I am saying to myself: 'Would I at 12 have made the same decision?'" wonders Dionne M. Piggott, a University of North Carolina student who plans to become a doctor. "I think all the faculty are highly motivated, but could we say at 12 we would spend our summers in school ... and not as a punishment, but as a reward ...?"

"I don't know if I would have."

27TH STORY of Level 1 printed in FULL format.

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August 30, 1994, Tuesday, Home Edition

SECTION: Part A; Page 1; Column 5; Metro Desk

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HEADLINE: PUBLIC AND PRIVATE SCHOOLS LEARNING TO WORK TOGETHER;
EDUCATION: STUDENTS IN SUMMER ENRICHMENT PROGRAMS ARE THE WINNERS AS BARRIERS
BETWEEN TWO WORLDS FALL.

BYLINE: By JEAN MERL, TIMES EDUCATION WRITER

BODY:

The midsummer mugginess invading the Polytechnic School in Pasadena couldn't wilt the moment of academic triumph occurring in Room 26. After weeks of science experiments, Gilbert Holguin and Brian Thorne, both 10, had just become the first pair to devise a system for getting their homemade ice cream mixture to freeze.

On the Westside, 12-year-olds Christina McNeil and Maveli Quijapa spent their summer days discussing literature and honing their math skills at Brentwood School, like Poly one of the area's priciest, most prestigious private schools.

But tuition and waiting lists did not concern these youngsters, whose summer at the top tier of education in Los Angeles came at no cost to their families. In September, the students will be back in their regular public school classrooms, probably unaware of the roles they played in a new chapter of education history.

The summer programs are examples of the growing collaboration between private and public schools. All but unheard of a decade ago, the phenomenon reflects the recent blurring of the boundaries dividing the two worlds in the face of growing pressure to improve American schools.

"This is a substantial trend," said Greg Kubiak of the Council for American Private Education, an umbrella organization whose members include most of the nation's private, non-sectarian and parochial school groups. "There is a recognition that, in their need to respond to their communities and families, both sides can learn from each other."

At Polytechnic and Brentwood, selected public school students, typically very bright but not reaching their potential, get a weeks-long taste of powerhouse academics and individual attention. The students' regular teachers make the selections and help with school-year follow-up activities aimed at cementing the summer's gains in skills, motivation and self-esteem.

"This is a good thing to help me get a better education," Christina said, explaining why she gave up some of her summer to crack the books as never before. "The math is fun. It's my favorite subject. The hardest is humanities --

it's a lot of work."

Peter D. Relic, president of the National Assn. of Independent Schools and a former public school superintendent, said that while pairings of private and public schools have been around for a long time, the practice has begun to grow rapidly and taken on the look of a true partnership. Many of the public-private collaborations are generated by independent schools, self-governed campuses that emphasize rigorous academics and individual attention.

"These are not paternalistic relationships," said Relic, whose organization is working with the U.S. Department of Education to compile information on the numbers and kinds of collaborations.

The partnerships range from sharing teachers to exchanging curriculum or staff development programs and teaming up to seek private foundation funding for projects.

In Philadelphia, for example, the private Springside School for girls teamed up with the public All-Girls High School for a research project on single-sex education. A South Boston public school principal found several boarding schools willing to take promising but underprepared high school graduates and provide them with a year's worth of college preparation. And since 1990, the public Barclay Elementary School in Baltimore has worked with the private Calvert School nearby, developing curriculum and home study packets and exchanging teachers.

Many of the partnerships, however, take the form of summer enrichment sessions on private campuses, usually carefully coordinated with the participating students' public school district. Between 200 and 300 such programs were operating throughout the country in 1991, an independent school expert estimated.

