

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	re: SSNs and DOBs [partial] (3 pages)	02/11/1997	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Elizabeth Drye
OA/Box Number: 10450

FOLDER TITLE:

Georgia Follow Up

2014-0046-S
rc1361

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]

**UNITED STATES DEPARTMENT OF EDUCATION**

Office of the Secretary's Regional Representative

100 Alabama Street, N.W., Suite 19T40

Atlanta, Georgia 30303

To: Elizabeth

From: Judy

Mike -
Good press -
See last two pages -
Good was to get
Georgia's focused.

Copy for Mike Cohen
Return Original to Elizabeth

WEDNESDAY, FEB. 5, 1997

The Atlanta Journal-Constitution

Local News

INSIDE



Floyd Adams Jr., Savannah's first black mayor, wins public praise for savvy leadership. D6

- OBITUARIES, D9-10
- CLASSIFIEDS, D11-13
- WEATHER, D14

Clinton's high HOPE for schools

President will tout scholarship program inspired by state plan

By Doug Cumming
STAFF WRITER

President Clinton travels to Augusta today to pin his HOPE on Georgia.

The president's HOPE, a national scholarship proposal that includes a \$1,500 tuition tax credit, differs from Georgia's popular HOPE scholarship program. But the president has said Georgia's success with the lottery-funded state program was the inspiration.

Clinton will speak to about 4,000 students at Augusta State University at 1:50 p.m. after participating in a round-table discussion on his educational agenda.

He will be joined in the discussion

by U.S. Education Secretary Richard Riley, Gov. Zell Miller and a panel of education leaders from around Georgia.

By calling the Georgia HOPE scholarships his inspiration last June, Clinton turned worldwide attention to the state program that has helped 240,000 Georgians attend college or technical schools since 1993.

Georgia's HOPE Scholarship Web site on the Internet drew 55,719 hits last October from browsers as far away as Poland and New Zealand.

The strongest converts are the recipients.

"You can go to school for free, which means you can concentrate on your studies," said Ritu Varghese, a senior at Augusta State who has saved about \$7,000 by not having to pay tuition. Varghese will usher at the president's speech in the campus gymnasium.

Georgia students also have more

reason to concentrate on their studies. They need a "B" or better grade average in high school to qualify for HOPE in college, and must maintain that average each year of college.

"The 'B' average is the linchpin of this program," said Glenn Newsome, head of HOPE, or Helping Outstanding Pupils Educationally. "Academic achievement is your No. 1 priority while you're in high school; that message has gotten through."

There are substantial differences between Georgia's HOPE program and Clinton's proposal. Instead of being funded by a lottery, the tax credit would divert an estimated \$18.6 billion from the federal treasury to colleges and universities over five years.

A parallel proposal giving tax deductions of up to \$10,000 for post-secondary payments would cost the government \$17.6 billion over the same period.

Under the national proposal, college freshmen could take the tax credit regardless of high school grades. Only the second and final year of the tax credit would require academic achievement — a 2.75 grade point average the previous year and no felony drug convictions.

Ironically, Georgia's HOPE scholars may be among the few Americans who could not benefit, since they would not be paying tuition to claim as a tax credit.

The round-table discussion will be held in a small dance studio on the historic campus.

The panel does not include Republicans who have been critical of Clinton's education policies, including state School Superintendent Linda Schrenko, a graduate of Augusta State University, and the district's congressman, Charles Norwood.

State's schools, Clinton on same page

By Reagan Walker
STAFF WRITER

Much of what President Clinton seeks to revitalize American education, Georgia already stands on the threshold of delivering.

Clinton, in Augusta on Monday to laud Georgia's education improvements, wants students to show up at school ready to learn.

Georgia's statewide prekindergarten program — the only one of its kind in the nation — promises to improve early learning.

Clinton wants every 18-year-old to go to college.

HOPE is ours. The lottery-funded scholarship (Helping Outstanding Pupils Educationally), available to pay the public college tuition of every high school graduate with a B average or better, is the envy of the nation and the inspiration for Clinton's college tax



WILFREDO LEE / Associated Press

At Augusta State: President Clinton joins Gov. Zell Miller.

credit plan.

Clinton wants more funds for school construction.

In November, Georgians handed school districts the power to ask for a 1-cent sales tax for school construction.

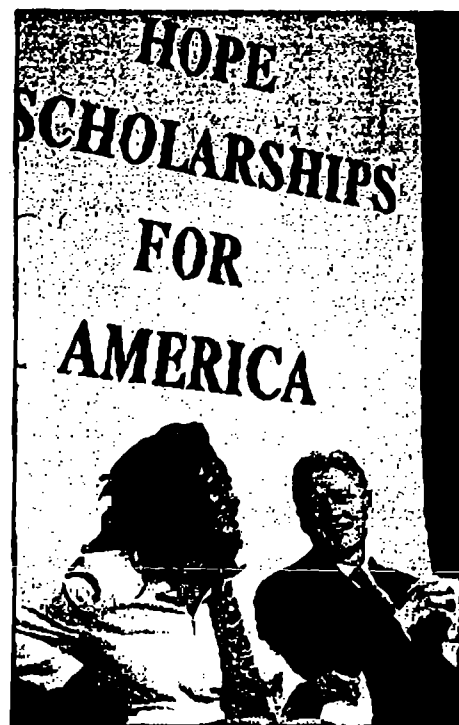
But Georgia has work to do. Clinton wants every third-grader to read well. A report released Wednesday showed third-grade reading scores in Georgia improving but still barely at the national average.

Charter schools have never really taken off in the state, and only four teachers in the state have been nationally certified. Clinton wants 100,000 to be certified across the nation.

Still, educators are hopeful. "We are blessed at this point in history to have an education president and an education governor," said Kay Pippin, director of government relations for the Georgia Association of Educators. "Every state does not have that luxury."

High praise for HOPE	C1
How Georgia stacks up	C4

Atl. Constitution
2/6/97



WILFREDO LEE / Associated Press

It's her turn: Tanya Davis, chairwoman of the Augusta State Student Senate, has President Clinton's eye as she gets set to speak Wednesday.

'America is seeing the light' of HOPE

Clinton praises Miller's education efforts during visit to Augusta.

By Kathy Alexander
STAFF WRITER

Augusta — One day after praising Georgia's HOPE scholarship as a model for the nation, President Clinton came here Wednesday to laud the "pioneering" educational achievements of Gov. Zell Miller.

"Gov. Miller, with the HOPE scholarship, the pre-kindergarten program and his commitment to hook all schools to the Internet... has turned the lights on, and America is seeing the light," Clinton said during a 35-minute speech at Augusta State University.

More than 4,000 students, dignitaries and educators roared their approval of Clinton's 10-point education program and his commitment, made during Tuesday's State of the Union address and reiterated Wednesday, to make education the top priority of his second term.

Students lined the route of the president's motorcade, hoisting welcome banners. Inside the college gym, students waved signs saying, "America needs HOPE."

As part of a \$51 billion education package that would be the most the federal government has earmarked for education, Clinton plans to implement his own version of Georgia's popular lottery-funded scholarship, which has paid tuition for more than 230,000 students who maintain a B average.

The national HOPE program would offer a \$1,500 tax credit and a \$10,000-a-year tax deduction for two years for students who maintain a B average.

The president's budget package, to be outlined to Congress today, also includes money for teacher training, building programs and more magnet and charter schools.

Clinton also called for cutting federal job training programs and channeling that money into adult education and retraining at community colleges.

Miller, who spent Tuesday night at

the White House and flew to Augusta with the president on Air Force One, pledged Georgia's support.

"We believe you're right when you say the fight for our future must be waged and won in our classrooms," Miller said.

In a show of bipartisanship, Sen. Paul Coverdell and Rep. Charlie Norwood, both Georgia Republicans, were aboard the president's plane, as was Sen. Max Cleland (D-Ga). They offered their support for Clinton's education initiatives.

During a round-table discussion, educators praised Clinton's understanding of school challenges, but others questioned how he can simultaneously balance the budget and ask Congress for a massive taxpayer-funded increase in educational spending.

"The problem is going to be funding the great programs he talked about today," said Stovall Walker, an Augusta financial planner who turned out for Clinton's visit.

Clinton's plan and Georgia's efforts C4

ing history come alive



ANDY SHARP / Staff

encyclopedic knowledge of local history. Franklin fourth-graders Wednesday at Cobb County's Addi- school. The class had invited Garrett to speak as part it. Garrett, who turned 90 last year, fielded questions and at the time of the Civil War") and ate lunch with persistence rewarded, students now plan to P ny Carter and Coretta Scott King to s

Test scores, absences on the rise

Elementary students in the state are making progress, a report says, but more are missing school.

By Diane Loupe
STAFF WRITER

Georgia's elementary students are making steady academic improvements, thanks to several programs, but they, like their middle and high school counterparts, are missing too much class.

That's according to a report on the state's 1,134 public elementary schools released Wednesday by the Council for School Performance, a state-funded group formed to conduct research on education in Georgia.

Elementary students improved on almost every score the group examined from the Iowa Test of Basic Skills, a nationally referenced test, and the Curriculum Based Assessment tests, which measure students' mastery of the state's curriculum.

"You're not going to see 25 percentage point jumps in any one year," said Gary Henry, director of the Applied Research Center of Georgia State University, which works with the Council for School Performance to compile the detailed reports. "But several 2 and 3 and

4 and 5 percentage point increases, that is the kind of slow, steady progress that it will take to bring Georgia to among the top scoring states in the nation."

Among the highlights:

- Third-grade reading scores on the ITBS improved at 74 percent of schools, and the average score jumped a whopping 8 percent, from 40 percent to 48 percent, almost to the national average.
- Georgia's third-graders were scoring higher than 55 percent of third-graders in the rest of the nation in math in 1995-96, up from 52 percent in 1994-95. Twenty-eight percent of third-graders scored among the top 25 percent of students in the nation, up from 23 percent.

But chronic absenteeism, a problem at both middle and high schools, is increasing among elementary students. Almost 28 percent of the state's elementary students missed 10 or more days of school in 1995-96, up from 26 percent in 1994-95.

"When we're in rural areas, we've heard a lot of cases where both parents had to be at a factory or work at 7 a.m. And kids were left to get to the bus or walk to school on their own," said Henry.

"That's real conducive to those kids electing to stay home and watch TV," he said.

"It's the value parents place on education," said Jeanie Jones, assistant di-

rector of the council. "Oh yeah, you have the sniffles so it isn't important enough to go to school."

Jones and Henry attributed the elementary improvements to a host of programs instituted in the past decade.

Among those that may have contributed to the improvements are Reading Recovery, a one-on-one tutoring program for slow readers, and the i funded Special Instructional Assistance program, which provides extra money and instruction to students in kindergarten through third grade.

Jones, former head of instruction for Cobb County schools, said she saw the SIA program have a great impact staff development.

"They really began focusing on the learning of the children in 1 grades," said Jones.

The elementary reports include information about achievement, the racial gap between black and white students, teacher education, the average number of parent-teacher conferences whether schools offer programs before and after school and in the summer.

Copies of the council's reports on every public elementary, middle high school are available from the school principal, school board office or public library, or by calling the council at 404-651-3523.

President Clinton outlined his 10-point challenge for American education in his State of the Union address. Here is how Georgia's efforts to improve education match up with the president's proposal.

Compiled by DIANE LOUPE, DOUG CUMMING and REAGAN WALKER / Staff

1 Set national education standards, with national tests for fourth-grade reading and eighth-grade math.

In the past, Georgia has not stacked up well against other states on national tests. The last time the National Assessment of Educational Progress was given, only 26 percent of fourth-graders were proficient in reading and 13 percent of eighth-graders were proficient in math. But elementary students have been making steady improvements in reading and math as shown on one national test. Clinton wants to give states a way to see how well their students measure up to specific standards on a national test.

2 Make sure there's a talented and dedicated teacher in every classroom.

President Clinton said he wants to provide funds so 100,000 teachers can go through a rigorous process of becoming nationally certified by the National Board for Professional Teaching Standards. Georgia has applied to become a "partner state" with the national board. Teachers must pay a \$2,000 fee and spend countless hours analyzing student work and having their classroom performance analyzed; only a handful of teachers have been certified in Georgia. The state reimburses the \$2,000 fee for those who are successful and gives such teachers a 5 percent increase on the state salary schedule. "You have to be a good teacher to attempt it, and any teacher who goes through it is a better teacher in the end," said Barbara Christmas, executive vice president of the Professional Association of Georgia Educators.



Brenda Remley, of DeKalb County's Woodridge Elementary, is one of the few nationally certified teachers in Georgia.

