



National Educational Research Policy and Priorities Board

Washington DC 20208-7564

Eve M. Bither
Executive Director

April 16, 1997

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Hillary Rodham Clinton
The White House
1600 Pennsylvania Ave., N.W.
Washington, DC 20500

Dear Mrs. Clinton,

On behalf of the members of the National Educational Research Policy and Priorities Board, I would like to extend to you an invitation to participate in a workshop which the Board will be sponsoring on Thursday, June 5, 1997, at the National Center for Early Development and Learning, which has been established at the widely-acclaimed Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

The Early Development and Learning Center, the first of its kind in the nation, is funded by a \$14 million grant awarded in 1996 by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. The grant is underwriting a study of the quality of child care and intervention programs; transitions during early childhood; and the impact of local, state, and Federal policy on child care quality. The Southeastern Regional Educational Laboratory, which is also funded by OERI, works closely with the research center.

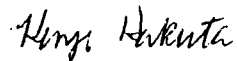
Our theme for this workshop is: **North Carolina: How One State's Research-Based Policies Lead to Excellent Early Childhood Practice.** Your views on the role research can play in providing families, policy makers, and early childhood educators with state-of-the-art knowledge to enhance early learning are of very great interest to us all, and we would be honored if you would deliver a luncheon address on this topic. We anticipate that a group of several hundred education and business leaders, families, and researchers will attend. The Board's workshop coincides with the 30th anniversary celebration of the Frank Porter Graham Child Development Center. Governor James B. Hunt and UNC Chancellor Michael K. Hooker will be joining us at various points through the day.

The Policy and Priorities Board is a federal advisory panel appointed by the Secretary of Education which works collaboratively with the Assistant Secretary for the Office of Educational Research and Improvement to forge a national consensus for a long-term agenda for educational research, development and dissemination. Our members applaud the prominence of education reform in the second term of the Clinton administration. We hope to cooperate on many fronts in the support of research that will carry forward the initiatives laid out in the President's State of the Union address.

Enclosed are some background materials on the Center and the work of the Board. We hope you will find them of interest. Our executive director, Eve M. Bither, stands ready to assist your staff in any way. Ms. Bither may be reached at (202) 208-0692. The Board's office is located at 80 F St., NW, Suite 100, Washington, DC 20202-7564.

We thank you for considering our invitation.

Respectfully yours,



Kenji Hakuta
Chair

enclosures

cc: Governor James B. Hunt, Jr.
Carol Rasco

Author: Carol Rasco at WDCB01
Date: 5/1/97 04:51 PM
Priority: **URGENT**
TO: klein_j@al.eop.gov at INTERNET
Subject: Hello! **BY**

----- Message Contents -----

X-RAYED

I am sending to you this afternoon an envelope that contains an invitation for Mrs. Clinton to speak at an early childhood event in North Carolina in June. I am very impressed with the work of Naomi Karp who heads our Early Childhood Institute at OERI and the meeting of the board that will be convening will be focused on getting this group to focus more on early childhood research. The First Lady would be a tremendous addition to the meeting.

Thanks.

Jennifer Klein
West Wing
The White House
456-2599

Jen - my recommendation
is to offer a video. It
doesn't sound like a big
enough deal to me for
her to go to NC. What
do you think?
— Nicole

Nicole -

Can you think
about this? If you
are not already doing it,
we should probably keep
a file on follow up
invitations. — Jen

THE NATIONAL CENTER FOR EARLY DEVELOPMENT & LEARNING (NCEDL), funded in the spring of 1996 by the US Department of Education's Office of Educational Research and Improvement, has a five-year mission to identify and study issues of national significance to young children and their families and to disseminate that information widely to researchers, practicing professionals and families. The Center's research focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.

NCEDL is a cooperative effort between the University of North Carolina at Chapel Hill, the University of Arkansas at Little Rock, UCLA and the University of Virginia. It is administratively housed at the Frank Porter Graham Child Development Center at UNC-Chapel Hill.

