

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	jsmartt to Jennifer Klein and Nicole Rabner re The Latest (partial) (1 page)	04/03/1997	b(6)

COLLECTION:

Clinton Presidential Records
Office of the First Lady
Jennifer Klein
OA/Box Number: 12506

FOLDER TITLE:

[Issues Related to Children] October White House Child Care Conference [1]

2014-0536-S
kc1333

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]

October White House
Child Care Conference

WHITE HOUSE CONFERENCE: EARLY LEARNING AND THE BRAIN

PROPOSED REPORT OUTLINE

Letter from POTUS & FLOTUS (1 page) ~ Internal

Highlights (2 pages)

**National Priorities for Supporting Parents and
Caring for Our Youngest Children (1 page)**

Acknowledgements (1 page)

Table of Contents (1 page)

Introduction: (2 pages)

Administration Accomplishments - statement of commitment + bulletted accomp. somewhere else
Provide context: Why is the brain the focus of discussion at the White House, and in other places where public policy is debated and hammered out? How can this conference, and the knowledge it helps to build, improve the lives of Americans?

Clarify goals and introduce chapters:

- **THE BRAIN:** To gather, from across the nation, the best knowledge available to us about how the brain develops and functions, particularly in the early years.
- **EARLY LEARNING:** To gather the principles and practices that guide current efforts to give children a good start in life, and to give mothers, fathers, and other people who care for children the support they need to do right by their children.
- **CONNECTIONS:** To show how theory and practice connect/or do not yet connect; and to talk about how connections can be brought together.
- **Taking Action:** To suggest how new insights into early development can help parents, communities, states, and the nation as a whole make good decisions for children and families.

Chapter 1: The Brain—The Inside Story (8 pages)

Chapter 2: Early Learning—The State of the Art (8 pages)

Chapter 3: Connections (8 pages)

Chapter 4: Taking Action/Partners in this Work (8 pages)

References (2 pages)

Additional Resources (2 pages)

List of Conference Speakers (1 page)

SIDEBARS: DECISION POINTS

Each sidebar is a vignette, showing how new insights into the brain can help parents and other caregivers, institutions, communities, states, and the nation as a whole make good decisions about issues affecting children and families.

Key point: these scenarios will not presume to make decisions for anyone, but rather will suggest that solid information about brain development can strengthen the decision-making process. The scenarios will spring from the conference discussions, but here are some early thoughts about possible issues.

Teenagers

Why wait?

Can the things I do now affect the children I will have in the future?

Parents

When should I go back to work?

Should we spend a bit more for quality care now, or save for college?

What kind of arrangements should we make for our young children while we work?

Should we address our child's learning problem now, or wait until she starts school?

Child care providers: What should we do today?

**Grandparents/
relatives/
friends**

Do we affect children's development? What can we do?

**Early care
and education
programs**

How should we staff our programs?

What should children be learning?

What does quality mean, and how can we get there?

School boards

How can we make the best use of limited resources?

What kind of after-school programs should we run?

When should our students start learning about how to be good parents?

Local/state/federal

What kinds of services and supports do children and families need to ensure that young children get a good start in life?

**Business/media/
faith organizations**

How can we support children and families?

PROPOSED TIMETABLE

April 17	Conference
April 28	Complete outline List of sidebars List of illustrations
May 12	Complete draft
May 19	Responses and comments collected
May 27	Revised draft
May 29	Responses and comments collected
June 2	Final draft ready for production

D. MAKING A DIFFERENCE

1. We know what works. The challenge is to apply current knowledge to make a difference.
2. That means closing the gap between scientific research and public knowledge.

"There is a wide gap between scientific research and public knowledge, between what is known about early development and what we do about that knowledge. Today's meeting is a major step toward filling that dangerous gap." *Dr. David Hamburg*

3. Making a difference also means engaging the public.

"We have now finally put the issue of early childhood development front and center, where it belongs. It is the single most important issue facing America today." *Rob Reiner*

4. Finally, making a difference means taking action and building on success. [This administration has laid the groundwork] but much more remains to be done. Not only the government, but every sector of society—to enhance the healthy development and learning of our youngest children. We must all answer to the children.

*How
political
do we
want to get?*

*seem to
be
RFP
look at
GPO
sales
policy
family
Thurs
#10*

E. FINALLY, WE KNOW THAT THERE IS MUCH WE DO NOT YET KNOW.

"Scientists have discovered much about the world that surrounds us, but the train inside our skulls remains a source of mystery and wonder, and is, in a sense, the next frontier of human understanding." Vice President Al Gore

1. Decades of research have led to breathtaking discoveries about early brain development, but much remains to be known. New frontiers of understanding.

2. Examples: How much stimulation of different kinds do children need, and when? How can different kinds of developmental delays and impairments be overcome? What more can be done to brighten the futures of children born with autism? What can we learn about Attention-Deficit and Hyperactivity Disorder? Other examples.

what
are the
most
prevalent
disabilities?
See
Newsweek

III. WHAT YOUNG CHILDREN KNOW ABOUT US

"No matter how young, a child does understand a gentle touch or a smile or a loving voice. Babies understand more than we have understood about them. Now we can begin to close the gap..." *President Bill Clinton*

A. PARENTS ARE THE MOST IMPORTANT PEOPLE IN THE WORLD

1. Babies discover very quickly that they are not alone. From birth, they are capable of interacting with other people.

"The reason we talk to babies in a special way is that they know we're talking to them. If I hold up a newborn with his head away from me and say, *Hi, how are you doing? Come on, you can turn to my voice*, that newborn...turns to my voice and arches toward me as if to say, *There you are!*" *Dr. T. Berry Brazelton*

2. Babies know that the world we've brought them into is a fascinating place. When they are awake and alert, they lose no time exploring that world with all of their senses. But nothing is more interesting or important to them than their mothers and fathers.