Polytechnic School began its tuition-free Skills Enrichment Program with the Pasadena Unified School District and the Johns Hopkins University Center for Talented Youth in 1990. Last summer, two other Pasadena private schools, Chandler and Westridge, joined the program. In classes held at the three campuses, about 150 elementary students got an intensive five weeks of academics, arts and athletics. The intimate atmosphere created by small classes and individual attention is aimed at giving promising youngsters a boost that will motivate them to aim high throughout their schooling.

Pasadena district officials provide some of the faculty, coordinate school-year follow-up activities and contribute some of the money they receive from the state for each child in summer school. Much of the \$190,000 program cost, however, is borne by the three host independent schools, which provide facilities and raise money.

Kristen McGregor, a fifth-grade teacher at Thomas Jefferson Elementary during the regular school year who conducts math classes at Poly during the summer program, said she has seen real growth in the students. "Seeing how far these kids can go, seeing them soar has made me a much stronger teacher," McGregor said.

Polytechnic Headmaster Alexander B. Babcock said of the program's origins: "We wanted to have some impact on our own community, and we liked the idea of

working with the public school district. . . . Within the first two years, the old fears and stereotypes on both sides got broken down."

Bruce I. Matsui, deputy superintendent of Pasadena Unified, said the partnership has worked very well for the district's students, and he believes the spirit of cooperation and mutual respect between the two school worlds is a harbinger of better things to come.

"We're in an interesting period that is breaking up the delineation between public and private," Matsui said. "There is a real interest on the part of many educators to rethink what we're doing and to reinvent schools around ways that maintain student engagement in learning. . . . This may well lead to many kinds of collaborations that we've never even thought of before."

The Brentwood program, begun this year with the Santa Monica-Malibu Unified School District, represents the first local branch of Summerbridge, a nationwide program designed to boost academic opportunities for urban students.

Thirty-five middle-school students spent the first of their two summers at Brentwood in tiny classes -- five or six students each -- taught by high school and college students who are considering teaching careers. Seasoned professionals oversaw the young instructors, helping them plan lessons and polish technique.

While the academic classes were rigorous and students brought home up to three hours of work each afternoon, the Summerbridge staff injected as much fun and informality as possible. Sports, quiz games and "club" meetings were interspersed with classes.

Required morning courses in literature, writing and math were supplemented with electives ranging from foreign languages, chemistry and physics to poetry writing. In the afternoons, students could choose among classes in rap music, arts and crafts, dance and storytelling.

"Sometimes they give us too much homework," Maveli said of her Summerbridge teachers. "But they are very responsible and they help us with it. They give us their phone numbers so we can call them anytime. They teach us how to take notes, whatever we need."

When they return to their Santa Monica middle schools in the fall, the Summerbridge students will be offered tutoring, reunions and Saturday enrichment classes to help reinforce the skills and enthusiasm they were exposed to at Brentwood.

"We want to stay in touch and be these kids' advocates through high school," said Timothy J. Corcoran, a Brentwood teacher who runs the campus Summerbridge program.

The program cost about \$100,000 this year. Brentwood provided facilities and support staff and did the fund raising, along with Summerbridge National.

Summerbridge teachers, an ethnically diverse group just a few years older than the students themselves, are role models who play basketball with the youngsters, hand out their home phone numbers and encourage students to call them by their first names.

"These kids know a lot more than they think they do," said Lanita Foley, 19, a Stanford student turned literature and Spanish teacher for the summer. "We want them to have fun and to know we are their friends, but we work them hard. We want to give them the skills they need."

Cesar de la Torre, 12, who attends Santa Monica's John Adams Middle School, said he didn't mind all the homework because the program was "fun -- and they help you learn. I think it is going to be easier for me in school next year."

Cesar's stepfather, Howard Webb, said he and the boy's mother, an emergency room clerk at UCLA Medical Center, were pleased when their son was chosen for the Summerbridge program.

"He's a real good kid, but sometimes he had an attitude problem and his grades would slip. He did bring them up when he tried, but he needed more help with studying," Webb said. "Now he's real enthused. He's really trying to set an example for himself."