FRANK NIEMEIR / Staff

3 Teach every student to read well by the end of the third grade.

In nearly every first grade in Georgia, one or two students finish the year unable to read, and national tests show that nearly half of Georgia's fourth-graders read so poorly that they do not even grasp the main points of a story. As part of a major initiative to improve how children learn to read, state school Superintendent Linda Schrenko has appointed a director of reading to promote a balanced approach to teaching reading, combining good quality children's literature with phonics. Next week, the Georgia Board of Education will give about \$240,000 to eight schools in a pilot program to identify the best strategies for teaching students to read well.



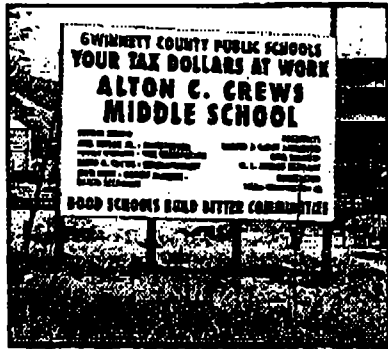
4 Expand Head Start and challenge parents to get involved in their children's learning.

Gov. Zell Miller's program to get children ready for school — the lottery-funded pre-kindergarten for 4-year-olds — is the envy of the nation. In addition to Head Start, which serves 19,252 low income preschoolers in Georgia, pre-k serves 56,833 children, regardless of the family's income. The pre-k program also employs workers who help low income parents earn high school and college diplomas, obtain jobs and access health care. The state has spent \$292 million in lottery money on the pre-k program since 1994. Visit the pre-k Web site at <http://www.osr.state.ga.us/>

6 Make sure schools are safe, disciplined and drug-free, and instill American values.

Georgia has a zero-tolerance policy on drugs and weapons, but drug-use among teenagers and cases of school disciplinary action have been rising in recent years. Schrenko has unveiled a seven-point code of conduct to help schools hold their students to reasonable standards of behavior and is backing legislation to protect

teachers from frivolous lawsuits and allow them to remove unruly students. In the area of moral values, Georgia has required the teaching of 37 "core values" since 1991, but the more focused "character education" that Clinton is promoting has begun to take hold in a few schools with grants from the Georgia Humanities Council.



7 Modernize school buildings and help support school construction.

Georgia builds schools with virtually no federal money. Clinton seemed to favor giving federal dollars to poor school districts with old, neglected buildings. But Georgia needs money for fast-growing systems. The student population is growing so fast that 77 districts are seeking voter approval next month for a new source of school construction money — a 1-cent sales tax. If Clinton wants to offer federal aid for school buildings, Georgia leaders say he should give some to fast-growing states.

8 Make the first two years of college as universal as high school.

Georgia's lottery-funded HOPE Scholarship for B or better students has motivated high school students' academic achievement and moved the state out of the national basement in its rate of college attendance. It has also raised standards at the state's flagship schools. But most Georgia college students do not qualify for HOPE — nearly half of all high school graduates have less than a B average, and 57 percent of college freshmen on HOPE lose it the following year because of low grades. Most of these students need the tax deductions and increases in Pell Grants proposed by Clinton.



9 Help adults improve their education and skills by turning many federal training programs into simple skill grants.

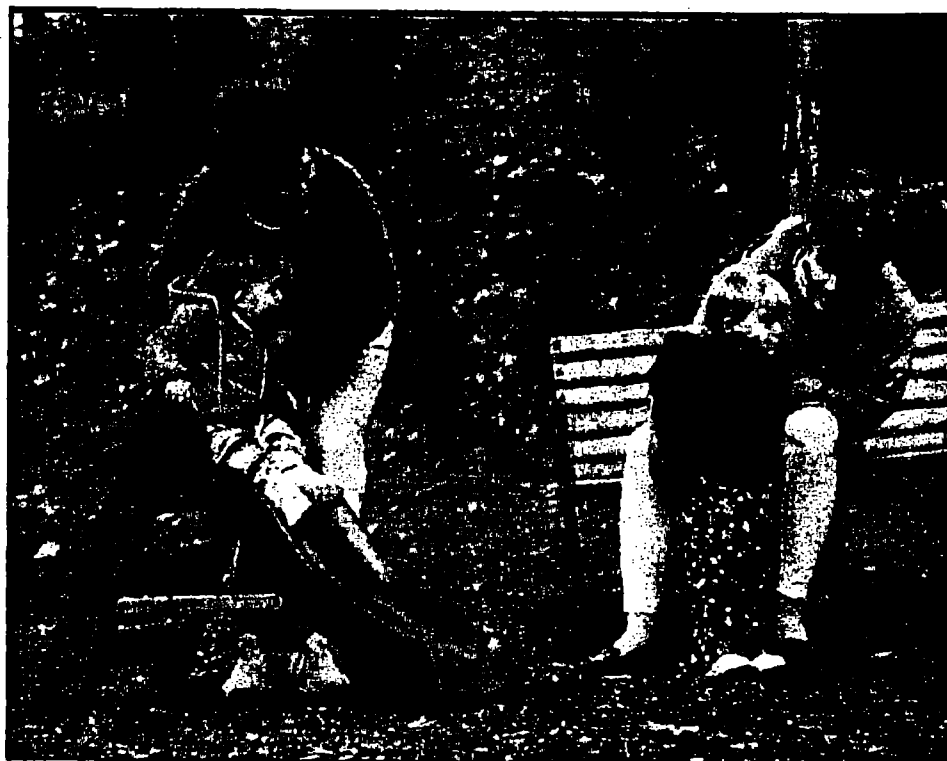
Between 1992 and 1997, annual state funding for adult literacy has more than doubled, from \$4.6 million to \$11.7 million. Gov. Zell Miller has provided 133 counties with full-time literacy teachers. The Georgia Tech Satellite Literacy Program provides literacy services to more than 500 students at 89 sites across Georgia. And the governor is seeking to lower the amount of credit hours from 90 to 45 that adults have to earn before becoming eligible for HOPE so more students can use the grant to enroll in technical programs.

10 Connect every classroom and library to the Internet by 2000.

Almost all of Georgia's public school libraries have some access to the Internet, but only about 3.6 percent of individual classrooms have modem access, according to a survey done in 1995-96 by the Council for School Performance. The Georgia Legislature is now considering a proposal to connect all schools to the Peachnet network, which would link them to online databases at universities and technical schools. The state Department of Education is also tabulating the results of a recent survey of schools' access to the Internet.



New association is aimed at preschoolers



PTA mothers Michele Schlesinger and Nancy Carlson play with their preschool-aged children

By Lee Johnson

Staff Writer

Local parents are forming the Forsyth County Early Childhood Parent Teacher Association (PTA), a new organization offering child-rearing information, parental support and planned family activities.

"There are a lot of parents out there, sitting at home, thinking 'I have to have something to do to get out of the house, and it has to include my kids,'" said founding member and PTA president Nancy Carlson, who experienced a similar group while living in Texas.

"This was the answer for me. I benefited tenfold from information from the speakers I heard there," Carlson said.

The Forsyth County Early Childhood PTA is a member of the National Parent Teacher Association, and was formed to let families with children from birth to age 6 participate in educational programs and activities during the developmental stages of child growth.

The organization offers educational programs, field trips, age-appropriate playgroups for children, parties and a parent support network. Organizers hope the PTA's future will include a

See PTA, Page 3A

PTA from 1A

babysitting co-op, a children/parent library, and a "Mom's night out."

The Early Childhood PTA will meet on the third Thursday each month, for social mingling, brief business meetings and topic programs with speakers. Meetings will be held at Cumming Elementary School on Elm Street, in the art building behind the main school building. Refreshments and activities signup begins at 7:30 p.m. and the program begins at 8 p.m.

The current meeting and program schedule includes: Jan. 20 - Your Child's Developmental Stages - speaker Linda Whittle, preschool facilitator of Forsyth County School District. Feb. 10 - Issues relevant to marriage communication - speaker will be announced at a later date. March 17 - Discipline - How to go about it with different age groups. - speaker Linda Whittle. April 21 - The Strong Willed Child - How to maintain their spirit, but keep control - speaker to be announced at a later date. May 19 -

Summer Safety and Childhood Emergencies - speaker Ellie Walaitis, family practice physician with Georgia Highlands Medical Center.

Tentative plans have been made for the following field trips: A fire station tour, special story time at the library, family skating at the Cumming Skating Center, a trip to the Chattahoochee Nature Center, a tour of the Gwinnett County Waterworks and Museum, a trip to the Cumming McDonald's, play days at local parks and miniature golf games. Organizers say they are open to any activity suggestions that are fun, educational, and family oriented.

Members need not be enrolled in a preschool, and the Early Childhood PTA is not affiliated with any preschool or day care facility. Annual dues of \$5 will be collected to support planned activities, and a portion of the dues is forwarded to the National PTA. For more information, contact Nancy Carlson at 889-7627.

Library board

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

D A D S



Jamie Antkowiak '96

ARE PARENTS TOO!

A Guide To Involving Fathers in PTA

President's message
highlights some activities
across the state.

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Letter from Joan Dykstra

Dear PTA Members,

As a PTA member, I feel thankful every day for the opportunities given me by the PTA: to work on behalf of children, to meet and learn about so many of my wonderful fellow members, and to be part of such a great and history-making organization. Like all of us, I think about what I have to be thankful for every year when Thanksgiving time rolls around. Thanksgiving is a great American tradition that means so much more than just the opportunity for a once-annual calorie-crash feast with turkey and all the fixings. To me, the kind of opportunities I and so many others have found in the PTA, go to the heart not only of what it means to be a PTA member, but what it means to be an American. The National PTA has plenty to be thankful for, too, especially in this 100th anniversary year. And only a "turkey" could fail to appreciate the proud contributions of National PTA. You've heard me beat this drumstick before, and you can bet I'll continue to beat it until the National PTA's 100th birthday on February 17, 1997. Take this opportunity to remind everybody in your community to give thanks for everything the PTA has done for children over the past 100 years.

Joan Dykstra
National PTA president

Playground Safety

Each year over 200,000 children suffer injuries on our nation's playgrounds. While there are many factors that lead to injuries, studies have shown that one cause is the mismatch between children's abilities and the design of playgrounds. Children who play on equipment that is not appropriate for their size, strength, and decision-making abilities are potentially exposed to life-threatening injuries.

Safe playgrounds match developmental needs while offering challenging opportunities. For example, horizontal ladders provide a challenge as well as the chance to develop upper body strength for school-age children. However, preschool children do not have the same physical development. The preschool child who attempts to use a horizontal ladder is exposed to a potentially serious injury. Sixty percent of all injuries in the age category 0-4 are to the head and face. Attention should be given to designing playgrounds that meet the differing needs of preschool and school age children.

All children must have the opportunity to use safe playgrounds. This includes children with disabilities. Design considerations should include how children access the playground area and the equipment.

To achieve the goal of designing age appropriate playgrounds, action should be taken in the following areas:

1. Assess the age appropriate design of playgrounds.
2. Choose age appropriate equipment.
3. Advocate that all playgrounds be designed age appropriately.

For more information contact the National Program for Playground Safety — (800) 554-PLAY.



*Nikkia Canada - 3 years old -
Youth Service Day*

❖ Forsyth County Early Childhood PTA ❖

Volume 1 Issue 35

February, 1997/March, 1997.

Happy Valentine's Day

I would like to take this opportunity to thank Dr. Michael Sessions for his wonderful insights into how to handle the negative behavior that we *occasionally* are required to deal with. Thank you to Janet Shrauger and the phone committee for the effort in getting our membership out for this meeting.

February is the month to celebrate the founding of the National PTA. 100 Years ago two pioneering women start the National Congress of Mothers. This organization later became known as the National PTA. It has become the largest child advocacy organization in the country. This organization is responsible for most of the laws that have made life better for the youth of this country. Please join us in February to celebrate the momentous occasion as well as the third anniversary of the F.C.E.C. PTA.

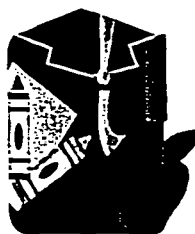
February will also be Marie Clewis' very last meeting with the F.C.E.C. PTA. Let's give her a farewell meeting to remember.

The following people have agreed to serve as the Nominating Committee: Nancy Eckel, Janet Shrauger, Allison Barkley, Ellen Grand, and Kim Campbell. If you have any personal interest in serving, please let them know.

Our speaker for February will be excellent. Becky Buck is a Kindergarten Readiness Teacher at Cumming Elementary who has 22 years teaching experience. Even though I have been through Kindergarten with one child, I look forward to her insights.