3. They learn that mom and dad—or mom and grandma, or any two parent figures—have different ways of caring for them, and this gives them an early experience of life's complexity and richness.

4. They know when their caregivers are attending to them. They respond to touch, sound, images, tastes, smells. They relax when they experience "good enough" care—care that is warm and is often attuned to their needs, moods, temperament. They experience stress when care is lacking, or mechanical, or inconsistent—and this stress changes the biochemistry of their brains. [SIDEBAR: READING CHILDREN'S SIGNALS]

5. Young children learn very quickly that relating to others is about taking turns. In this sense, many kinds of early interactions can lay the groundwork for effective communication later in life.

"When mothers and fathers talk to children, they raise their pitch and slow down their communication. The slowed-down communication says, 'Go ahead and take your turn. I'm addressing you. It's your turn now.'" *Dr. Patricia Kuhl*

IV. WE KNOW WHAT WORKS

A. PREVENTIVE, FAMILY-ORIENTED HEALTH CARE WORKS

1. Ideally, parent education and maternal health care begins before conception.
2. Many women still do not get adequate prenatal care. About one in five expectant mothers in our country receive no care during the crucial first trimester.

"Too many women in this country still do not get adequate prenatal care because of lack of knowledge, motivation, resources, or insurance, and we must work to reduce these barriers." *Dr. Ezra Davidson*

3. Many parents want more information, reassurance, and resources during well-baby visits than traditional pediatric practices can provide. When health care providers (and insurers) restructure their policies and practices to provide services that meet parents' needs and emphasize prevention, children benefit. Example of this model: Healthy Steps.

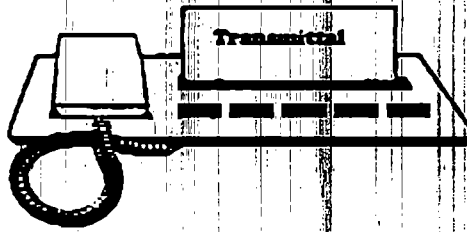
B. FAMILY SUPPORT AND PARENT EDUCATION WORK

1. The family support movement—brief overview. What research shows about the impact of family support and parent education programs.

"I started Avance 24 years ago...when I saw six-year-old children in my first-grade class being labeled as mentally retarded, as vegetables, as slow learners. They were set aside and ignored. I also saw parents loving their children, valuing education, wanting the best for their children, but they did not know what to do with their children to help them get ready for school." *Dr. Gloria Rodriguez*

2. Why parent education is needed—today parenting is tougher, since Americans are more mobile than ever, new parents have fewer supports; cite research on parents' needs for information.
3. Voluntary home visitation is a particularly useful tool developed by family support efforts—but by itself is not sufficient. [SIDEBAR ON HOME VISITATION.]

Swedish
model
home visitation
after baby is
born, help
with
nursing, etc.



TO: Jennifer Klein

ATTN: _____

FROM: Cynthia Dorfman

Your Fax. #: _____

Pages following (excluding cover) : 20

TODAY'S DATE: MAY 7, 1997

COMMENTS:

Jennifer - Here are my comments. Naomi
and I have talked and are on the same
wave length - I particularly like the
title and the sidebar topics -
Cynthia.

Cynthia

THE WHITE HOUSE
WASHINGTON

OFFICE OF THE FIRST LADY

TO Naomi Karp

FROM Jennifer Klein

FAX # 273-4768

PHONE # _____

OF PAGES (including cover) 1

COMMENTS

For your review. Please share with
Cynthia and whomever else you wish.
I'd like comments back as soon as
possible.

Thanks -

Ben

P.S. Please excuse my notes. I started to
write on it before I realized I planned
to send it to you.

APR-28-1997 12:40 FROM RINA SHORE

TO

12024562878 P.02

"HOW ARE THE CHILDREN?"

**REPORT OF
THE WHITE HOUSE CONFERENCE
ON EARLY DEVELOPMENT AND LEARNING**

NOTE:

This title is taken from the story the First Lady told at the Conference about the greeting she heard people exchange when she travelled in Africa: not "Hello, how are you?" but "Hello, how are the children?" This story could be included in the letter from the President and First Lady that will open the report, or could be quoted on the title page.

CONTENTS

Title Page
Highlights
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Letter from the President and First Lady
Acknowledgements

I. Help Wanted

- A. Job of a lifetime
- B. The public's business
- C. The White House Conference
- D. Making a difference

Milestones: Presidential Initiatives in Ten Key Areas To Support Children and Families

II. What We Know About Young Children

- A. Young children are different from adults.
- B. Development in the first three years is rapid and extensive.
- C. Parents have the greatest influence on brain development.
- D. Prevention is crucial.
- E. There is much we do not yet know.

III. What Young Children Know About Us

- A. They know that parents are the most important people in the world
- B. They know that we are up to the job
- C. They know that other caregivers can meet their needs—but don't take the place of mom and dad
- D. They know that they have to be patient with us.

IV. We Know What Works

- A. Preventive, family-oriented health care works
- B. Family support and parent education work
- C. High-quality child care and early education work
- D. A comprehensive approach works

V. Building on Success

A. Next steps

B. It takes a Village.

- What parents and families can do
- What community organizations and agencies can do
- What educational leaders can do
- What business leaders can do
- What the media can do
- What government can do

VI. How Are the Children?
Gabriella Mistral poem

References

- Additional Resources
- Bios of panelists
- List of satellite sites

probably shouldn't tie to book
put up front in frontispiece?