Begun in San Francisco in 1978 by former public school teacher Lois Loofbourrow, and now operating 26 programs in 23 U.S. cities and Hong Kong, Summerbridge has been around long enough to have a track record. About 92% of its middle-school-age participants have gone on to take college preparatory courses in high school, and 64% of its young teaching staff have begun careers in education after their college graduations.

Its goal is to provide extra help for talented students, including many minorities living in poverty and children of immigrants, who face "limited educational opportunities." Nationwide, Summerbridge includes 325 public schools and 82 private non-sectarian and parochial schools, making it one of the biggest and best-known collaborations in the country.

"It helped that I came from the public schools," Loofbourrow said of launching Summerbridge at San Francisco's private University High School, whose headmaster also had worked in public schools. "We both knew there was a lot that was good on both sides and it just seemed normal to cooperate."

Having a friend at a local public school also helped the private Crossroads School for Arts and Sciences in Santa Monica get its community arts program off the ground five years ago, recalled then-Headmaster Paul Cummins.

Driven by budget cuts that were causing public schools to drop art, music, drama and other electives and by his belief that students at elite private schools were "pretty sequestered," Cummins had an idea for a partnership that he believed would alleviate both concerns.

He took his offer for Crossroads to provide arts programs to public schools to Lana Brody, a former Crossroads parent and the assistant principal at Palms Middle School on Los Angeles' Westside. Together they started a choral group for Palms students, taught by a Crossroads teacher.

Since then, the program has expanded to include privately funded music, drama and art instruction at five public schools and the Santa Monica Boys and Girls Club. Cummins resigned as headmaster to form the Crossroads Community

Foundation, which has raised more than \$1 million for teachers, materials and curriculum development.

Although Cummins acknowledged that the collaboration initially was "a little bit of a one-way street," he is beginning to see signs of "cross-fertilization" between teachers from the participating public schools and Crossroads staff. "I've found that quite a few public schools are more innovative than a lot of private schools," Cummins added.

Despite the success of such projects, several obstacles remain, educators from both sectors say. The complexities of pooling staffs and other resources, especially when both public and private dollars are involved, can be daunting to even the most motivated of partners.

Long-held attitudes of distrust between public and private schools have been heightened in some instances by the divisive debate over whether parents should get taxpayer-financed tuition vouchers for private school.

Public school leaders sometimes resent the resources and the freedom to pick and choose among students enjoyed by some private schools and feel they are being unfavorably and unfairly compared. Some private schools come across like stuck-up neighbors, in part because traditionally many have looked down on public schools as bureaucratic and of low quality.

"Until recently, a typical public-private partnership often possessed a superior/inferior aura, with the independent school in the superior position," said Alec Lee, director of an outreach program for San Francisco's prestigious Lick-Wilmerding High School. "The collaborative programs on the educational landscape in 1994 are much more inspiring attempts to mingle resources for the good of the community," Lee wrote in an academic article on the partnership trend.

Relic, the independent school organization president, said the collaboration movement is still feeling its way. He has seen some partnerships falter when districts or schools change leaders or when school leaders cannot muster the will to surmount the difficulties.

"This is not an unbroken stream," he said. "We'll see some stops and starts, some lost progress. But this is growing and growing coast to coast, and I'm sure it is a trend that will continue. All the schools -- and society -- are going to benefit from it."

GRAPHIC: Photo, Stanford student Lanita Foley, left, interacts with youngsters in a summer program for public school pupils at the private Brentwood School. ; Photo, What I Did on My Summer Vacation . . . Some Los Angeles public school students have spent the summer tuition-free at pricey private schools. The summer programs are examples of the growing collaboration between private and public schools. Above, Martin Castro in writing class at Brentwood School. CAROL CHEETHAM / For The Times; Photo, (Southland Edition, A23) Teacher Kristen McGregor helps Tiffany Vogel, 10, right, and Belen Arreola, 11, in enrichment program at the Polytechnic School. PAUL MORSE / For The Times

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HEADLINE: For Inner-City Students, a Program Offers a Taste of Private-School Life

BYLINE: By WILLIAM CELIS 3d

BODY:

Picture a private school setting, with all of the educational extras such schools can afford. Open the campus for a summer school that aims to help inner-city adolescents. Then recruit as instructors bright high school and college students considering teaching careers.