See you all in February.

Nancy



Helping Your Young Child Learn

Do you want to help your young child learn, but think that you need help to do it?

Are you afraid you'll teach your child "wrong"?

Do you know that you can do many things to help your child learn and become a good student?

Parents are a child's first and most important teachers. To paraphrase a familiar saying, "One parent is worth a thousand teachers."

"But," you say, "how do I begin?"

(Continued on page 10)

Our next General Meeting will be on Tuesday, February 18 at 7:00 pm at the Lanier United Methodist Church (2.5 miles E. of GA400 on Hwy. 20). Our guest speaker will be Becky Buck, Cumming's School Readiness teacher to inform us about School Readiness: What your child should know before entering preschool or kindergarten.

Call Kellie Parker at 781-5159 to for babysitting reservations. Cost is \$3 for first child, \$2 for each additional child.

Playgroup

Nancy Eckel, 887-3888

If you would like to join a playgroup, please contact one of the playgroup team leaders listed below. Children of all abilities are welcome in our playgroups. If there are any changes in team leaders or if any new groups form, please contact the Playgroup Coordinator.

If you are interested in being a Playgroup Leader for the "newborns", please call Nancy Eckel.

Child's Birthdate

9/96-now
9/95-8/96
9/94-8/95
9/93-8/94
9/92-8/93
9/92-8/93
9/91-8/92
9/91-8/92

Playgroup Leader

OPEN
Cindy Goff
Sonya Coalson - Full
Jan Phillips
Peggy Vascue - Full
Belinda Fraser
Michelle Schlesinger - Full
Michelle Kubala
Mary McIntosh

Phone

887-3888
569-0454
844-8040
844-8376
887-7869
781-8277
889-6177
886-6203
889-4973

February's Birthdays

Amanda Hamilton	February 2, 1995
Mallory Raymond	February 4, 1994
Dillon Shrauger	February 7, 1994
Ashley LaTour	February 12, 1993
Jennifer Langley	February 14, 1995
Paul Peterson	February 14, 1992
Morgan Nolting	February 19, 1993
Ryan Mahoney	February 20, 1996
Marleigh Parker	February 22, 1994
Victoria Wolack	February 25, 1994
Grayson Smith	February 25, 1995
Kari O'Hara	February 27, 1993
Westin Patrick	February 27, 1992

Sunshine

Ginger Conway, 343-8610

Christmas came early this year to the Smith's house bringing much joy as Melanie Anna was born at 11:51 a.m. on December 14, 1996. She was 7 lbs., 5 oz. and 20" long. The proud parents are Mary and Kevin Smith and big brother, Kyle, 1-1/2 years old.

Many thanks to Tammy, Kirsten, Kim and Sara for the meal.

Kathleen, Fred and Madeline, age 2, are happy to announce the birth of Frederick Thomas Purches (Freddy). He was born on January 7, 1997. He weighed in at 7 pounds, 3.9 ounces and was 22" long.

Thanks to Patti, Jan, Cindy, and Kim for the good food.



Call Cheryl Koerner for your F.C.E.C. PTA Advertising needs. The March deadline is Monday, February 24.

**ALL-YOU
CAN-EAT
LUNCH &
DINNER
BUFFET
EVERYDAY**

\$2.99
ADULTS
\$1.99
KIDS



Children 3 and
under eat free!
770-886-0055
655 Atlanta Road
Cumming, GA 30130

CICI'S PIZZA

At your service...

President	Nancy Carlson	889-7627
First Vice President	Pam Livesay	889-1586
Programs Coord.	Allison Barkley	781-5517
Legislation	Open	889-7627
Historian	Susan Webb	667-0486
Sunshine	Ginger Conway	343-8610
Playgroup	Nancy Eckel	887-3888
Comm. Outreach	Ellen Grand	886-0113
Phone Committee	Janet Shrauger	886-6101
Fundraising	Kim Campbell	889-7815
Education	Lou Vanek	889-0041
Parliamentarian	Lorena Peterson	781-5456
Second Vice President	Nita Funk	667-8255
Activities	Belinda Fraser	781-8277
Newsletter	Michelle Kubala	886-6203
Advertising	Cheryl Koerner	706-216-2369
Editing	Ann Coaloa	887-3563
Distribution	Andrea Johnson	887-7883
Membership	Ann Coaloa	887-3563
Publicity	Janet Shrauger	886-6101
Parties	Caryl Allemand	888-5213
	Lou Morren	781-2685
Baby-sitting Coop	Veronique Durant	844-8179
Mtg. Baby-sitting	Kellie Parker	781-5159
Hospitality	Cheryl Koerner	706-216-2369
Meeting Video	Lorena Peterson	781-5456
Secretary	Ann Coaloa	887-3563
Treasurer	Lorena Peterson	781-5456
Librarian	Jenny Patrick	781-9618

* Indicates committee chairs

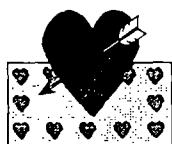
Newsletter

Cheryl Koerner, Reporter, 706-216-2369

Software Review

The Disney 101 Dalmatian CD Rom Animated Storybook earns 5 stars from me and my children. Not only does this software read the story, but it also lets the kids get involved. It defines words with a click of the mouse and gives alternate words throughout the story. It has many fun games and music. This is the first software that can hold my children's attention for more than an hour.

With the price of software programs, and if you have a winner, please contact Cheryl Koerner at 706-216-2369 with your review. Thanks!



"Mr. Yuk" Warns Kids Away From Toxins



No matter how childproof your home is, accidental poisonings can happen. One thing that parents can do is provide a second line of defense by using stickers that feature Mr. Yuk, a little green-faced character, who warns children away from medicines and household products that contain toxins.

Created by the Pittsburgh Poison Center at Children's Hospital of Pittsburgh, the stickers are designed to be affixed to dangerous products. "Parents can teach children that 'Mr. Yuk means don't touch' points out Edward Krenzelok, Phar.D., director of the center.

The stickers are available from many regional poison control centers (Atlanta Poison Control Center — 404-616-9000). You can also order them by sending a self-addressed stamped business-size envelope to: The Pittsburgh Poison Center, 3705 Fifth Avenue, Pittsburgh, PA 15213.

Parenting Young Children - Tips for Parents

- **Ask questions.** Ask for help when you need it. Raising children is the most important task you will ever do. Seek advice from people you trust and respect (your doctor, childcare experts, parents who have "been through this").
- **Talk with other parents.** Sharing your experiences with others is helpful and empowering. Just when you think you are the only parent whose child is doing something, you may discover others who have the same thing in common.
- **Participate in parenting programs.** These will help you learn more about child rearing and help you in teaching your child. They also will put you in touch with other parents. Remember that you are your child's first and best teacher.
- **If you think your child might have a problem,** first have a doctor check the child's physical development, such as for a hearing loss or ear infection, which can limit a child's language development and physical responses.
- **Talk to your child.** Every child, no matter how young, need a language-rich environment for education success. Adults should speak, sing, discuss, read aloud and, especially listen to children.

Newsletter

Michelle Kubala, 886-6203

The Newsletter Needs Your Help!

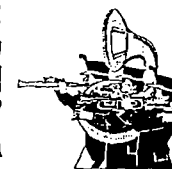
Starting this month and in future months, we are going to be starting some new features that we would like the PTA members' input. The new features are: Recipe of the Month, Activity of the Month, and Software Reviews.

The *Recipe of the Month* doesn't need to be anything fancy, just something you like. Any meal will do — breakfast, lunch or dinner, or even a snack idea.

The *Activity of the Month* can be just about

For Your Information

Get out those old instruments!!! Did you play in your high school band or just for fun? Forsyth County has a community band that rehearses on Monday evenings for performances throughout the year. The band's name is *The Sounds of Sawnee*. If you are interested in joining, call Cheryl Koerner at 706-216-2369.



Did you know that the North Georgia Outlet Mall has new winter hours? All stores close at 6:00 p.m. Sunday through Wednesday. You might want to check out the stores closing times before you travel to Dawsonville.

- **Remember that every child is different.** Young children develop different skills at different times. Children, even in the same family, may develop at very different paces.
- **Trust your instincts!** You know your child best. If you have very strong feelings about some aspect of your child's development, there is a good chance that you are on the right track. Check with others, but don't discount your own feelings.

From the PTA Parenting Guide: Programs and Resources

anything. This month's idea is a chemistry experiment. However, if you have an idea for a puppet, game, etc. please submit it.

If space permits, we will put in as many recipes and crafts ideas as possible. There will be at least one.

Please submit your ideas to:

F.C.E.C. PTA - Newsletter
PO Box 3417
Cumming, GA 30128

Leading Children to Self-Esteem

Think back to when you were 9 years old. Remember all those feelings of uncertainty and insecurity? All the questions? While being you was often a wonderful time, it certainly wasn't easy!

Your children have many of the same feelings you had as a child. They can be just as unsure of themselves, just as indecisive, and just as influenced by their friends' opinions as you were at their age. Without a doubt, coping with these feelings is easier if children feel good about themselves.

Feeling loved and appreciated can do wonders for children's self-esteem. And it's up to parents and other important people in children's lives to give them that feeling.

Children build self-esteem by dealing with normal life experiences. For example, while tying your shoes may be an automatic process for you now, learning how to do it is a major accomplishment for young people. By being applauded for these small triumphs, children learn to feel worthwhile and their self-esteem builds.

Children with high self-esteem are less likely to succumb to negative peer pressure, such as the pressure to experiment

(Continued on page 9)

F.C.E.C. PTA Financial Report as of January 21, 1997

Cash Balance as of December 18, 1996	\$1,375.87
Receipts	
Advertising	\$30.00
Membership	\$24.00
Couples Party	\$100.00
Total Receipts	\$154.00
Expenditures	
Georgia PTA	\$24.00
Lanier United Methodist Church-Donation	\$100.00
Postmaster - PO Box	\$62.00
Publicity	\$27.80
Total Expenditures	\$213.80
Accounting Error	(\$6.00)
Cash Balance as of January 21, 1997	\$1,322.07



Community Outreach

Ellen Grand, 886-0113

As you know, we have committed to helping the Forsyth County Habitat for Humanity by providing baby-sitting for families as they build homes. The building will be done on Saturdays only, and will probably begin sometime in March. All baby-sitting will be at the Cumming United Methodist Church. If you volunteer, you may bring your own children. We will be providing snacks and drinks, but sack lunches will be provided by the parents.



If you are interested in volunteering for babysitting, providing snacks or drinks, or if you would like information on other ways you can help the Habitat for Humanity, please call Ellen Grand at 886-0113.

TOY RECALLS!!!

Learning Curve Toys has voluntarily recalled the Grip & Grab Rattle by Lamaze. This toy has been recalled because the adhesive used to bind its components was found to be faulty. (No injuries have been reported.) A modified rattled labeled "new and improved" has already been released. Replacements or refunds are available at point of purchase. For information, please call 800-704-8697.

As most of you are aware, the Cabbage Patch Snackin' Time doll has been voluntarily recalled. The doll evidently "ate" a few children's fingers and hair. If you purchased a doll and wish to return it, the doll can be returned to Toys R Us even if it was purchased elsewhere. The refund of approximately \$32.00 covers the cost of the doll.

Babysitting Coop



Veronique Durant, 844-8179

If you would like to join the FCECPTA Babysitting Coop, please call me for a sign up form. Remember, use FCECPTA baby-sitting vouchers instead of cash!

Every month we have a "playgroup" for the coop members. By coming to the monthly playgroups, we will all have a chance to get to know other coop members and children. The next meeting will be held on Friday, February 28 at 4:00 p.m. at Ellen Grand's home.

Directions: Take Old Atlanta Road (the road that runs behind Kroger at Lakeland Plaza) five miles from Hwy. 9. Turn left into Northern Oaks. The third right is Scarlett Oak Court. The address is: 3035 Scarlett Oak Court. The house is at the end of the cul-de-sac. Please RSVP with Ellen by February 26 to 886-0113.

ACTIVITIES

Everyone please note that it is imperative that you sign up for these activities as far in advance as you can. I have to call these places 1 - 2 days in advance to give them a projected number attending. I can't accurately predict this if I am getting 6 - 8 sign up calls the night before an event. In addition, if an event is canceled, postponed or if there is a time change, I cannot notify you if you don't sign up. Please sign up in advance. Don't worry, I will call you the night before to remind you. You can always back out then if something comes up. (Please note that my husband and I have a business in our home and the answering machine may reflect this. Please feel free to leave a message on this machine.)