I. HELP WANTED

A. JOB OF A LIFETIME

Job of a lifetime: Seven days per week, long hours, high stress. No pay, no vacations, no sick days, no family leave. On call round-the-clock. Job requires bottom-line responsibility and life-and-death decision-making. No experience required.

1. There's no doubt about it—parenting is the toughest job in the world.
2. Parenting is getting harder.
3. It's a job that most Americans enter with virtually no training and little experience.
4. It's no wonder so many parents are asking for help—and especially for information.

- Recent Zero to Three survey findings. (Also, Commonwealth survey)
- Lively demand for existing family support organizations
- Frustration of pediatricians in view of parents' needs for information and resources
- What the President and First Lady have learned in trips around the country, and as Americans respond to their initiatives to help parents and families.

5. Parents want to know: "How are the children?" What can I do to enhance their development?

"When a mother comes into a pediatric office, she comes with two questions: How am I doing? How is my kid doing? But she doesn't just want back his height and weight. That may be very important, but she wants to know whether that baby is right on target." Dr. T. Berry Brazelton

6. New knowledge about the brain can help parents.

*What are the expectations?
What are the realities?*

- Lessons learned



B. THE PUBLIC'S BUSINESS

1. New knowledge about the brain can also benefit communities, states, and the country as we seek ways to help children and their families.

2. We know that many problems remain, and solving them will not be easy. [SIDEBAR: How Are the Children?—statistics showing both gains and remaining problems] But we have seen that we base our actions on sound research, and when we work together, children benefit—and the nation as a whole is better off. Examples: successes in reducing teen pregnancy, improving child immunization rates.

3. Children are the future. Their healthy development and learning must always be part of the nation's business.

"This unique conference is a part of our constant effort to give our children the opportunity to make the most of their God-given potential and to help their parents lead the way, and to remind everyone in America that this must always be part of the public's business because we all have a common interest in our children's future." President Bill Clinton

"This is the most important issue facing the future of our country." Governor Bob Miller.

C. THE WHITE HOUSE CONFERENCE

1. What we don't want to do: scare parents; suggest that there is no hope beyond age three; tell parents how to do their jobs.

2. What we DO want to do: provide a map - "destination" is optimal development; there are many ways to get there. Meet parents' expressed need for tools and information. Share success stories.

"I hope this conference will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development—singing, playing games, reading, storytelling, just talking and listening." Hillary Rodham Clinton

issue:
nature vs.
nurture
talent vs. skill
religion vs. science

yes - sister-in-law
mother of
special needs
child who is
a loner
feels it's all
over his brain
is already
formed

- fits wife
notion of
"old wives"
approach

MILESTONES:

PRESIDENTIAL INITIATIVES IN TEN KEY AREAS
TO SUPPORT CHILDREN AND FAMILIES

- CHILD CARE AND EARLY LEARNING - Expansion of Head Start; Early Head Start; America Reads - especially "Ready Set Read" component. Executive memorandum asking DOD to share its success in child care.
- FAMILY LEAVE - both existing legislation and current efforts to expand it.
- ^{Inferred} TV VIEWING - v-chip and rating system
- ^{Prevention} SUBSTANCE ABUSE - ^{etc} initiatives aimed at limiting children's access to tobacco, alcohol, and drugs, as well as efforts to prevent advertising for these substances aimed at children.
- HEALTH COVERAGE - Proposals aimed at extending coverage to millions more uninsured children, and to strengthen Medicaid;
- NEWBORN AND MATERNAL CARE: 48-hour minimum hospital stay.
- NUTRITION - Food Quality Protection Act and Safe Drinking Water Act; expansion of WIC program.
- SAFETY - Safe Start program; new standards for passive restraints for children in cars; Back to Sleep Campaign to reduce sudden infant death syndrome.
- ^{Reduction} ENVIRONMENTAL RISKS - Executive Order to Reduce Environmental Health and Safety Risks to Children; administrative action to protect children from tobacco, lead, and other hazards.
- RESEARCH - Federal role in supporting basic research, including NIH and NSF. ^{Education}

II. WHAT WE KNOW ABOUT YOUNG CHILDREN

"It is astonishing what we now know about the young brain and about how children develop." *Hillary Rodham Clinton*

A. YOUNG CHILDREN ARE DIFFERENT FROM ADULTS.

1. The more we discover about young brains, the more we see that they have unique ways of developing, learning, and responding to the world around them.

"The baby's brain is not just a miniature version of an adult brain. It is a dynamic evolving structure that requires its own function to wire itself..." *Dr. Carla Shatz*

2. At birth, children's brains are in a very unfinished state. They have almost all the brain cells they will need throughout life, but these cells are not connected into the networks needed for complex functioning. Analogy: 100 billion telephones installed, but not wired up. [SIDIBAR: "PHONING HOME."]

3. The wiring happens in two stages—the first controlled largely by biology, the second by experience. Again, the telephone analogy: the "trunk lines" between different cities and towns established by genetic blueprint, but the house-by-house wiring is not pre-programmed. Happens as children respond to experience and the environment, and particularly to their parents and families.

"After all, if the brain were hard-wired, if everything in the brain were programmed genetically by molecules that wired everything up, then of course we wouldn't be nearly as adaptable as we are... And without this superb flexibility, we couldn't learn, remember change. In short, we wouldn't have those properties that make us uniquely human." *Dr. Carla Shatz*

B. DEVELOPMENT IN THE FIRST THREE YEARS IS RAPID AND EXTENSIVE.

1. Prenatal period is important. This is when brain cells are produced and have to find their way to the right place at the right time. Many delicate processes occur before many expectant mothers even know that they are pregnant. Before birth, babies' brains are in process—running "test patterns" to get ready for the world.