Give the students, all of whom are in middle school, rigorous instruction in math, science, history and language, combined with electives in the arts and sports. Offer hugs and support; then listen to the students who are accepted to the tuition-free, six-week program called Summerbridge.

"I wish there were public schools like this," said Manuel Billups, an 11-year-old who is enrolled in the Summerbridge program at Riverdale Country School in the Bronx and who will be a seventh grader at Intermediate School 164 in Harlem in the fall. "You have to go to a private school to get all of this, and even then privates don't offer all of this."

As educators and policymakers continue their search for ways to help students from the inner city, Summerbridge demonstrates what can be done with hard work and a spending level that corporate sponsors and other contributors call cost-effective. As a result, it has been copied in nine cities since 1990.

Two Summers of Work

Founded in 1978 by Lois Anderson Loofbourrow, a former public school teacher in San Francisco, the program seeks to lift students both academically and personally. For two summers, youngsters have class in the morning and pursue elective subjects and sports in the afternoon. In the intervening school year they receive tutoring.

Summerbridge says the approach has paid off: 92 percent of the 700 students who have gone through the San Francisco program since 1978 have enrolled in top-tier private college-preparatory high schools, most on scholarships, or won admission into competitive public high schools. Some graduates are now attending Ivy League universities or highly selective public institutions.

And it is a double success, in that 64 percent of the high school and college students who have taught in the program have gone on to pursue careers in

education.

For 12 years San Francisco had the only such program, but since 1990 others like it have been established in New York; Miami; Louisville, Ky.; Providence, R.I.; Manchester, N.H.; Ross, Calif.; Cambridge, Mass., New Orleans and Hong Kong. Six more are scheduled to open next summer in New Haven; Cincinnati; El Paso; Bethlehem, Pa.; Kansas City, Mo., and Portland, Ore.

The program's cost -- about \$1,000 per student -- is borne by the host private schools, which donate their campuses and supplies, and by the InterPacific Group, a San Francisco company, as well as other corporations and foundations. Salaries for teachers are \$500 for high school students and \$750 for college students, and some college students are given extra money in the form of financial aid.

Since 1988, InterPacific, which manages and owns resorts and other businesses, has contributed \$600,000 to \$750,000 to Summerbridge in San Francisco, said Charles Frankel, the company's director of community support. The company has also given \$25,000 grants to start programs in the other cities.

Class Consciousness

But the program's use of affluent private schools instead of public schools has raised concerns among some of Summerbridge's teachers.

"I don't know that by bringing them to a private school we are sending a message that says, 'See what you can have if you work hard,' or 'See what you can never have,' " said a teacher in the New York program, Michelle Celestine, who will be a senior this fall at the University of California at Berkeley, majoring in English. "That's something the national office should look into."

Mrs. Loofbourrow, however, responds that students need to learn about the economic divide. Others, like Mr. Frankel, say the program is intended to give students not only an academic jump-start but also exposure to an economic level to which they should aspire. "That's what this program is all about," he said.

About 75 percent of Summerbridge's national enrollment of 1,000 students this summer come from poor neighborhoods in the cities in which it operates. Generally, the students the program chooses are those who perform well on standardized tests but who have difficulties in the classroom.

The response from students is usually overwhelming. Summerbridge in New York received 170 applications and enrolled about 60 students this summer. Neither the students nor the teachers receive credit for their work, but for many the experience is enough.

"It is much different from my school," said Douglas Cajas, a 14-year-old completing his second summer in the San Francisco program. "The academics are harder, but that's good."