February 6, 1997 (Thursday)
"Manhattan Bagel Co. Tour"
586 Lakeland Plaza
11:00 a.m.

Come with us to have a tour of Manhattan Bagel Company. Kids will get a thrill watching the bagels being made. The kids will also get free bagels, Mom's will have to pay. This tour was a real delight last year. Call Belinda at 781-8277.

February 10, 1997 (Monday)
"Mom's Night Out"
Chocolate Exchange at Houck's
7:00 p.m.

Come out and have some fun with the girls. Leave the kids at home with Dad. This is our special Valentine's dinner and we will play our chocolate exchange game. Bring a wrapped chocolate item as a gift (price limit is \$15). Call Julie Raymond at 889-8395.

February 17, 1997 (Monday)
"Roswell Bowling"
10:00 a.m. - 12:00 p.m.

Let's all go bowling with the kids. They will bring out a special ramp to allow the kids to bowl. Price is \$1.50 per game per person or \$5 per person (2 hours of Bowling and lunch — which consists of pizza or hot dog, a soft drink and chips. Call Belinda at 781-8277.

Directions: Take 400 South to Mansell Road. Go right and take a left onto Old Roswell Road. Go 3 miles, bowling alley is on left beside Swim Club near Target and skating rink.

March 7, 1997 (Friday)
"Karate Demo and Free Lesson"
10:30 a.m.

Come to ATA Karate Studio and watch Karate Master, Kevin Mende, perform amazing feats of karate as well as give our kids a free lesson. Last year this was a *big* hit with the kids who attended. Call Belinda at 781-8277. (Sign up is a must)

Please note: ATA Karate is in the Publix Shopping Center. This activity is most appropriate for ages 2-1/2 and up.

March 11, 1997 (Tuesday)
"Mom's Night Out at Chef Chu's
Peking Restaurant"
7:30 p.m.

Leave the kids at home with Dad and join us for a fun night. Call Julie Raymond at 889-8395. Chef Chu's is located at 655 Atlanta Highway at Lanier Crossing Shopping Center.

March 20, 1997 (Thursday)
"Blue Bird Concrete Trip"
10:00 a.m.

Come join us on the first day of Spring for this wonderful trip to the concrete plant. This is always very popular for both boys and girls. They will take us to piles of stone, so the kids can pick up rocks. They will get to stand on a platform and watch the trucks load and unload. Weather permitting, they will take us to their duck/fish pond so the kids can feed them. Call Belinda at 781-8277.

Directions: Take Highway 9 towards WalMart. Turn left on Old Atlanta Road (behind Kroger/KMart Shopping Center). Blue Circle Concrete is about 1.5 miles down on the left.

Please note: This may get canceled due to inclement weather or if the ground is to muddy, so "sign-up" is a must.

Coming Soon...

Tour of Harry's Farmer's Market

Tour of Cumming Vet Hospital

Strawberry Picking at Washington

Trip to Cagle Dairy Farm

Zany Brainy
6551 North Point Parkway
Alpharetta, GA 30202
770-569-0679

Mondays - Storytime at 4:00 p.m.
(Ages 4-6)

Feb. 3 - An Arthur Afternoon! Adventures with your favorite aardvark.

Feb. 10 - Love Stories! Valentine's Day Stories for beginning readers.

Feb. 17 - President's Day Celebration! Write to President Clinton with your ideas for the future.

Feb. 24 - Grrreat Bear Stories! Favorite bear stories for beginning readers.

Tuesdays - Storytime at 10:00 a.m.
(Ages 1-3)

Feb. 4 - On the Fun Track!! Stories and activities about trains.

Feb. 11 - Heart to Heart! Valentine's Day Stories

Feb. 18 - Winnie's a Winner! Your favorite Winnie the Pooh Stories!

Feb. 25 - Bambi is Back! Celebrate Disney stories and fun.

Wednesdays - Little Learner's Circle
at 10:00 a.m. (Ages 1-3)

Feb. 5 - We learn about families

Feb. 12 - Counting Games

Feb. 19 - Career Day

Feb. 26 - Learning about color

Special Events

Feb. 3 (Monday) - 10:00 a.m. - Get your picture taken with Spot

Feb. 5 (Wednesday) - 10:00 a.m. - Fun with Gymboree

Feb. 9 (Sunday) - 3:00 p.m. - Bugaboos Mini Concert

Feb. 15 (Saturday) - 2:00 p.m. - Bananas in Pajamas (Wear your PJ's and watch B1 and B2)

Feb. 22 (Saturday) - 4:00 p.m. - Buster Bear and Co. Mini Concert.

Local Events

Chattahoochee Nature Center
9135 Willeo Road
Roswell, GA 30095
770-992-2055

You must register 10 days prior to classes!

February

Special Presentations

February 3, 5, 11 and 13; *Warm and Cozy*, ages 4 - 5; time is 3:30 - 4:30 p.m., fee is \$6 members, \$8 non-members. Animals are equipped to survive very cold weather. This month we'll give you an idea of how some animals stay warm. Weather permitting, you'll look for cozy nests and other homes.

Each Sunday at 2:00 p.m.

Feb. 2 - *Endangered Species*
Feb. 9 - *Turtles*
Feb. 16 - *Owls of Georgia*
Feb. 23 - *Chattahoochee Nature Center Backyard Tour*

March

Special Presentations

March 3, 5, 11, 13
3:30 p.m. - 4:30 p.m.

Web Footed Wonders - Ages 4 - 5. Can you name an animal with webbed feet that is not a bird? If you can't, come to this class and learn about birds and other animals that make their homes near water. Cost is \$6 members, \$8 non-members.

March 17 & 18
3:30 p.m. - 4:30 p.m.

Ka Sploosh! That's the sound a beaver's tail makes when it strikes the water. Why do they do that? Find out why in this special class. You will visit some beaver's homes at the center.

Fernbank Museum
767 Clifton Road
Atlanta, GA
404-370-0960

Open: Monday - Saturday— 10am - 5pm; Sunday 12pm - 5pm. Price for adults is \$9.50, children age 3 - 12 is \$7.00.

Their Permanent Exhibits:

- * A walk through time in Georgia
- * The mural world of shells
- * Cultures of the world

Children's Exhibits:

- * Fantasy Forest
- * Coca Cola Georgia Adventures

Media Play
6770 North Point Parkway
Alpharetta, GA 30202
770-667-3644

February 8, Saturday at 3:00
Bambi Party — Petting zoo, movie, popcorn, raffle for prizes.

Each Sunday at 2:00 p.m.

March 2 - *Amazing Mammals*
March 9 - *Remarkable Reptiles*
March 16 - *American Indian Wetland Walk*
March 23 - *Eagles, Hawks and Owls*
March 30 - *Animal Albinos*

March 30 —Special
3:30 p.m.

Family music hour — Opermania at the Chattahoochee Nature Center presented by Camarata da Musica. It is a musical program for children with games and prizes. Cost is \$6.60 per person. Children 4 and under are free. Call 992-2055 for more information.

ROSWELL AREA EVENTS

Roswell Parks and Recreation Center
770-641-3760

Valentine's Diaper Derby: Judging is in two age divisions: newborn to 6 months; 7 months to one year. A variety of categories will be available to enter (chubbiest cheeks, etc.). The final event will be a rattle race for the 7 month to one year group. Event to be held at East Roswell Recreation Center at 10:30 a.m. Call 770-641-3760 to register and to get more details.

The Witch, The Lion & The Wardrobe
January 18 - March 1

The Village Playhouse of Roswell. Saturdays only at 11:00 a.m. and 3 p.m. Cost is \$7 per person. For more information, please call 770-998-3526.

A Little Princess
March 15 - April 26

The Village Playhouse of Roswell. Saturday only at 11:00 a.m. and 3:00 p.m. Cost is \$7 per person. For more information call 770-998-3526.

Center for Puppetry Arts
1404 Spring Street
Atlanta, GA
404-873-3391

Costs \$6.50 adults/\$5.50 children

Jan. 9 - March 29, Brer Rabbit and Friends: Monday - Friday at 10:00 am and 11:30 am.; Wednesday at 10:00 am, 11:30 am, and 1:00 pm; Saturday at 11:00 am and 1:00 pm.

Create a Puppet Workshop: Monday - Saturday at 12:00 p.m. and 2:00 p.m. Designs change weekly. Call for details and reservations.

Please note that the Center for Puppetry Arts also has a puppet museum.

Coming in April: The Princess & The Pea, Rain Forest Adventures!

February 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 11:00 AM Manhat- tan Bagel Call Belinda 781- 8277	7	8
9	10 7:00 PM Mom's Night Out at Houck's. Julie 889-8395	11	12	13	14  Valentine's Day	15
16	17 10:00 AM Roswell Bowling Belinda 781-8277	18 7:00 PM PTA Gene- ral Meeting	19	20	21	22
23	24 Newsletter Deadline	25	26	27	28	

March 1997

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 10:30 AM Karate Belinda 781-8277	8
9	10	11 7:30 PM Mom's Night Out at Chef Chu's Julie 889-8395	12	13	14	15
16	17  St. Patrick's Day	18 7:00 PM PTA Gene- ral Meeting	19	20 10:00 AM Blue Bird Concrete Belinda 781-8277	21	22
23 Palm Sunday	24 Newsletter Deadline	25	26	27	28 Good Friday	29
30 Easter	31					



Craft Idea of the Month

Cultivate a Chemist! *Make a Volcano*

Materials:

- Dixie Cup
- 1/4 - 1/2 cup baking soda
- pinch of salt
- white vinegar
- plate

Directions:

Place the cup upside down on the plate. Place the baking soda on top of the cup. Sprinkle the salt on top. Slowly pour vinegar on the mixture.

Submitted by
Janet Shrauger

Check out these new members!!!

Paul and Sally Beach
7185 Cavaletti Circle
Cumming, GA 30130 770-664-9057
Nicholas - September 14, 1993
Joseph - October 7, 1994
Riley - November 7, 1996

Charlie and Sheri Byrd
7915 Bethel Road
Gainesville, GA 30506 770-781-8809
Carley
Carson

Mark and Kim Clack
1935 Davis Drive
Cumming, GA 30131 770-884-1814
Kevin - May 5, 1995

Matt and Christine Crawley
7210 Cavaletti Circle
Cumming, GA 30131 770-751-6667
Luke - November 7, 1996

Seth and Ann Davies
3960 Barberry Court
Cumming, GA 30131 770-740-9894
Will - October 22, 1996

Robert and Karen Elz
1460 Gran Forest Drive
Cumming, GA 30131 770-844-7201
Robert Vail - March 5, 1995

Richard and Karen Greene
7030 Fox Creek Drive
Cumming, GA 30130 770-888-0455
Lindsey - March 13, 1995

Craig and Jennifer Hallman
8970 Vanns Tavern Road
Gainesville, GA 30506 770-886-0497
Zachary - September 5, 1995

Robert and Jane Joiner
7120 Heard Road
Cumming, GA 30131 770-889-9507
Lauren June 4, 1990
Ryan January 6, 1993

David and Susan Trapp
4321 Drew Road
Cumming, GA 30130 770-781-5340
Ian - September 14, 1994

Fall Preschool Registration



Registration for the 1997/98 school year for Bethelview United Methodist Preschool will begin February 12, 1997. Please call Martha Yandell at 887-4888 or 844-9908 for more information.

Registration the 1997/98 school year for Good Shepherd Preschool will begin February 17, 1997. Call 887-9653 for more information.

Registration for the 1997/98 school year for the Episcopal Church of the Holy Spirit will begin February 12, 1997. Call Sue Dudley at 887-8190 for more information.

Forsyth County Public Library

585 Dahlonega Road
770-781-9840

Tales of Winter Tails Preschool Program and Schedule for the Winter Quarter

Programs last about 20 minutes and will include 1 or 2 stories, a few songs and a stretching activity.

Please arrive a few minutes early so that your child can receive a name tag and a number in the children's area. No registration is necessary, but group size is limited.

Sign language interpretation for children or adults who are hearing impaired is available on request. One weeks notice is required.

Rabbit Tails: Tuesday, Feb. 4 at 10:30 a.m. and 10:50 a.m.; Wednesday, Feb. 5 at 1:30 p.m. and 1:50 p.m.

Duck Tails: Tuesday, Feb. 11 at 10:30 a.m. and 10:50 a.m.; Wednesday, Feb. 12 at 1:30 p.m. and 1:50 p.m.

Raccoon Tails: Tuesday, Feb. 18 at 10:30 a.m. and 10:50 a.m.; Wednesday, Feb. 19 at 1:30 p.m. and 1:50 p.m.