2. Newborns have more awareness of the world than we realized.

"On the first day of life, a baby can search the room with her eyes, visually trace the edges of a triangle, and look intently at her mother's eyes during a feeding." *Dr. Donald Cohen*

3. After birth, brain development proceeds at breakneck speed. The first three years are particularly crucial. During this period, the brain forms trillions of connections among brain cells—sometimes as many as 7. By the age of three, children's brains have twice as many connections as adults' brains.

4. Language development is particularly dramatic. At birth, infants are "Citizens of the world." By their first birthdays, they are beginning to be culture-bound. [SIDE BAR: "Citizens of the world." — good]

"By six months of age, infants are well on their way to cracking the language code." *Dr. Patricia Kuhl*

4. Development is a lifelong process. The brain is the last organ to become fully mature anatomically. While brain development is especially dramatic in the first three years, it is never too late to help people develop and learn.

C. PARENTS HAVE THE GREATEST INFLUENCE ON BRAIN DEVELOPMENT.

1. Brain development is a use-it-or-lose-it process. Those connections that are reinforced by early experiences tend to be strengthened and become permanent. Those that are not used often enough are eliminated.

2. In this way, parents play an even more important role in early brain development than we previously suspected. The experiences they provide or arrange help to determine how their young children's brains will be wired. However, you do not need to be a "super-parent" to enhance your child's development. Simple, everyday activities are the most important, like talking, reading, singing, etc.

"Adoptive parents can make an enormous difference for a child at any time." *Hillary Rodham Clinton*

3. Children learn in the context of important relationships: interactions with parents, other family members, family friends, and caregivers are the most important experiences in children's lives. Relationships matter.

giving
not
same
work
hard

Sidebar -
Adopting older
children?

the
key *

"An infant's cognitive growth occurs through emotional and social interactions." Dr. Harriet Meyer.

4. Children need stimulation. Children who spend most of their first year of life lying in their cribs develop much slower than other babies; some cannot sit up at 21 months, and most cannot walk by age three. Children need touch, sounds, and images. They need social and emotional contact. The kind of stimulation definitely makes a difference.

5. But too much stimulation can be overwhelming. Children have different temperaments and different moods. They also have ~~easy~~ ^{different} cycles of wakefulness and sleepiness than adults. Aside from seeing to their children's basic health and safety, the most important thing parents can do is to learn to follow their children—to read their moods and preferences, so they can—whenver possible—adjust activities, schedules, and even the way they touch and talk to their young children.

6. Some children are born with, or develop, disabilities or illnesses that affect their ability to respond to different kinds of stimulation. Research is giving us new ways to help every child reach his or her full potential. But parents need reassurance that some children will continue to have difficulties no matter how much care, attention, stimulation, and love their mothers and fathers provide.

D. PREVENTION IS CRUCIAL.

1. Different parts of the brain develop at different times and at different rates. Although development continues throughout life, there are periods of great opportunity (and risk) when a particular part of the brain is particularly flexible.

2. The classic example of this—vision. If children are born with cataracts, they may lose their sight permanently if surgery is not performed early. Time is of the essence. When adults develop cataracts, the consequences of not acting are far less drastic.

3. This holds true for other aspects of development as well. Health problems, exposure to tobacco, alcohol, drugs, or environmental toxins, abuse and neglect, etc. are always risky, but may be especially perilous in the first years of life.

4. Early years present not only special risks, but also special opportunities. Again, language development is prime example. Talking, reading, singing, etc. Cite research leading to new ways to help children with auditory processing problems.

B. THEY KNOW THAT WE ARE UP TO THE JOB

"As researchers, we don't advise parents to try and accelerate the normal pattern of development. We don't recommend flash cards to try to teach words to three-monthers. Nature has provided a perfect fit between the parents' desire to communicate with the child and the child's ability to soak this information up." *Dr. Patricia Kuhl*

1. Human children are dependent—to a greater extent and for a longer stretch of time than the young of other species. They are also trusting. They turn to parents and other caregivers for reassurance or help. They believe that we will love and protect them, unless repeated experience teaches them otherwise.
2. They know that interacting with parents and other important people—communicating, mimicking, playing, snuggling—is the best way to spend their most alert, wakeful hours.
3. They know that they are loved even during quiet or sleepy times—when they are allowed to rest, play by themselves, get to know themselves, and look around them.

C. THEY KNOW THAT OTHER CAREGIVERS CAN MEET THEIR NEEDS—BUT DON'T TAKE THE PLACE OF MOM AND DAD.

1. Research shows that children are capable of forming strong attachments to more than one adult, but not all attachments are created equal.
2. Recent studies show that high quality child care does not disrupt children's attachments to their parents—so long as parents spend enough time with their infants and toddlers to know them well and to be able to read their signals and cues. [SIDEBAR ON HOW CHILDREN AND FAMILIES ARE AFFECTED BY CHILD CARE.]
3. In fact, child care providers—with sufficient training and support—can enhance the development of the children in their care, supplementing the parents' input. This is especially true when parents and child care providers work together, exchanging information, insights, and problem-solving strategies on a regular basis.

D. THEY KNOW THAT THEY HAVE TO BE PATIENT WITH US.

1. Good care is responsive care. It requires getting to know a particular child.
2. Parents and caregivers don't always get it right the first time, or even the second, but if we are willing to follow the children, we eventually come to understand their needs and temperaments. Mistakes are inevitable, and children know that we deserve many more chances.