Douglas, who will enter a private college-preparatory school this fall, came to Summerbridge last summer to work on his writing. Last year, he said, he had difficulty composing a simple paragraph, let alone writing and organizing an essay. Although he says his writing still needs work, Douglas said that he could now put together a competent essay, and that his confidence has soared as his

abilities have improved.

Small Classes and Innovation

Much of the program's success stems from the small size of the classes and the innovative way lessons are taught.

At the Riverdale Country School, Nika Lee, a freshman at the Massachusetts Institute of Technology, divides her six students into two teams and conducts a French class as if it were a game show. To choruses of good-natured laughter, students help each other produce the correct response as they practice greetings and basic commands in French.

"I've learned that school can be fun," said Sandra Gutara, a 12-year-old who is taking Ms. Lee's French class and who will enter the seventh grade this fall at St. Philip Neri in the Bronx. "After all we've done here, it's going to be hard to go back to regular school."

For many of the student teachers, Summerbridge has been an educational nirvana. The days are long, usually 14 hours, but the experience of teaching and drawing up their own curriculums far outweighs the low pay, said many of the teachers.

Like their students, they have to apply for admission to the program, describing how they would design a course or a curriculum around that course. Their progress is monitored by teachers who work in the private schools where the program is held and who, in many cases, were once Summerbridge teachers themselves.

"The kids teach you about yourself," said Nancy Nagramada, 20, who is teaching for a second summer at Summerbridge in New Orleans. "They teach you what your limits are and where you need to grow as a teacher."

Themselves not much older than their students, the teachers say it is easier for them to recall their own adolescence and what it was like for them in school. Most recall their middle-school years as relentlessly boring and so are determined to present invigorating lessons.

In her class this summer, for instance, Ms. Nagramada taught her students how the heart works by drawing the organ on a large piece of paper, putting it on the ground and then telling her students to walk through the chambers of the heart pretending they were blood cells. Last year, it took two days of classroom lectures before her students learned the information; this year, using the walk-through method, she said, her young charges knew the material in 30 minutes.

"It proved to me that learning occurs more quickly by experiencing," said Ms. Nagramada, who plans to attend Hunter College in New York this fall to major in education. "The best thing you can do for these kids is don't give them any label of any sort and give them your time and your love and to let them know they matter."

GRAPHIC: Photo: Students attending a chemistry class that is part of the tuition-free Summerbridge program in San Francisco. (Darcy Padilla for The New

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June 21, 1997 Saturday 1ST EDITION

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HEADLINE: Student science trick dazzles first lady

BYLINE: By Penny Parker, Denver Post Business Writer

BODY:

Students enrolled in the Denver Summerbridge program wowed the nation's first lady Friday with a rap about DNA, a poem about setting goals and a magic trick that turned apple juice into grape juice - and back again.

Hillary Rodham Clinton, flanked by Colorado's first lady Bea Romer and Denver's first lady Wilma Webb, attended a special presentation by seventh-, eighth- and ninth-graders at **Kent Denver School**.

The students, members of Summerbridge - a three-year program that prepares primarily low-income middle school students for college preparatory programs - weren't scheduled to start summer school until Monday. But when the White House called Summerbridge director Ben Valore-Caplan on Tuesday, he rallied the troops to throw together examples of the program.

Summerbridge, in its third year, trains high school and college volunteers as academic mentors for the middle-school students. The mentors teach the students math, literacy, science and history.

Described as "an Outward Bound for the intellect," Summerbridge started in San Francisco in the late 1970s and has spread to 33 U.S. cities, including Denver. Class sizes average 15 students.

Clinton, wearing a powder blue pantsuit with matching heels, listened attentively as students offered testimonials on their Summerbridge experiences. Chris Gibbons, a mentor-teacher, said he chose to be a teacher because "children are the future of our society. It's an inspiration to get a child's mind to think critically."