Community Outreach

Ellen Grand, 886-0113

Each month we will be collecting different items to donate to various local charities. Most of these will be items you already have at home. This month, please bring snacks and drinks (crackers, raisins, juice boxes, etc.) to be donated to Family Haven, a shelter for battered women and children.

In the next few months we will be collecting used eyeglasses to be given to the Lion's Club, and magazines to be recycled for Earth Day.

So please get into the habit of checking the newsletter each month, bring something with you to the meeting.

Programs

Allison Barkley, 781-5517

Our next meeting will feature a topic all of us are, or will be, interested in at some time. The program is on "School Readiness: What Your Child Should Know Before Entering Preschool or Kindergarten". Our speaker is Becky Buck, the School Readiness Teacher at Cumming Elementary. Becky is Cumming Elementary's "Teacher of the Year" for 1996/97 and is a very respected and knowledgeable teacher. She has a Masters Degree in Early Childhood Education, has taught Kindergarten through Third Grade, and is also a Mother.

Please attend the February 18th PTA General Meeting at 7:00 p.m. This is sure to be a very informative meeting as we learn what skills our children will be expected to know before they enter school. If you have any questions about the meeting, please call Allison Barkley at 781-5517.

Remember to call Kellie Parker at 781-5159 to make baby-sitting reservations. The cost is \$3 for the first child, \$2 for each additional.

(Continued from page 4)

with drugs and alcohol. Studies indicate that children with high self-esteem tend to do better in school. In many other ways, self-esteem helps young people have the confidence to face life's many challenges.

During the next few month's newsletters, you'll find ideas and tips prepared by the National PTA and Keebler Company to help you help your children develop self-esteem.

TIPS FOR PARENTS

Communicate openly with your children. Be a good listener. Include your children in family discussions, value their opinion. Try to understand your children's point of view. Remember how you felt at their age. Set firm limits; young people need to know what is expected of them. Be generous, yet sincere, when offering praise and encouragement. Help your children set goals, and work together toward accomplishing them. Remember that winning isn't everything. Be a positive role model.

Pay Trip Idea of the Month



Roswell Fire Museum
1002 Alpharetta Street
Roswell, GA 30075
641-3730

This quaint antique museum holds early fire fighting equipment, an old fire helmet, old tools, fire wagons once pulled by horses, an old uniform and more. Kids are welcome to ring the 19th Century fire bell and sit in a 1940's pumper truck. Admission is free. Museum is usually open all the time since fire fighters are usually there. However, you should call to check first.

Directions: Take I-285 to Roswell Road exit. Go North on Roswell Road and cross Chattahoochee River to Roswell Square. Keep right at the fork. This is Alpharetta Street.

Membership

Ann Coaloa, 887-3563

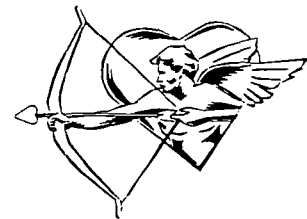
The 1996/97 Membership Directory is here! Pick it up at the next General Meeting, February 18, or call Ann Coaloa at 887-3563 to arrange for distribution.

The membership directory will be updated periodically throughout the year so please let me know of any changes to your information. The directory includes a **Business Network Directory**. This is a great opportunity to expose your business to over 140 families! There is no charge for this listing. If you have a business you would like included in this directory, please contact Ann Coaloa at 887-3563.

If anyone is interested in distributing a few directories to PTA members in your area, please call me.

OUR MID-WINTER SPECIAL IS STILL GOING ON — \$6 MEMBERSHIPS!
TELL A FRIEND NOW IS THE TIME TO JOIN THE PTA FOR THOSE GREAT "GET OUT OF THE HOUSE ACTIVITIES!"

To join the F.C.E.C. PTA, call Ann Coaloa at 887-3563 or just sent in a completed Family Profile with payment and you're in!



THIS COUPON IS GOOD FOR

99¢ Color
Copies

8-1/2" x 11". Limit 100.
Not valid with other offers.

4¢ B/W Copies

8-1/2" x 11", white paper.
Limit 500 copies.
Not valid with other offers.



MAIL BOXES ETC.
in Lakeland Plaza
889-SHIP (7447)

Michelle Kubala

Income tax planning and return preparation
7 years experience

770-886-6203

By appointment only
Evenings and Weekends available

10% Discount to F.C.E.C. PTA Members
with a 1996/97 Membership Card

(Continued from page 1)

Help your child love learning

The most important thing you can do for your child is to encourage a love of learning. To begin, here are five ways:

1. Every day, read to your infant or young child, or read with an older child.
2. Show that you enjoy reading. Let your child see you reading books, magazines, newspapers, school notices and other written materials.
3. Use your public library and discover its resources with your child. Talk about the kinds of books you want to check. Make sure that *everyone* gets to check out a book!
4. Use your television as a teaching tool. Watch it with your child and talk about what you are viewing.
5. When you learn something new, share it with your child. Let your child see how learning continues throughout a lifetime.

Encourage your child

- Listen to your child. Pay attention to what she says with both her words and actions.
- Build self-esteem. Teach your child to think positively. Help her to look for what she does well in every situation. Be sure she knows that it is OK to make a mistake, and show her ways to learn from what went wrong.
- Teach self-discipline. Help your child to concentrate and accomplish what has to be done. Compliment him on work that is well done.
- Help your child get along with others. This is a lifelong learning process. Teach your child by treating him the way you want him to treat others and to be treated by others.
- Be your child's cheerleader! Praise from a parent is often the best reward. Find time to do special things with your child. Make sure your child knows how im-

portant and special these times are for you.

Make learning enjoyable

- Create a special place. Look for ways to set aside a place (even in the midst of your kitchen or living room!) for reading, playing learning games or doing other shared activities. Be sure your child knows that this is *your* special place to do something together.
- Break up larger tasks. Your child will enjoy learning more when a task is broken into smaller parts. For example, if you are helping your child with numbers or letters, do only a few at a time.
- Repeat things. When a young child repeats something, it gives her a sense of control over that task. Don't hesitate to sing a song over and over, or read a story for what seems like the hundredth time! Your child will be learning with each repetition!

Reduce Stress

- Tell your child how special she is. Don't compare her to anyone else, not even to sisters or brothers.
- Be sensitive to your child. Remember that children *learn through play*. Don't pressure your son to learn to read if clearly he would rather be playing with his toys.
- Be enthusiastic about what your child learns. Tell your child how proud you are that she has learned things on her own, such as putting away her toys.
- Encourage your child to develop more independent skills by dressing himself (even if it doesn't match) or tying shoelaces.
- Encourage your child to make choices such as choosing what to wear.

Knowing your child's learning style

Children learn in different ways. One child may learn by watching, and another child may need to touch and "check out" everything in order to understand it. Some children ask questions constantly,

and other just listen, not saying a word.

- Accept your child's style. One way is not better than another. Don't force your child to learn in a way that is uncomfortable for him.
- Share what you know about your child's learning style with caregivers and teachers. This will help them to understand and meet your child's needs.

Activities for young children

- Keep a folder where your child puts her best, or favorite, work. Let your child choose the work so that she learns to evaluate and determine what she likes.
- Decorate a box for your child's things. You may want to do this with him, depending on his age. Use this special box to keep items that show what he is learning. Store a favorite book, some shoelaces (what your child learns to tie), pictures, notes and other things that mean something to him. Make sure the box is kept where he can sort through it.
- Play card and board games. Along with being fun, they are useful teaching rules in a sequence; for increasing memory; for learning numbers, letters and words; and for building good sportsmanship.
- Use pictures from catalogs and magazines to make up your own game. These can be for sorting (grouping things that are alike), ordering (by size) or just picking favorites.
- Give your child a bucket of water and an old paintbrush and have her "paint" the sidewalk with water. What she paints isn't as important as the fact that she is free to use her imagination in fun ways.
- When making a grocery list, ask your child to tell you items needed. Let your child make his own list, too. Even a child who can't yet write will take great pride in his scribbled, but important list.
- Give your child a pen or crayon and ask her to circle all of the P's (or other letters) on the comic page of the newspaper.
- Use the comics again by cutting them apart and letting your child arrange them

(Continued on page 11)

What to Look for in a Preschool Program

Years ago, probably when you were a child, most children didn't go to preschool. Kindergarten was their first experience with school. The kindergarten teachers basically taught children how to go to school, preparing them for the first grade teachers to teach the alphabet, reading, etc. Today, however, most children have some preschool experience. Kindergarten is a most formal classroom and children arrive with few academic skills start out behind. Consequently, choosing the right preschool program is very important. Here are some key issues to look at when evaluating a preschool program:

Check Out The Teachers

How much teacher turn-over is there at the school? If the teacher leaves mid-year, the entire program can be upset, and at the very least, your child will lost a significant amount of learning time while adjusting to a new teacher. The school's track record can give you a pretty good idea of the likelihood of your child's teacher leaving.

How much experience does the teacher have? Be sure to consider experience with children beyond the classroom setting. A teacher needs to be able to look at the whole child not just the student in her class.

What is the teacher's educational philosophy? Be sure it's a philosophy you can live with.

Check Out the Program

What are the goals of the educational program? Be especially wary if when asked the goals, the response is "What do you mean by goals?" The school and/or the teacher should have clear goals for what will be achieved during the school year.

How is the children's progress measured? Assessment should not put pressure on the children, but it should be used to determine how each child is progressing toward the goals.

What are the values of the program, and how to those values compare to your values? Some programs are Christian based, others are humanist based, still others couldn't tell you what their values are. It's important that the school isn't influencing your children in a way you don't approve of, and waiting until your child comes home and announces something foreign to your beliefs is not a good idea.

Subscribe to "OurChildren"

Give yourself the best resource for parents, teachers, and PTAs!

ONLY \$10*

☐ YES! I want to subscribe to *OurChildren*, the National PTA magazine for one year (five issues).

☐ PTA Member \$10 ☐ non-member \$15

Name: _____

PTA organization name: _____

National PTA ID#: _____

Address _____

City _____

State _____

Zip _____

Phone Number _____

Amount Enclosed: _____

Payment method: ☐ check ☐ money order

Please mail this form with payment to:

National PTA
135 LaSalle St., Dept 1927
Chicago, IL 60674-1927

* US Subscription: PTA members \$10, Nonmembers \$15
Canadian Subscriptions: \$20

Payment required with order. All foreign subscriptions must be prepaid in US funds. Foreign subscriptions are shipped first-class airmail.

OFFER VALID THROUGH 5/1/97.

Are variety and routine balanced? Children thrive on routine. However, routine can bore children just like adults. If there is no variety to balance the routine, the teachers as well as the children will become bored and the program will have no life.

Check Out the Children

Do the children in the program appear to be happy?

Do the children appear to be learning? Be wary of the program that is mostly day care and very little formal teaching is taking place.

(Continued from page 10)

into his own story.

- Use cooking to teach many things — measurement, sequence, fractions, health habits, time and coordination. A very young child can "cook" making ants-on-a-log: Spread cream cheese or peanut butter on cut up celery stalks (the log). Top with a line of raising (the ants).

- Play "scratch your back". Make sure your child has paper and pencil or a little chalkboard ready. Trace a letter on the child's back slowly, explaining what you are doing as you do it: "I'm starting at the top in the middle and going straight down. Now I am going straight across to the right." The child draws are you are "scratching" and then tells what the letter is (T).

- Form numbers and letters by lying on the floor using arms, legs and body to make them. This will help your child understand letter shapes and how they are formed.

Resources

When Your Child Goes to School: A Message from Fred Rogers (of "Mister Rogers' Neighborhood"), Let's Talk About it Series. Family Communications, Inc. 4802 Fifth Avenue, Pittsburgh, PA 15213.

The Home Team (available in English and Spanish). American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001.

National PTA Publications

Help your Child Become a Good Reader (B-323); The Busy Parent's Guide to Involvement in Education (B-308) See the National PTA Catalog for prices, description and shipping and handling charges. A catalog is available for \$1.00 from the National PTA Orders, PO Box 88873, Chicago, IL 60680.

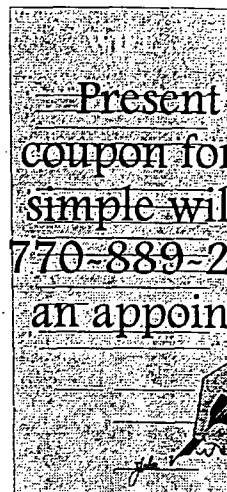
Is there room for creativity while working toward the goals? Look at the art work on display, or being worked on. If it looks too good for a child to have done, it was probably done mostly by the teacher. Often teachers in preschool get so involved in a cute project, they forget how much of it should be done by the children.