"The most important assessment tool that we have is our power of observation....Dr. Sally Province, the great pioneer of infant development, said: *Don't just do something, stand there.* She meant that observing how a parent and child interact is critical to understanding how to reach out and to help them. Sometimes, we need to leave the parent and the child alone." *Dr. Harriet Meyer*

4. Programs that help fathers adapt successfully to their new roles can provide lasting benefits for children.

"Children with active fathers develop a richer set of emotions and a wider, more textured view of their world." *Vice President Al Gore*

5. The importance of follow-up in the preschool and elementary school years.

EARLY

C. HIGH QUALITY CHILD CARE AND EDUCATION WORK

"If you can place your child in high quality child care, you can actually supplement what you're giving them as parents and that's why the value of making high quality child care affordable for more families is so great." *Dr. Deborah Phillips*

1. Today, the great majority of infants and toddlers (80%) are in non-maternal care for some period. Most mothers with infants under the age of one work outside of the home. Many mothers have no choice. *be more specific*

2. This is potential opportunity, since high quality child care has been shown to offer long-term benefits, especially for children from low-income families. Briefly cite major studies.

3. However, as things stand, most infants and toddlers are in programs that have been rated as poor to barely adequate. Many parents resort to makeshift arrangements; their children may be in several locations or programs during the course of a single day. *what are the criteria?*

4. Efforts are needed to ensure that parents have good, affordable child care options so that their children can thrive, and so that mothers and fathers can work productively, with peace of mind.

5. Much can be learned from the experience of the military, which has instituted excellent child care programs by requiring training, offering workers a career ladder, and providing wages and benefits that reduce staff turnover. [SIDEBAR: DOD'S CHILD CARE SERVICES.]

D. A COMPREHENSIVE APPROACH WORKS

NOTE: I would like some guidance about how to develop this section, to avoid political pitfalls. This is where I would like to make the forceful argument, advanced by the First Lady at the conference, that when we do not make systematic efforts to help children and families, we pay systematically for our failure. (For the purposes of this report, the argument should probably be cast in the positive.) I would like to cite *Years of Promise*. Although this Carnegie report focuses on children from 3-10, it posits that children and families need "total surround" care, so that wherever they turn, they are met by people and institutions that share a set of commitments and assumptions about their developmental needs. *Years of Promise* contains a list of principles that are important and useful. R.S.

like it or not
we all have
influence on our
children and all
affected by them

Wooni-
what does
early childhood
center say about
this? what about
school-linked
community
services books?

V. BUILDING ON SUCCESS

A. NEXT STEPS

1. The accomplishments of the last five years can be solidified and extended. Two areas have been placed high on the President's agenda—extending health insurance and high-quality child care to millions more young children.
2. No endeavor promises more long-term benefits for our nation than giving children a better start in life—but no endeavor is more difficult. Parents must take the lead. But this effort challenges many people and many institutions to examine their policies and practices, and to make necessary changes. It means reordering priorities. This is not easy. Nor can it be done quickly. It will take sustained attention and work.

B. IT TAKES A VILLAGE.

too close to title of book - is this a problem?

1. Parents cannot—and should not have to—do it alone. Everyone must share responsibility for our children and their future.
2. Every sector of our society can make a vital contribution.

• What parents and families can do.

“The breathtaking discoveries in neuroscience yield simple, practical advice. Read to your kids. Talk to your kids. Sing to your kids. Dance with your kids.” *Vice President Al Gore*

“One of the things I learned [by taking part in the Early Childhood PTA] is that there is always opportunity to take advantage of a teachable moment. You don't have to take your child out to a “fun fair.” You can begin at home. You can begin in your kitchen. You can go right outside your back door.” *Sheila Amaning*

• What community organizations and agencies can do

“Since police officers are the last of a dying breed of professionals who make house calls 24 hours a day, seven days a week, we are in a position to direct people to the resources best suited for their particular problem. This new approach—community policing—requires a new type of police officer, with special training and special partners.” *Chief Malvin Wearing*

I would be careful here - don't want to convey idea of a "police state"

What educational leaders can do

What business leaders can do

"We looked at research conducted in Michigan which concluded that factors outside of the school are four times more important in determining a student's success on standardized tests than are factors within the school... This reaffirmed for those of us in business that we cannot just sit on the sidelines and criticize. We must be involved." *Arnold Langbo, CEO, Kellogg Corporation*

What the media can do.

"There are people in this room who have been wrestling with these problems for 15, 20, 25 years, and we have the solutions. My job is to take this information and disseminate it to the public, because we have to create a public will. Once we create a public will, there will be a wave that is inescapable." *Rob Reiner*

What government can do - not take over parents' roles, but make sure that parents have a range of choices about how to raise and care for their young children, as well as the tools and information that can help them make sound decisions.

"Our challenge as elected officials is to work together at all levels of government. The federal government can and should have a role....State governments should have a role, not just in working with the federal government, but on their own. We're putting several million dollars into the family concept that I've put forth in the State of Nevada. And I think more can and should be invested in future years. We should also coordinate with local government." *Governor Bob Miller*

out this
in context -
don't want
people to
think we
are
"school
bushing"

VI. HOW ARE THE CHILDREN?

Reprise, returning briefly to the "How are the children?" theme.

Today, we must respond to this question with a mixed report. But if we act now—if we look at the research, if we build on success, if we root out programs and practices that do not work, if we consider the impact on young children before making any new policy or program—we can make a difference. And if we do, imagine the answer today's infants and toddlers will be able to give when they are asked, in coming decades, "How are the children?"

"If we, as a nation, commit ourselves now to modest investments in the sound development of our children, including especially our very youngest children, we will lay the groundwork for an American future with increased prosperity, better health, fewer social ills, and ever greater opportunities for our citizens to lead fulfilling lives in a strong country in the next century." *Hillary Rodham Clinton*

Last page: Gabriela Mistral poem

WHITE HOUSE CONFERENCE: EARLY LEARNING AND THE BRAIN

REVISED REPORT OUTLINE

FRONT MATTER - TOTAL 12 PAGES

Title page (1 page)

Back of title page (1 page)

Letter from POTUS & FLOTUS (1 page)

Highlights (2 pages)

Acknowledgements (1 page)

Table of Contents (1 page)

Introduction (3 pages)

- *Framing the big picture:* Why is the brain the focus of discussion at the White House and in other places where public policy is debated and formulated? In what ways are new insights into early development and learning important for the nation? What opportunities do they present?
- *Building on success:* Place this effort in the context of the Administration's past and present initiatives to support children and families.
- *Clarifying goals:* Clarify the report's specific goals and provide an overview of its chapters.