One group of students led the first ladies through an elaborate eight-step math problem that calculated how many cans of Summerbridge spirit it would take to fill the El Pomar Theater, where the presentation took place.

Answer: 1,963,300 cans.

Kyle Bobrick and Camilla Ihenetu entertained the dignitaries, students and guests with their rap "My Name Is Mr. DNA."

But what really got Clinton's attention was the scientific magic trick. Students Hector Saldana, Perry Ligrani and Alex Gordon engaged in a mock argument over whether the first ladies preferred grape or apple juice. As they poured the fluid from the carafe to the glass it kept changing colors.

After the presentations, it was Clinton's turn to talk about one of her favorite subjects - children.

"There's nothing more important on the (summit) agenda than to talk about children in the world," she said. "I wanted to visit a program that's doing a good job in preparing young people for the future. I heard about Summerbridge and how it gives students and children a chance to work together. If I came here, I knew that TV cameras would follow and more people would know about Summerbridge. It would create excitement about this supportive learning experience."

Clinton applauded Summerbridge's effort to limit class sizes. "We need more family teams to break schools down into smaller groups," she said. "What is being done now is not working well in a lot of schools. We should be thinking about what we can do to make it better."

Jamie Brown, 13, dabbed her perspiring brow after the hour-long presentation. Was it the lack of air conditioning or the fact that she was one of two students chosen to sit next to Clinton?

"I was nervous at first," Brown said. "But when I felt what her personality was, I calmed down. I thought she might be snobby or something but she wasn't." Director Valore-Caplan said that White House staff came to Summerbridge in April to talk to the students informally and scope out the program. What will Clinton's appearance do for Summerbridge?

"If the point is that we're trying to institutionalize the program, this will do it," Valore-Caplan said.

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HEADLINE: First Lady a hit with students

Hilary Clinton attends science presentation of Summerbridge program at **Kent Denver School**

BYLINE: Mary Voelz Chandler; Rocky Mountain News Staff Writer

BODY:

A First Lady may not be able to turn water into wine, but with the magic cooked up Friday by eager science students, Hilary Clinton transformed deep purple "grape" juice into pale "apple" juice.

"I still don't understand that, but I can understand DNA because of the rap," Mrs. Clinton told Summerbridge students at **Kent Denver School**.

During a presentation, students had delivered a rap about DNA and helped compute how many cans of "Summerbridge Spirit" would fill Kent's El Pomar Theater. With wine glasses, a carafe of liquid and chemistry know-how, they alternately offered Mrs. Clinton, and her hosts Bea Romer and Wilma Webb, different shades of completely undrinkable "juice." Mrs. Clinton poured the final glass, and rendered the concoction clear again.

In Denver during the Summit of the Eight this weekend, Mrs. Clinton visited Summerbridge as her only public appearance. An advance team weeks ago had scoped out the program, in which college and high school students teach middle-school students from the Denver Public Schools in the summer and tutor them during the school year.

The program is privately funded, with state aid for meals, DPS contributions for transportation, and major support from Kent Denver, alma mater of Secretary of State Madeleine Albright.

Mrs. Clinton asked students about Summerbridge and they in turn questioned her about her Denver itinerary - she listed nothing more than official functions - and why she decided to visit Summerbridge.

"I heard about Summerbridge, about how it gives students and young people a chance to work together," she said. Publicity from her visit might "encourage other people to do Summerbridge or something like Summerbridge."

Students gave her a black-and-green Summerbridge jacket and asked her to sign a board holding the school pledge: "We commit ourselves to hard work, dedication, respect, fun and most of all excellence in learning." She wrote her name in a space above the word "dedication."

Before the event, Clinton spent about 45 minutes meeting privately with several students, parents and teachers. The discussion was "an overview of the program," said participant Balvino Chaves, whose daughter Sarah is in her second year at Summerbridge.

"She took to it like a duck to water," said Chaves.

LANGUAGE: English

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