The law office of
Deming, Parker, Hoffman
Green & Campbell, P.C.
is pleased to announce the
opening of their new
office in Cumming

Franklin E. Parker

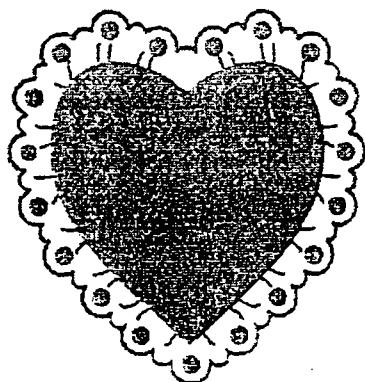
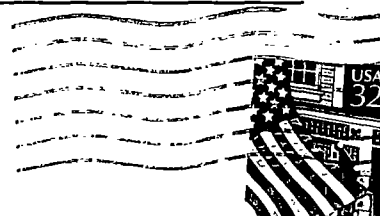
Attorney at Law
425 Tribble Gap Road, Suite 308
Cumming, GA 30130
(770) 889-2600

Present this
coupon for a free
simple will. Call
770-889-2600 for
an appointment.



Frank Parker
Deming, Parker, Hoffman
Green & Campbell, P.C.
425 Tribble Gap Road, Suite 308
Cumming, GA 30130
(limit one will per household)

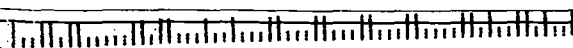
Forsyth County Early Childhood PTA
PO Box 3417
Cumming, GA 30128



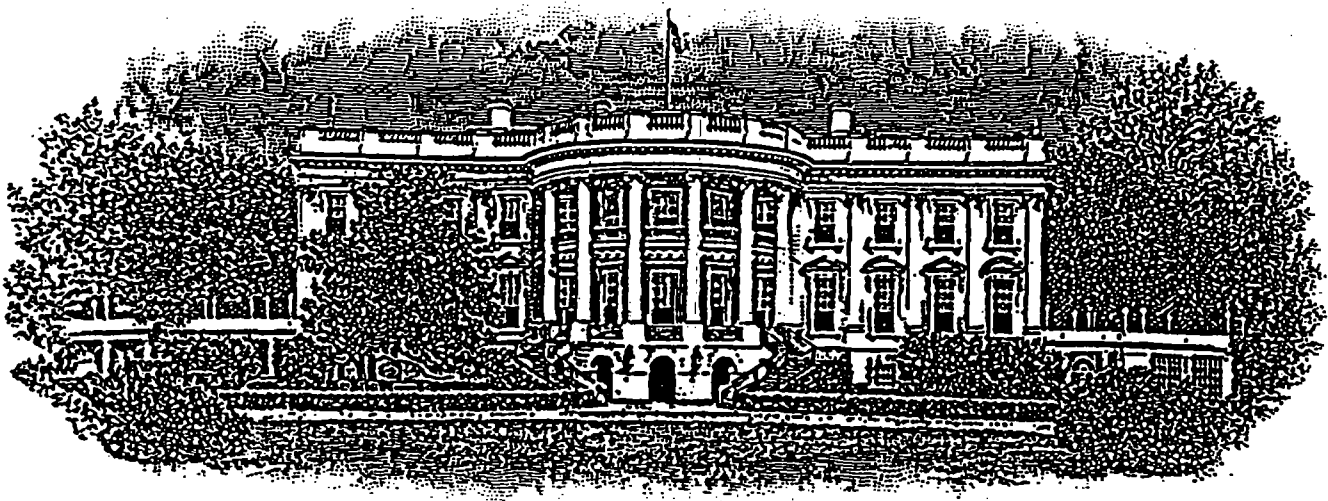
Inside This Issue....

Our New Craft Idea of the Month and Software Review
Information on Helping Your Child Learn
Information about our General Meeting, Feb. 18
Toy Recalls

Janice Cox
114 Baker Street NE
Atlanta, GA 30308-3366



The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Carol Rasco

FAX NUMBER: 401-0596

TELEPHONE NUMBER: _____

FROM: Elizabeth Dye

TELEPHONE NUMBER: 456-5573

PAGES (INCLUDING COVER): 3

COMMENTS: Here's the brochure I have on early
childhood PTA's. Contact at National PTA is
Dreama Love, 312-670-6782 Ext. 370. She
is sending me additional materials. I suggest you
request a packet from her as well. Let me know
if I can be helpful.

What Are the Benefits?

Opportunities for Children:

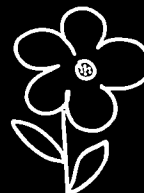
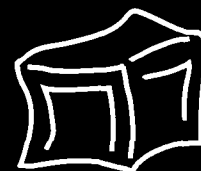
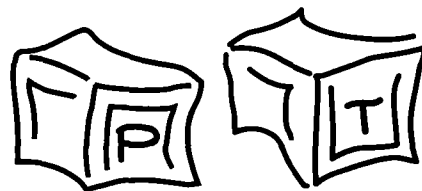
- support of early learning
- interaction with other children
- development of social skills necessary for relating to others
- additional benefits that come from child's awareness of parent's involvement and interest

Opportunities for Families:

- detection of special needs of children
- gain and use of parenting skills that support and guide child's growth
- involvement with other parents and educators early in child's development
- participation in programs and events designed for families with young children
- growth among members in becoming advocates for young children

Opportunities for Communities:

- unified efforts in securing needed services for young children
- support systems for families with young children
- strong linkages between early childhood educators, public schools, and families



123



BUILDING BLOCKS



For Early
Childhood
PTAs

The National PTA®



The National PTA®

330 North Wabash Avenue, Suite 2100
Chicago, Illinois 60611-3690
(312) 670-6782



Blocks:

Early Childhood PTAs

Young children are active learners, always building on their experiences and relationships. Parents and caregivers of young children also learn by doing and by sharing their experiences with each other.

The National PTA recognizes the importance of providing support, opportunities, and resources for parents, educators, and caregivers of young children. Early childhood PTAs are encouraged as a unique expression of PTA's commitment to parents and the growth and healthy development of children.

123

What Is an Early Childhood PTA?

An early childhood PTA is for all individuals interested in the education and development of children from birth to age 5. Through its programs, members address common concerns and participate in activities that benefit and enrich the lives of young children and their families. An early childhood PTA offers a foundation for affirming young children as they grow and for building parental support of children as they enter the formal school years.

Although PTAs are traditionally associated with schools, an early childhood PTA may be organized in preschool or nursery school facilities, day-care centers, places of employment, kindergartens, or other community settings such as libraries or recreational facilities. The group can be affiliated with an existing PTA or be organized as a separate PTA unit.



Why an Early Childhood PTA?

Children's early experiences are important. Their success in school and beyond depends to a large extent on their development during the early years. During this vital time, children need opportunities to build skills and attitudes that will help them learn and relate well to others. The role of families and communities is crucial in this process. An early childhood PTA furnishes the framework and resources to provide nurturing experiences for young children.

In addition to helping a parent understand a child's early years, PTAs provide activities to assist families of young children. The programs, resources, and activities of an early childhood PTA are determined by the interests and needs of each PTA group.

As families and communities join together in meaningful activities in an atmosphere of mutual respect and unity, all children benefit.

abc

How Does One Get Started?

It's simple. Contact your state PTA, where a representative will guide you in getting started. The procedures for organizing an early childhood PTA unit are the same as those for organizing any PTA.

Early childhood PTA members may decide to affiliate with an existing PTA and function as a committee of the larger group, or they may decide to become a separate PTA unit. The choice is made by the members based on their needs and priorities.



PTA Resources

available through the National PTA Catalog*

Brochures:

THE BUSY PARENT'S GUIDE TO CHILD CARE

THE BUSY PARENT'S GUIDE TO INVOLVEMENT IN EDUCATION

DISCIPLINE: A PARENT'S GUIDE

HELPING YOUR CHILD BECOME A GOOD READER

HELPING YOUR YOUNG CHILD LEARN

MAKE ART A PART OF YOUR CHILD'S WORLD

MIRRORS: LEADING CHILDREN TO SELF-ESTEEM

TALKING WITH YOUR CHILD ABOUT SEX

TELEVISION & YOUR FAMILY

WHAT TO TELL YOUR CHILD ABOUT PREJUDICE AND DISCRIMINATION

Kits:

BE SMART, INCLUDE ART: A PLANNING KIT FOR PTAs

PTA PARENTING GUIDE: PROGRAMS & RESOURCES

Leader's Guides:

A LEADER'S GUIDE TO PARENT AND FAMILY INVOLVEMENT

PARENTING: WHAT YOUR PTA CAN DO

Video:

MIRRORS: A FILM ABOUT SELF-ESTEEM

*For a copy of the catalog, send \$1, with your request, to:

National PTA
135 S. LaSalle St., Dept. 1860
Chicago, IL 60674-1860

Credit card orders:
phone (312) 549-3253
fax (312) 267-2730

For further information on PTA early childhood resources, contact your state PTA office.

- If they're interested in forming PTA -
- resources and materials, invited
to training materials

- helping child learn to read -
- parent involvement -
- parent education materials -
- videos - self esteem

- Phone office or letter. -

- Early child brochure in the mail -

"Community for Success" program - pilot
how head start and PTA -

- Dads are parents too

National PTA. - Drama Love PTA 312-620-6782

Big note book, brochure at national level

- Four Years -

Some sites better than others

Charlotte-Mecklenburg

Northern

For the Corner LA 150 parents - babies

Day Cares - lower #'s. -

→ Parenting lending library -

sign-up for activities, baby-sitting

Coop.

Army Base - laundry - red tape battle. -

3rd year

more
different
needs



OFFICE OF SCHOOL READINESS
10 Park Place South, Suite 200 • Atlanta, Georgia 30303

Zell Miller
GOVERNOR

(404) 656-5957
FAX (404) 651-7430

TO: Elizabeth Drye/Domestic Policy Council
FAX NUMBER: (202) 456-5581
TELEPHONE NUMBER:

FROM: Brenda Hayes
FAX NUMBER: (404) 651-7430
TELEPHONE NUMBER:

DATE: 2/13/97 Page 1 of 1

SUBJECT: The gentleman accompanying Cynthia Watke, Ben Stalcup's
mother, was Mr. John D. Watkins, 2415 Bowdoin Drive, Marks Church Commons
Apartments, Augusta, Ga. 30909.

I was also able to verify the spelling of Kymberli's name with
the Westside High School.....Kymberli is correct.

Please do not hesitate to contact me if you need any additional
information.

Mom's : '90s w's : o PTA

Preschool lessons: Not just for school-age kids, this unique blend of newcomers and parenting clubs for Forsyth mothers targets the early childhood years.

By Dennis McCafferty
STAFF WRITER

Cumming, Ga. — Firefighter Ryan Glover strapped on an oxygen mask and his amplified breathing filled the room like Darth Vader's filled a theater. Two-year-old Paul Peterson stood spellbound, his tiny blue eyes fixed on this giant of a man in uniform.

Then, pretending a blaze was roaring, Glover crawled on the firehouse floor and showed how to escape a burning bedroom.

"See, you can do that, right?" whispered Marie Clewis, 37, holding her 3-year-old son, Joel, on her lap.

The recent demonstration by Forsyth County's fire safety director was held for two dozen mothers and young children who are part of a pioneering effort.

Something of a cross between a newcomers and parenting group, the Forsyth County Early Childhood PTA is the first of its kind in Georgia.

It's a countywide organization not tied to any particular school or day-care center, and most of the children — from newborns to age 6 — are too young to attend school.

Most of the nearly 50 members are transplants to Forsyth County who are looking to meet others new to the rural but growing community.

Activities extend far beyond bake sales and decorating bulletin boards. The firehouse lesson is one example.

"You can say, 'I know the fireman looks weird, but he's going to help you,'" said Stacy Causey, 27, referring to her 21-month-old daughter, Alyssa. "Unless you bring her to him and let her touch him in a non-threatening way, she may not learn."

In other weeks, the group will get a potty-training primer and will attend a child development session — tips for dealing with the terrible twos. Instructional video sessions and a babysitting co-op are in the works.

There's even a legislative liaison to give updates on child-welfare issues.

Throw in McDonald's outings and movie nights — ladies only — and this group transcends the common bounds of traditional PTAs.

The group could be today's version of the traditional Wednesday night church group, where social and spiritual fulfillment intertwine, said Douglas C. Bachtel, a University of Georgia professor and rural



Photos by JOHN SPIRUK / ST

Hands-on experience: Firefighter Jayson Hill lets the water spray as Brande Wise and his mother, Tori, experience the sensation.