The Administration's Accomplishments (2 pages): Bullet points highlighting key initiatives to promote early development and learning.

BODY OF THE REPORT - TOTAL 32 PAGES

Chapter 1: The Brain—The Inside Story (8 pages) *Goal:* to gather, from across the nation, the best knowledge available to us about how the brain develops and functions, particularly in the early years. (Discussion will spring from the morning panel of the White House conference.)

Chapter 2: Early Development and Learning—The State of the Art (8 pages) *Goal:* to gather the principles and practices that guide current efforts to give children a good start in life, and to give mothers, fathers, and other people who care for children, the support they need to do right by their children. (Discussion will spring from the afternoon panel.)

Chapter 3: Connections (8 pages) *Goal:* to show how theory and practice connect (or do not yet connect); and to talk about how useful connections can be made.

Chapter 4: Taking Action (8 pages) *Goal:* To suggest how Americans in all walks of life can join the effort to improve results for children and families. How can new insights into early development and learning help parents and grandparents, childcare providers, communities, states, and the nation as a whole brighten the future for children and families? What kind of initiatives are already underway? What kind of partnerships can be formed or expanded? Discussion will show how these actions can help to build on the Administration's current initiatives.

END MATTER - TOTAL 8 PAGES

References (3 pages)

Additional Resources (2 pages)

List of Conference Speakers (1 page)

List of 53 Satellite Conference Sites (2 pages)

SIDEBARS (Included in page counts for main body of the report)

- **Quotes from the Conference:** The main body of the text will report major findings and their implications for children and families. Endnotes will provide information sources, but the text itself will not indicate which speaker or author made a particular point. Selected quotes from moderators, panelists, and other conference participants (including participants at the satellite sites) will dramatize and personalize the text. These quotes will be appropriately placed, set off from the text, and given typographic emphasis.
- **Vignettes:** Sidebars throughout the text will contain stories about American families, communities, and institutions, and showing how new insights into the brain can inform the decisions they make. These scenarios will not presume to make decisions for anyone; rather, they will suggest how solid information about brain development can strengthen the decision-making process.

TOTAL DOCUMENT - 52 PAGES

REVISED TIMETABLE

Thurs. April 17	Conference
Mon. April 28	Complete outline List of sidebars List of illustrations Selected quotes from the conference
Mon. May 12	Complete draft submitted
Thurs. May 15	Responses and comments collected and reviewed
Tues. May 20	Revised draft
Thurs. May 22	Responses and comments collected
Tues. May 27	Final draft ready for production

BACK TO WORK

The baby has finally closed his eyes. Barb can't see his face, but she can tell he's asleep from the way all twelve pounds of him have settled against her shoulder. She doesn't dare put him down—it's too soon. So she spends a few more minutes pacing between the crib and the window, letting her mind turn, for the fortieth time today, to what will happen next month when she goes back to work. Friends keep telling her that babies do just fine wherever they are, so long as they are fed and bathed and kept out of harm's way. But she can't help worrying.

She and her husband Rick have visited the Children's Corner—the child care center on Fourth Street that always has such appealing toys in its playground. The infants' room had a thick rug on the floor and a tank of shiny guppies near the changing table. In the main room, the older children were singing "The Wheels on the Bus," and even the toddlers seemed to know the words. But Rick's Aunt Millie has offered to watch the baby four days a week, and the next-door neighbor says she'll fill in on Fridays. That way he'd spend most of his time with family, and they'd save some money. But would the baby end up more attached to Aunt Millie than to her? Would he learn more at the Children's Corner? What's best for her baby?

Barb is not alone. Across the nation, most mothers—about 60 percent—now go back to work before their babies reach their first birthdays. But every family decides on its own how to balance the responsibilities of raising children and earning a living. Each decides, based on its own resources and beliefs, what kind of child care to arrange.

Brain scientists and child development experts cannot resolve Barb's dilemma—nor should they. There are, after all, many ways to raise a healthy, happy child. But their research has led to new knowledge that can help parents make sound decisions:

- The experiences that children have in the early years have a huge impact on their development—including the way their brains are "wired." Barb is right to feel that she is on the verge of an important decision. Babies need more than just care; they need relationships. From birth, they are deeply social beings, and the kinds of connections they have with the adults who care for them matter a great deal.

- **Secure attachment to consistent caregivers is a key to healthy development and learning.** Children develop and learn in the context of important relationships. Scientists have shown that children who form secure early attachments to the adults who take care of them are less likely to have developmental problems. Secure attachments allow young children to develop the biological systems that help them handle stress better in their early years as well as later in life. As Barb and Rick weigh their options, they can rest assured that where their baby spends his day is less important than who he spends it with. Does the child care provider want to be taking care of babies? Will she be able to respond to his signals and cues? Will she be available on a consistent basis over a sustained time span so the baby will experience continuity? Does she understand that from the baby's viewpoint, what she does is often less important than how she is?
- **Child care providers do not replace mothers or fathers.** Like many parents, Barb wonders whether a strong attachment to someone else will weaken the baby's bond to her. Some mothers seem to prefer multiple caregivers so that they can remain the most important person in their child's life. But research shows that babies can be securely attached to more than one caregiver. When parents and child care providers work together—enjoying a child together, solving problems in a cooperative way, and sharing information and ideas—everyone benefits.