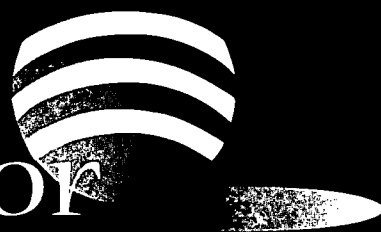
The goals of NCEDL are to:

- ★ Determine the state of the nation and conduct research on critical issues in early childhood practices.
- ★ Develop partnerships with diverse constituencies.
- ★ Synthesize knowledge and recommend future directions.
- ★ Translate research into practice and disseminate information to diverse audiences.

Researchers study the quality of child care and intervention programs and transitions for children during their early years, especially the transition to kindergarten. They examine intervention models for helping children at risk because of behavioral, health, and other problems. Research findings and recommendations for early childhood care and education will be disseminated widely to parents, child care providers and policy makers. Inside are snapshots of the six research strands of the National Center.

National Center for Early Development & Learning
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB #8180, 105 Smith Level Rd.
Chapel Hill NC 27599-8180

National Center for
Early Development & Learning



Research Strands

Early Child Care Quality

- Investigate the relationship between the quality of early child care experiences and how these children do in school.
- Propose ways to improve the quality of child care services.
- Investigate the quality of services for infants and toddlers with disabilities.
- Conduct a national survey of early child care practices and barriers to quality care.
- Hold a conference on quality practices in infant and toddler care.

Co-Directors

Dick Clifford, Ph.D.

FPG Child Development Center, UNC-CH

Carolee Howes, Ph.D.

Education & Information Studies, UCLA

Kindergarten Transition

- Investigate the process and practices of transition to kindergarten for young children and their families.
- Create a relationship-focused intervention model to promote successful transition to kindergarten.
- Conduct a national survey of kindergarten teachers on transition practices.
- Hold a conference on kindergarten transition practices.

Co-Directors

Martha Cox, Ph.D.

FPG Child Development Center, UNC-CH

Bob Pianta, Ph.D.

Curry School of Education, University of Virginia

Policy Research

- Analyze local, state and federal policies regarding specific issues affecting young children and their families: quality practices in early child care, kindergarten transitions, intervention practices for young children at risk, and professional development.
- Investigate factors that promote or hinder the implementation of effective practices in these areas.

Director

Jim Gallagher, Ph.D.

FPG Child Development Center, UNC-CH

Ecological Interventions for Young Children at Risk

- Design and evaluate ecologically based interventions for young children at risk for delayed development.
- Focus on three specific types of children—infants diagnosed as failure to thrive, preschoolers with early problems of aggression, and preschoolers from families with low literacy.
- Study the measurement issues involved in documenting the different interventions and the appropriate child and family outcomes.

Co-Directors

Bob Bradley, Ph.D.

*Center for Research on Teaching & Learning
University of Arkansas at Little Rock*

Donna Bryant, Ph.D.

FPG Child Development Center, UNC-CH

Barbara Wasik, Ph.D.

FPG Child Development Center, UNC-CH

Statistical Modeling

- Use existing data from several large longitudinal studies to answer new questions about early development and child care practices.

Director

Peg Burchinal, Ph.D.

FPG Child Development Center, UNC-CH

Translation of Research to Practice

- Use data from this center to recommend more effective policies and practices for young children and their families.
- Develop information based on this research for families, practitioners, policy makers and researchers.
- Produce and disseminate training resources to help make changes in early childhood policy and practices.
- Design, activate and evaluate methods of dissemination.

Director

Pam Winton, Ph.D.

FPG Child Development Center, UNC-CH

This project is supported under the Educational Research and Development Centers Program, PR/Award Number R307A6004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education.



Director

Don Bailey, Ph.D.

Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB #8180, 105 Smith Level Road
Chapel Hill, NC 27599-8180

Program Officer

Naomi Karp, Director

National Institute on Early Childhood
Development & Education
Office of Educational Research & Improvement
Department of Education
555 New Jersey Ave. NW, Room 522
Washington, DC 20208-5520

NCEDL holds annual conferences to synthesize early childhood issues of national concern, conducts at least one national survey each year, and disseminates research results as soon as practical. Specific NCEDL activities are also described in *Early Developments*, published quarterly by the Frank Porter Graham Child Development Center. Our Web page, currently under construction, can be found at <http://www.fpg.unc.edu> beginning in January, 1997. Also, periodic news releases are made public and distributed to special interest groups.

For additional information, contact

Lynette Aytch Darkes, Psy.D.

Assistant Director

National Center for Early Development & Learning
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
CB #8180, 105 Smith Level Rd.
Chapel Hill, NC 27599-8180

Phone: (919) 966-7168

Fax: (919) 966-7532

email: lynette_darkes@unc.edu

To be added to our mailing list, contact

Publications Office

Frank Porter Graham Child Development Center
CB #8185 UNC-Chapel Hill
Chapel Hill, NC 27599-8185

Phone: (919) 966-4221

Fax: (919) 966-0862

email: jay_hargrove@unc.edu

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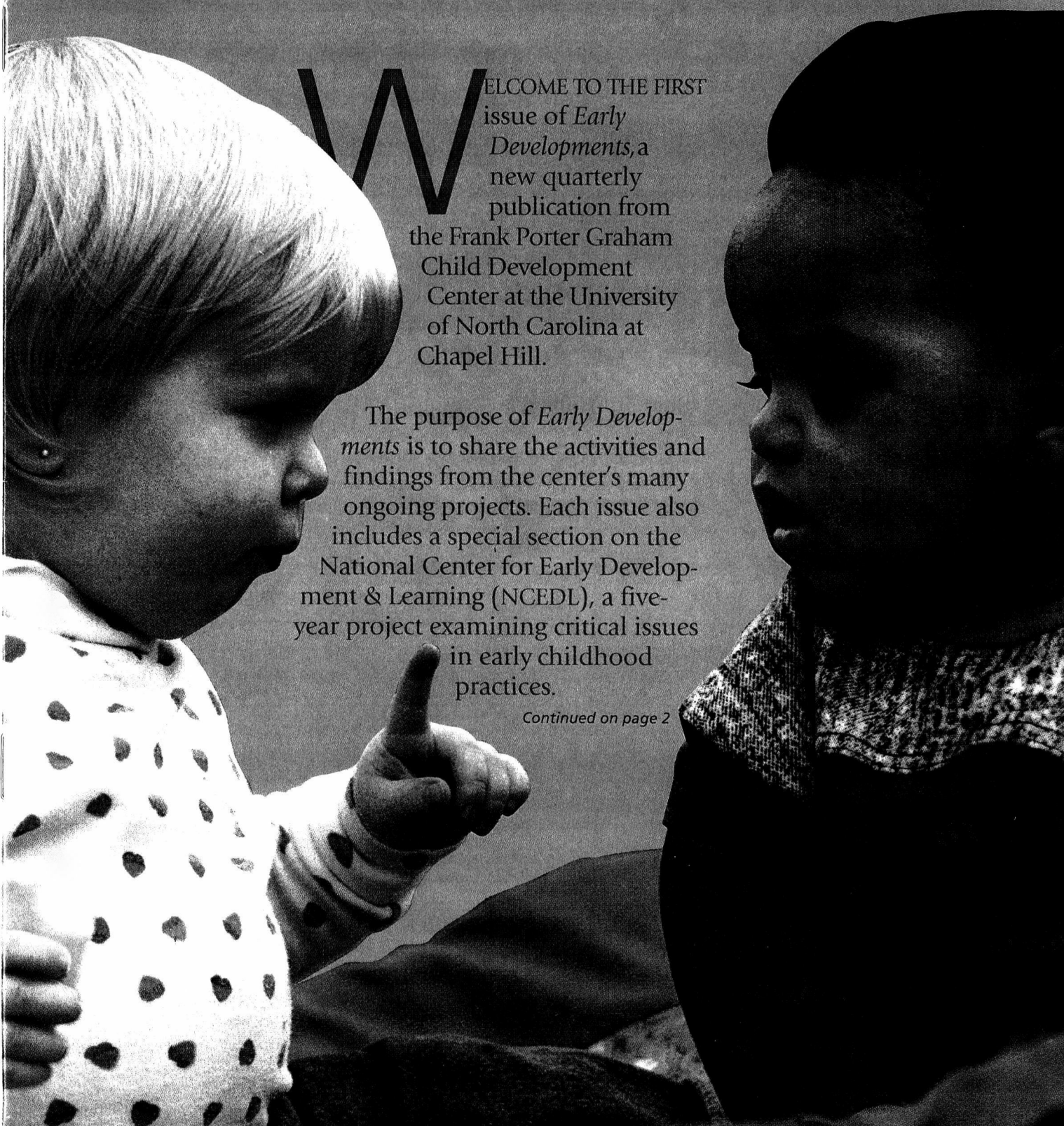
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University of North Carolina at Chapel Hill
Frank Porter Graham Child Development Center