All eyes up: Deanna Armstrong (right) with son Daniel, 3, and others watch firefighters ascend a firetruck during a demonstration at Cumming.

"All these people are moving in from over the Southeast, the nation and Georgia," Bachtel said. "To make matters worse, a lot are commuting and spending all this time in the automobile."

About 175 similar PTAs for parents of young children have formed nationwide according to the national PTA office in Chicago. But only one-fourth pull members from an entire county or community.

The trend reflects a growing need for parents to think about education early.

"If you get parents involved before their children are in school," said Jane Crouse, who chairs the education commission for the national PTA, "they're ahead the game."

For information about the Forsyth County Early Childhood PTA, call (404) 887-3725. For information about forming a similar group in your community, call a state PTA office at (404) 659-0214 and (800) 782-8632.



OFFICE OF SCHOOL READINESS
10 Park Place South, Suite 200 • Atlanta, Georgia 30303

Zell Miller
GOVERNOR

(404) 656-5957
FAX (404) 651-7430

TO: Elizabeth Drye/Domestic Policy Council
FAX NUMBER: (202) 456-5581
TELEPHONE NUMBER:

FROM: Brenda Hayes
FAX NUMBER: (404) 651-7430
TELEPHONE NUMBER: (404) 651-7431

DATE: 2/11/97 Page 1 of 4

SUBJECT: Roundtable List

PS: Don't forget Kym's name was spelled with a "y" instead of an "i". but I am still not at all sure if this is correct.

It was nice speaking with you today. Just in case you were wondering, it is sunny but cold today. It is absolutely beautiful.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	re: SSNs and DOBs [partial] (3 pages)	02/11/1997	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Elizabeth Drye
OA/Box Number: 10450

FOLDER TITLE:

Georgia Follow Up

2014-0046-S
rc1361

RESTRICTION CODES

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

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

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.

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]

Students:

Kymberli T. Darden
Westside High School
Ms. Gayle McGee, Principal
1002 Stelling Road
Augusta, Georgia 30907
Ph: (706) 868-4030
Hm: (706) 860-3414
Hm Address: 2032 Bridgewater Drive
Augusta, Georgia 30907

DOB: [REDACTED]
SSN: [REDACTED] [001]
Age: 17

Race: African-American
Gender: Female

Benjamin Stalcup
A. R. Johnson Health, Science, and
Engineering High School (Magnet School)
Horace Lambach, Principal
1324 Laney-Walker Blvd.
Augusta, Georgia 30901
Ph: (706) 823-6933
Hm: (706) 733-8359
Hm Address: 3306 Woodhaven Court
Augusta, Ga. 30909

DOB: [REDACTED]
SSN: [REDACTED]
Age: 18

Race: Caucasian
Gender: Male

Business Leader:

Carl Swearingen, President-Georgia
BellSouth Telecommunications
Ph: (770) 391-2424
Pager: (770) 914-4600
Hm: (770) 640-8833
125 Perimeter Center West, Ste. 397
Atlanta, Georgia 30346

DOB: [REDACTED]
SSN: [REDACTED]

Race: Caucasian
Gender: Male

Practitioners:**Robert A. Cresswell, Principal****Salem High School****3551 Underwood Road****Conyers, Georgia 30208-2901****Ph: (770) 929-0176/Extension 8****Fax: (770) 922-1292****Hm: (770) 483-0977****Hm: 1823 Colonial South Drive****Conyers, Georgia 30208****DOB:****SSN:**

(b)(6)

Race: Caucasian**Gender: Male****Ms. Janice Cox, President****Georgia PTA****National PTA Board, Early Childhood Education Committee****Ph: (404) 659-0214****Hm: (770) 993-4566****Mobile: (404) 256-5803****114 Baker Street, N.E.****Atlanta, Georgia 30318****DOB:****SSN:**

(b)(6)

Race: Caucasian**Gender: Female****Dr. Barbara Christmas, Executive Vice President****Professional Association of Georgia Educators (PAGE)****Georgia School Improvement Panel/Vice Chair****Post Office Box 636****3700 B Market Street****Clarkston, Georgia 30021-0636****Ph: (404) 292-7243****Fax: (404) 292-8640****Hm: (770) 939-2880 (Atlanta Apt Weekdays)****(912) 685-6076 (Metter Home/Weekends)****Car: (404) 312-6014****DOB:****SSN:**

(b)(6)

Race: Caucasian**Gender: Female**

Ms. LeAngela Lawton, Teacher

Peter H. Craig Elementary

400 Hale Street

Augusta, Georgia 30904

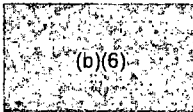
W: (706) 667-4678

H: (706) 796-2663

Home Address: 4246 White Pines Court
Augusta, Georgia 30906

DOB:

SSN:



Race: African-American

Gender: female

National Partners

Together, the National PTA and National Head Start Association have more than 130 years of combined experience supporting children and families. Both associations are dedicated to improving the quality of life for children and families and believe that parent involvement is the key to children's success.



Both associations:

- Encourage parent involvement in children's education and growth.
- Assist parents in developing the skills they need to raise their children and become self-sufficient.
- Promote environments where parents are valued as primary influences and essential partners in their children's development.
- Advocate for issues that support the development of children and families.
- Support shared responsibility in educational decision-making.



Partnership Goals

- Encourage the continued, strong involvement of Head Start parents and families into public schools.
- Develop interventions and strategies that lessen the barriers to parent and family involvement.
- Create strong local partnerships between Head Start programs, PTAs and elementary schools.



National PTA



Project Pilot Sites & Activities

Three pilot sites are participating in the *Continuity for Success* project. They are Rochester, New York; Charlotte, North Carolina; and El Paso, Texas. Funding for the sites and their activities is provided by the Prudential and W. K. Kellogg foundations.

The pilot sites are planning and implementing the following activities to encourage continued parent involvement:

- Educate Head Start parents about the PTA and elementary school and PTA parents about Head Start.
- Provide resources for parenting centers (brochures, videos, etc.).
- Share resources such as transportation, child care, and facilities.
- Share children's education and health records.
- Conduct joint planning and training sessions for Head Start, PTA, and public school staff.
- Hold workshops on parenting issues such as self-esteem, literacy, and discipline.
- Organize school visits for Head Start parents and Head Start visits for elementary school staff.
- Conduct joint parent conferences.
- Plan joint social events for Head Start and PTA parents.



An ongoing evaluation component will enable the partnership to provide additional support as the project expands to new partnerships nationwide.



National Head Start Association

How to Create a Partnership in Your Community

Identify members from your local Head Start programs and elementary PTAs who support the partnership.

Once you have identified potential team members, it is important to mutually agree to start a *Continuity for Success* project.

Create a local advisory team.

A strong team will include the elementary school principal, teachers, parents, PTA volunteers, Head Start staff, representatives from the school board, local businesses, and government officials.

Conduct focus groups to identify strengths and challenges.

The site team should hold a series of focus groups with parents, teachers, and students to identify transition activities already in place and barriers to successful transition.

Develop an action plan.

The action plan should include goals and objectives, the strengths to build upon, and the barriers to overcome. It should be shared with the larger Head Start program, local PTA, and school community to ensure its widespread support.

Implement the action plan.

Begin the site activities described in the action plan.

Collect data and evaluate the action plan.

The site team should develop a system to evaluate the strengths and weaknesses of the project. This will help determine how the overall project is impacting children and families.

For Additional Information

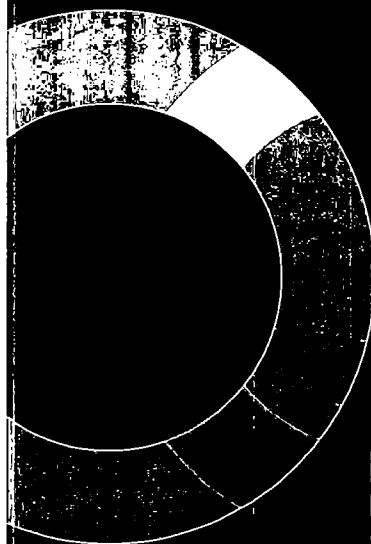
Contact the state offices of each association for support. If you have questions about beginning such a project or would like to be included on the *Continuity for Success* mailing list, please call or fax your name, address, phone and fax numbers to either of the following:

Partnership Project
National Head Start Association
Ph: (703) 739-0875
Fax: (703) 739-0878

Education Department
National PTA
Ph: (312) 670-6782
Fax: (312) 670-6783

Continuity for Success is supported by the Prudential and W.K. Kellogg foundations.

Continuity for Success



A Partnership Between the National PTA and the National Head Start Association



The National PTA and the National Head Start Association have formed the *Continuity for Success* partnership project to improve the transition of Head Start children and their families into elementary schools. The project builds on the involvement of Head Start parents and provides an opportunity to continue their involvement through their local PTAs.

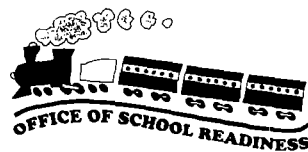
Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

The Georgia
Prekindergarten
Program For
Four-Year-Old
Children



1996-1997 School Year

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

— HOPE —
1996-97 HOPE
Teacher Scholarship Program



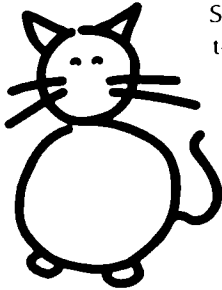
Teaching
In Georgia
Is Now
More
Rewarding
Than Ever.

Tips for Principals and School Administrators, cont.

- Structure schools to respond to individual differences in children's academic and social skills.
- Celebrate the cultural heritage and diversity of children and their families.
- Encourage preschool program staff to participate in transition activities, such as attending joint workshops, sharing information, assisting children with adjustment problems, and preparing individual children and parents for the transition.
- Promote a school climate that supports positive attitudes toward children.
- Assign responsibility for transition activities to school staff (an assignment from a district or school administrator has greater influence over schoolwide transition activities than do individual teachers trying to accomplish the same thing).
- Encourage parents to participate directly in setting school goals, establishing long-range school plans, and developing parent involvement policies.

Successful Transitions in Action

In working toward making successful transitions from early childhood programs into the elementary grades, the National PTA is partners with the National Head Start Association. The two organizations have formed a pilot project called "Continuity for Success" being conducted in three sites—New York, North Carolina, and Texas.



The focus of the project is to team up Head Start programs with elementary PTAs in order to support and maintain the practice of strong parent involvement and enable children to build on their early successes as they move into elementary schools.

For more information about the project, contact either the National Head Start Association at (703) 739-0875 or the National PTA at (312) 670-6782.

Resources

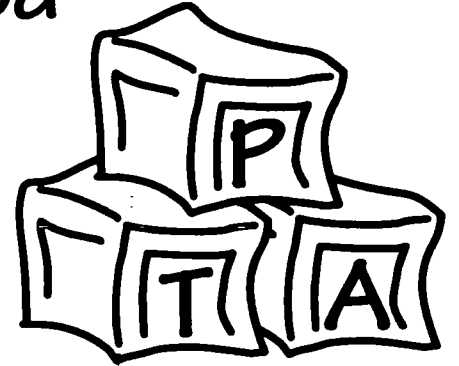
The National PTA has many brochures and kits that support parent involvement activities. For a catalog of resources contact:

National PTA Orders

135 S. LaSalle St., Dept. 1860
Chicago, IL 60674-1860
(312) 549-3253

Making the Transition:

From Early Childhood Programs Into Elementary Schools



Introduction

Children and families moving from preschools and other early childhood programs into elementary schools do not usually have the support they need to make successful transitions according to a study by the U.S. Department of Education.

Although the importance of sharing information about preschool children may seem obvious, results of the National Transition Survey* report the following:

- Only 10 percent of schools report regular communication between kindergarten teachers and their pupils' previous early childhood teachers.
- Only 12 percent of schools have kindergarten programs designed to build on preschool programs.

- Only 47 percent have a formal program for encouraging parents to visit schools.

Research also suggests that fostering a smooth transition between preschools and elementary schools can extend the benefits of preschool programs to beyond the early elementary grades.

Young children coming into elementary schools are usually moving from child-focused activities to education-focused programs. A transition process is necessary to ensure children, families, and school personnel understand one another. It is important for home and school to work together to help children successfully adjust to elementary school in order to fully benefit from new school experiences.

* Love and Logue, *Transitions to Kindergarten in American Schools: Final Report of the National Transition Study*. Washington, DC: U.S. Department of Education, Office of Policy and Planning, 1992.