AN EDUCATION

"I didn't get it," Kenny found himself saying at the Fairview town meeting, "until I spent a morning in my daughter's second-grade classroom telling the kids what it's like to drive an ambulance. It was an education."

Kenny never thought of himself as a joiner, but ever since he spent that day in school he has been showing up at community meetings. What he saw wasn't on the blackboard, or in the workbooks, or even in the teacher's lesson plans. It was in the children's eyes. Some seemed filled with curiosity and confidence. But others looked so downhearted, as if they'd already given up. And they were only seven! It was as if different kids were already on separate tracks to different futures. He came away convinced that children need more help from the very beginning. From birth. Maybe even before. But formal schooling doesn't start until kids are five. What should be done?

Kenny's day at school taught him a lesson that researchers have been trying to understand for some time. Their studies show that by the third grade—and perhaps even earlier—children are already launched into achievement trajectories that will largely determine their success throughout their school careers. Certainly children can make dramatic gains in fifth, ninth, or twelfth grade, or even later. A child who is not reading by the age of eight can learn to read later in life. But research shows that when children get off to a shaky start, it is much more difficult (and more costly) to make up for lost time later on. As Fairview and other communities take steps to give their children the best possible start in life, they can draw upon recent research findings.

- **During the first three years of life, connections among brain cells are being formed at a remarkable pace.** Development and learning take place throughout the human life cycle, but the first three years are especially vital. The experiences children have in this period help to determine which connections they will keep and which they will shed as they move toward adulthood. Efforts to support healthy development that begin only at age five are missing crucial opportunities.
- **When parents get the help and information they need, children benefit.** Prevention is the key to improving results for children. One way that communities can promote young children's healthy development is by focusing on the needs of their mothers and fathers. Brain development begins in earnest in the early weeks of pregnancy, but one

in five expectant mothers in the U.S. receive no prenatal care in the crucial first trimester. For African American, Hispanic, and American Indian expectant mothers, the figure is one in three. Programs that help parent gain the skills they need to care for their children—particularly those that include voluntary home visits in the first month's of a new baby's life—can improve results for children.

- **High quality preschool offers long-term benefits.** Many studies show that high quality preschools can help at-risk children succeed both academically and socially—especially if there are follow-up services in the elementary grades. But today, the great majority of early care and education programs are rated by researchers as poor to mediocre. How can we raise quality? The federal government is playing a role by funding Early Head Start programs, as well as research and demonstration programs that can lead to better care. And states can contribute to the effort by setting higher standards for early care and education programs. But that is not enough. Communities need to come together to define what "quality" means for their children, and to ensure that all families have access to good programs. They also need to improve the connections between child care programs and elementary schools, so children experience more continuity in their early schooling.



Naomi_Karp @ ed.gov
04/11/97 12:49:00 PM

Record Type: Record

To: Ann F. Walker, Jennifer Klein

cc:

Subject: Re[4]: WH Conference Report

I just found out that Cynthia Dorfman and Jennifer had spoken this morning. Cynthia understood Jennifer to say that Mrs. Clinton only wants 250,000 reports printed - the Cadillac version. If that's accurate, then Education doesn't get 250k.

Cynthia and I spoke with the Johnson&Johnson person, Martha Naismith. She was quite non-committal, and asked us to submit a proposal to her. We are going to begin work on that shortly. Martha asked some questions that we could not answer:

1. Where in the report will Johnson&Johnson be recognized?
2. Are other sponsors being sought? If yes, which ones?
3. May she have a list of the attendees to present to the people who will make the funding decisions?
4. Will Johnson&Johnson be able to have a say in the distribution of the reports?

Cynthia left a voice mail message for Jennifer, but not as detailed as this one.

Naomi

Reply Separator

Subject: Re: Re[2]: WH Conference Report
Author: Ann_F._Walker@oa.eop.gov at Internet
Date: 4/11/97 1:17 PM

Message Creation Date was at 11-APR-1997 13:17:00

That is wonderful --- as I said, we are looking for wide distribution. Thank you so much for your responsiveness. It is greatly appreciated.

FAX TRANSMISSION

4/11/97

To: Jennifer Klein, Ann Walker

From: Rima Shore

Number of Pages attached: 7

I have attached a revised outline and timetable, as well as two sample vignettes. The first is based, in part, on a discussion with Emily Fenichel of Zero to Three about parents' concerns. It seemed sensible to get feedback from you before spending time on other vignettes. I'll follow up by phone on Monday. Hope you find these materials helpful. Thanks.

Rima

Telephone: 718/246-8222
Return Fax: 718/246-8220

THE WHITE HOUSE
WASHINGTON

OFFICE OF THE FIRST LADY

TO Martha Ngismith

FROM Jennifer Klein

FAX # 408-9490

PHONE # _____

OF PAGES (including cover) _____

COMMENTS Attached please find some basic information
on the conference. Please feel free to
call me with any questions or concerns.

Kathleen M. Whalen

03/27/97 11:44:59 AM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP
cc: Virginia R. Canter/WHO/EOP
Subject: Early Childhood Development

Sorry for the delay in getting this information to you. I have attempted to contact the ethics officials at Education, HHS and National Service. Below I will identify what authority they have and who the policy folks you are dealing with at each of the agencies should contact with their questions/to make arrangements for accepting gifts/co-sponsoring an event.

Education

* Has gift authority, including solicitation authority. All gifts/solicitations have to be approved in advance (as early in the process as possible) through either Joan Bardee or Amy Comstock -- 401-~~8~~309. Also, they routinely co-sponsor events/conferences.