early *Developments*

Spring 1997

Volume 1, No. 1



WELCOME TO THE FIRST
issue of *Early
Developments*, a
new quarterly
publication from
the Frank Porter Graham
Child Development
Center at the University
of North Carolina at
Chapel Hill.

The purpose of *Early Developments* is to share the activities and findings from the center's many ongoing projects. Each issue also includes a special section on the National Center for Early Development & Learning (NCEDL), a five-year project examining critical issues in early childhood practices.

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Frankly Speaking

March, 1996

Frank Porter Graham Child Development Center, UNC-CH

Vol. V No. 3

Among UNC-CH's largest grants

National center established at FPG

As a result of the 1994 Educational Research, Development, Dissemination, and Improvement Act, Congress reorganized the US Department of Education's Office of Educational Research and Improvement. The reorganization created five institutes to spearhead a program of high quality, rigorously evaluated research and development to improve federal, state, Indian tribal, and local education policies and practices. The National Institute on Early Childhood Development and Education was created to investigate factors to improve learning, cognitive, and social-emotional development of young children, including topics relating to the role of parents and families in promoting learning. This institute is authorized to fund a national center to effect sustained research and development addressing issues of national significance in early childhood development and learning.

FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER has been named the National Research Center on Early Development & Learning, the only university-based facility aimed at boosting US children's intellectual and social development. The five-year award from the US Department of Education's Office of Educational Research and Improvement will total nearly \$14 million—among the largest in UNC-CH history.

Funding of this magnitude reflects recognition of the need for such a national center to study and develop strategies for implementing improvements to existing systems.

Although various agencies address different aspects of early childhood issues, little national leadership exists to coordinate their efforts. "We need research, policy analyses and practical demonstrations of strategies that can help lead the nation to a more coherent understanding of the needs of children and families," Don Bailey, the national center's director said at a news conference announcing the award.

Five-Year Major Goals

- Study quality child care and intervention programs
- Study transitions during the early childhood years, with a special focus on the transition to kindergarten
- Determine the effectiveness of early intervention and family support for children at risk for educational failure due to antisocial or behavioral problems, children at high risk for illiteracy, and infants who fail to thrive
- Report on child care quality, transitions, and ecologically-based interventions using a model of ecological barriers interfering with policy implementation
- Develop a dynamic, effective dissemination strategy to translate research into practice and systems change in multiple settings

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Building Knowledge for a Nation of Learners



***A* Framework for
Education
Research 1997**

U.S. Department of Education
Office of Educational Research and Improvement