HHS

I have been trading calls with the person I need to speak with at HHS. I know that they regularly co-sponsorship events. Plans to co-sponsor must be discussed with Rick Thomas -- 690-7258.

National Service

My calls have not been returned, but I know they have gift authority. I am assuming that all gifts must be approved in advance through Barry Stephens or Brit Rapp -- 606-5000, exts. 259, 258, respectively.

I will update you with more specifics if/when I hear back from HHS and the Corporation.

I hope this information will be helpful to the agency policy people as they are pursuing the options for getting the "kits" and the report. Let me (or Ginny Canter -- 6-2144) know if you need additional information.

Nicole R. Rabner

04/07/97 08:04:08 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP

cc:

Subject: report

The person to follow up with from Johnson & Johnson re: support for the report is Martha Naismith -- 408-9482 in D.C. Pls call me for background. Thanks.

Pat Butler 334-6685
334-6000



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT

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

CYNTHIA HEARN DORFMAN
Director - Media and
Information Services

Room 306-C
555 New Jersey Ave., NW
Washington, DC 20208

(202) 219-1556

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	jsmartt to Jennifer Klein and Nicole Rabner re The Latest (partial) (1 page)	04/03/1997	b(6)

COLLECTION:

Clinton Presidential Records
Office of the First Lady
Jennifer Klein
OA/Box Number: 12506

FOLDER TITLE:

[Issues Related to Children] October White House Child Care Conference [1]

2014-0536-S

kc1333

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]

[001]



jsmartt @ OSASPE.DHHS.GOV

04/03/97 03:28:00 PM

Record Type: Record

To: Jennifer L. Klein, Nicole R. Rabner

cc:

Subject: The Latest

Looks like 3pm works for everyone which includes:
Naomi Karp at the Department of Education (she is funding this thing from
her office - which is the Office of Educational Research and
Improvement) (b)(6) phone: (202)219-1586

Cynthia Dorfman also at Education who has insight into the
layout/graphics world. (b)(6)

Rima Shore who will do the actual writing - as you both may know she
wrote Carnegie's brain report. (b)(6)
phone: (718) 246-8222

The only thing Rima has seen about the conference so far is the quick
draft outline that I put together. I will fax to her the executive order and
the press release on the conference. I imagine that there is much more
clarity on what you may want in the report but it may be helpful as a
starting point. It is attached below. I think that is it except to say -
WELCOME BACK JEN! take care- jeanine.

The Conference Document - Very Draft Outline
Cover Presidential Seal

Page 1 Letter from POTUS & FLOTUS

Page 2 National Principles for Supporting Parents and Caring for
Our Youngest Children
(Perhaps get National Organizations to Endorse?)

Page 3 Acknowledgments

Pages 4-6 Prologue - What do Parents Need to Know ?

Accomplishments

*What are the questions
we want to
answer?*

Pages 7-9 What the Research Says - Interviews with leaders in the
field/Synthesis of Findings

Pages 10 -12 Taking Action - Conference Highlights, Key
Recommendations/Announcements/
Summary of Federal Activities

Pages 12-15 Partners in this Work - Summary of what is going on
around the country/national activities/how you can get involved.

Summary - What do Parents Need to Know

Decision points - Should we spend more on child care now or

Page 16 Additional Resources - ie. Starting Points... starting

Please note that this 16 page thing was totally random and after talking with Rima I think it would be (including illustrations and graphics) more along the lines of 30 pages.

Pauline M. Abernathy

04/02/97 09:09:47 PM

Record Type: Record

To: Jennifer L. Klein/OPD/EOP
cc: Nicole R. Rabner/WHO/EOP
Subject: Re: conference 

Jen -- We have a three-pager drafted already but it needs to be finished off. Are you willing to do this? It is located on your c/work./wp/pauline/accomps.219 or .220. I will fax you what we released when we announced the date of the conference and Elena's comments on an earlier version so you can see where she was coming from. Elena is talking to NEC about NEC writing a much longer accomplishments document based on all the agency submissions in the white binder. Also, Nicole and I thought one of us should call Duane Alexander directly and ask him to write up what he sees as NIH's accomplishments.

Jen -

This is a draft
accomp. doc. that Jenine
wrote before she left.
Can you finish it off? Pat
Lewis says she needs it ~~to~~ to
pitch the conference. Elena
is talking to the NEC about
NEC writing a much longer
doc. from the agency submissions.
I will fax you Elena's prior
comments on this. -Pauline

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD

The following information pertains to the report on the White House Conference on Early Childhood and the Brain.

Research Priorities Plan

8,500 copies	\$33,000.	(main reasons for high cost = fast printing time and special varnishing which required more times through the press; large type and white space increased number of pages)
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Early Childhood Conference Report Estimates

Upgraded Printing

8 1/2 x 11
50 pages
4-color cover and text
saddle stitched
8 color photos
3 duotones
80 lb. white lithocoated cover
70 lb. white dull coat text
5 screens

100,000	\$62,631.
250,000	214,531.
500,000	415,062.
2,000,000	1,652,647

Standard Printing

8 1/2 x 11
50 pages
2-color cover and text
lithocoated cover stock
60 lb. opacified white text stock
5 halftones (black and white)
saddle stitched

100,000	\$48,823.
250,000	122,722.
500,000	244,229.
2,000,000	973,270.

Cooperative Efforts

OERI (MIS) will provide design and production at no cost to the White House.

OERI (ECI) will cover cost of contract writing of report.

OERI (MIS managed research dissemination account) may cover \$100,000 of printing Read*Write*Now kits.

Production Schedule

Write draft	3 weeks
Expert review	1 week
Edit and production	2 weeks
Printing	2 weeks

(standard printing time 4-6 weeks; fast turn around will increase printing cost substantially. Request color proof, press inspection)