Transition Tips for Parents, Teachers, and School Administrators

The National PTA has a strong history of working together in partnership with parents, teachers, and school administrators and offers the following tips for making the transition into the elementary grades successful for children, families, and schools.

For Parents

- Become involved in an Early Childhood PTA for parenting support and child advocacy training.
- Develop a loving and supportive relationship with your children.
- Practice a firm and fair parenting style that respects the uniqueness of your children.
- Help children become aware of their own abilities, to build self-esteem and confidence.
- Provide opportunities for young children to interact with other children and adults in community settings, such as the local library and pool, parks, playgrounds, and museums.

123

- Expect children to do well in school—provide support, encouragement, and praise for completing tasks.
- Talk with your child about the similarities and differences between preschool and kindergarten programs.
- Take field trips and make visits to kindergarten classrooms with your child and other parents and their preschoolers.
- Recognize that teachers and schools in general want to work in partnership with you to help your child succeed in school.

Characteristics of Successful Transitions

When children and families receive the support they need in the preschool-to-school transition, the following characteristics are noted*:

- Children like school and look forward to attending regularly.
- Children's academic skills grow steadily.
- Parents become actively involved in their children's education—at home, in school, and in the community.
- Classrooms are emotionally positive for both teachers and children.
- Teachers and families value each other.

- Schools celebrate the cultural diversity in their communities and in the nation as a whole.
- In the classrooms, children engage in activities and behave in a manner that is appropriate for their level of development.
- The community shows consistent investment in the education of children and strives to increase the learning opportunities available.



*Ramey and Ramey, *The National Head Start/Public School Early Childhood Transition Study: An Overview*, Birmingham, AL, 1992.

For Teachers

- Provide classroom activities to talk, sing songs, and play games with children about growing up and making changes.
- Develop unique transition classroom activities and games based on your preschool-to-elementary school situation and the individual children involved.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate your interest and support to each child's family through phone calls and other personal contacts.
- Structure developmentally appropriate classroom practices.
- Provide opportunities for parents to volunteer in the classroom.

abc

- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten—programs, workshops, visits to school playgrounds, etc.
- Develop curriculum that builds on children's preschool experiences and knowledge about the world—strive for curriculum and developmental continuity.
- Talk to parents about their children's developmental progress. Provide regular feedback with examples of children's work, such as portfolios or collections of their artwork, dictated stories, and other types of work, to show their progress in kindergarten.
- Invite prekindergarten groups to attend certain school activities like celebrations, parades, or other special events.

For Principals and School Administrators

- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PTA in your community that can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.



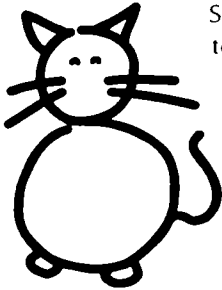
- Provide parent education workshops.
- Organize joint in-service training for preschool and kindergarten teachers.
- Provide additional opportunities for preschool teachers to communicate with kindergarten teachers about individual children's cognitive competencies, social skills, and learning styles.
- Provide a family resource center in your school or a community setting.
- Link families and children with health and social services in the community.
- Send school newsletters and calendars to preschool parents and families.
- Develop simple registration procedures and means for transferring knowledge about the child, including—with parental consent—written records, from the early childhood program to become part of the school record of the child.

1 for Principals and School Administrators, cont.

- Structure schools to respond to individual differences in children's academic and social skills.
- Celebrate the cultural heritage and diversity of children and their families.
- Encourage preschool program staff to participate in transition activities, such as attending joint workshops, sharing information, assisting children with adjustment problems, and preparing individual children and parents for the transition.
- Promote a school climate that supports positive attitudes toward children.
- Assign responsibility for transition activities to school staff (an assignment from a district or school administrator has greater influence over schoolwide transition activities than do individual teachers trying to accomplish the same thing).
- Encourage parents to participate directly in setting school goals, establishing long-range school plans, and developing parent involvement policies.

Successful Transitions in Action

In working toward making successful transitions from early childhood programs into the elementary grades, the National PTA is partners with the National Head Start Association. The two organizations have formed a pilot project called "Continuity for Success" being conducted in three sites—New York, North Carolina, and Texas.



The focus of the project is to team up Head Start programs with elementary PTAs in order to support and maintain the practice of strong parent involvement and enable children to build on their early successes as they move into elementary schools.

For more information about the project, contact either the National Head Start Association at (703) 739-0875 or the National PTA at (312) 670-6782.

Resources

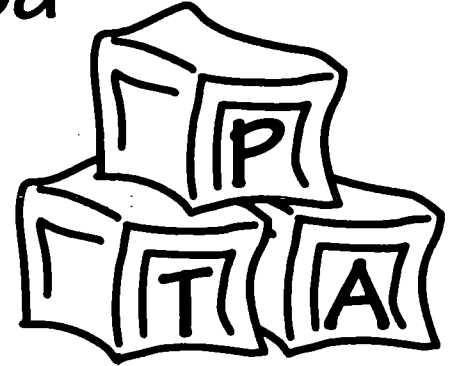
The National PTA has many brochures and kits that support parent involvement activities. For a catalog of resources contact:

National PTA Orders

135 S. LaSalle St., Dept. 1860
Chicago, IL 60674-1860
(312) 549-3253

Making the Transition:

From Early Childhood Programs Into Elementary Schools



Introduction

Children and families moving from preschools and other early childhood programs into elementary schools do not usually have the support they need to make successful transitions according to a study by the U.S. Department of Education.

Although the importance of sharing information about preschool children may seem obvious, results of the National Transition Survey* report the following:

- Only 10 percent of schools report regular communication between kindergarten teachers and their pupils' previous early childhood teachers.
- Only 12 percent of schools have kindergarten programs designed to build on preschool programs.

- Only 47 percent have a formal program for encouraging parents to visit schools.

Research also suggests that fostering a smooth transition between preschools and elementary schools can extend the benefits of preschool programs to beyond the early elementary grades.

Young children coming into elementary schools are usually moving from child-focused activities to education-focused programs. A transition process is necessary to ensure children, families, and school personnel understand one another. It is important for home and school to work together to help children successfully adjust to elementary school in order to fully benefit from new school experiences.

* Love and Logue, *Transitions to Kindergarten in American Schools: Final Report of the National Transition Study*. Washington, DC: U.S. Department of Education, Office of Policy and Planning, 1992.

Transition Tips for Parents, Teachers, and School Administrators

The National PTA has a strong history of working together in partnership with parents, teachers, and school administrators and offers the following tips for making the transition into the elementary grades successful for children, families, and schools.

For Parents

- Become involved in an Early Childhood PTA for parenting support and child advocacy training.
- Develop a loving and supportive relationship with your children.
- Practice a firm and fair parenting style that respects the uniqueness of your children.
- Help children become aware of their own abilities, to build self-esteem and confidence.
- Provide opportunities for young children to interact with other children and adults in community settings, such as the local library and pool, parks, playgrounds, and museums.

123

- Expect children to do well in school—provide support, encouragement, and praise for completing tasks.
- Talk with your child about the similarities and differences between preschool and kindergarten programs.
- Take field trips and make visits to kindergarten classrooms with your child and other parents and their preschoolers.
- Recognize that teachers and schools in general want to work in partnership with you to help your child succeed in school.

Characteristics of Successful Transitions

When children and families receive the support they need in the preschool-to-school transition, the following characteristics are noted*:

- Children like school and look forward to attending regularly.
- Children's academic skills grow steadily.
- Parents become actively involved in their children's education—at home, in school, and in the community.
- Classrooms are emotionally positive for both teachers and children.
- Teachers and families value each other.

- Schools celebrate the cultural diversity in their communities and in the nation as a whole.
- In the classrooms, children engage in activities and behave in a manner that is appropriate for their level of development.
- The community shows consistent investment in the education of children and strives to increase the learning opportunities available.



*Ramey and Ramey, *The National Head Start/Public School Early Childhood Transition Study: An Overview*, Birmingham, AL, 1992.

For Teachers

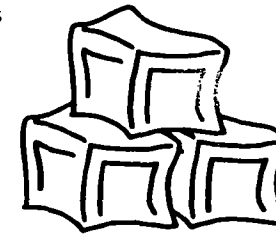
- Provide classroom activities to talk, sing songs, and play games with children about growing up and making changes.
- Develop unique transition classroom activities and games based on your preschool-to-elementary school situation and the individual children involved.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate your interest and support to each child's family through phone calls and other personal contacts.
- Structure developmentally appropriate classroom practices.
- Provide opportunities for parents to volunteer in the classroom.

abc

- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten—programs, workshops, visits to school playgrounds, etc.
- Develop curriculum that builds on children's preschool experiences and knowledge about the world—strive for curriculum and developmental continuity.
- Talk to parents about their children's developmental progress. Provide regular feedback with examples of children's work, such as portfolios or collections of their artwork, dictated stories, and other types of work, to show their progress in kindergarten.
- Invite prekindergarten groups to attend certain school activities like celebrations, parades, or other special events.

For Principals and School Administrators

- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PTA in your community that can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.



- Provide parent education workshops.
- Organize joint in-service training for preschool and kindergarten teachers.
- Provide additional opportunities for preschool teachers to communicate with kindergarten teachers about individual children's cognitive competencies, social skills, and learning styles.
- Provide a family resource center in your school or a community setting.
- Link families and children with health and social services in the community.
- Send school newsletters and calendars to preschool parents and families.
- Develop simple registration procedures and means for transferring knowledge about the child, including—with parental consent—written records, from the early childhood program to become part of the school record of the child.

What Are the Benefits?

Opportunities for Children:

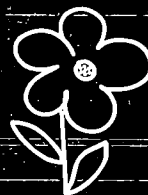
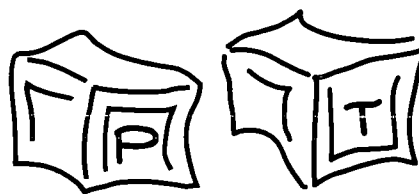
- support of early learning
- interaction with other children
- development of social skills necessary for relating to others
- additional benefits that come from child's awareness of parent's involvement and interest

Opportunities for Families:

- detection of special needs of children
- gain and use of parenting skills that support and guide child's growth
- involvement with other parents and educators early in child's development
- participation in programs and events designed for families with young children
- growth among members in becoming advocates for young children

Opportunities for Communities:

- unified efforts in securing needed services for young children
- support systems for families with young children
- strong linkages between early childhood educators, public schools, and families

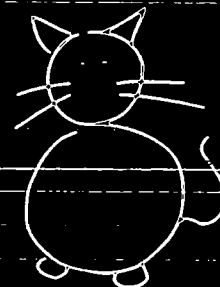


123

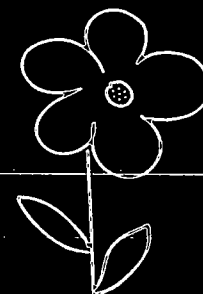
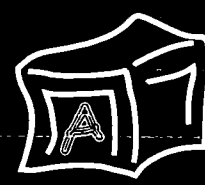
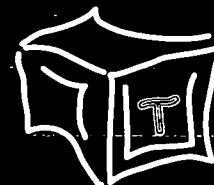


123

abc

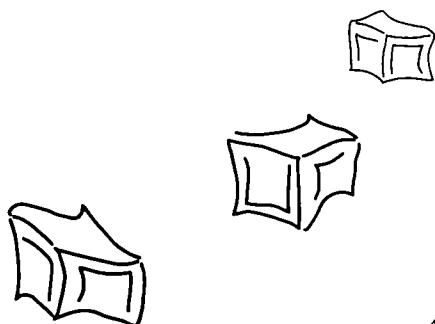


BUILDING BLOCKS



For Early Childhood PTAs

123



The National PTA®

330 North Wabash Avenue, Suite 2100

Chicago, Illinois 60611-3690

(312) 670-6782

Fax: (312) 670-6783

4/95M-546



Building



 Blocks:

Early Childhood PTAs

Young children are active learners, always building on their experiences and relationships. Parents and caregivers of young children also learn by doing and by sharing their experiences with each other.

The National PTA recognizes the importance of providing support, opportunities, and resources for parents, educators, and caregivers of young children. Early childhood PTAs are encouraged as a unique expression of PTA's commitment to parents and the growth and healthy development of children.



Why an Early Childhood PTA?

Children's early experiences are important. Their success in school and beyond depends to a large extent on their development during the early years. During this vital time, children need opportunities to build skills and attitudes that will help them learn and relate well to others. The role of families and communities is crucial in this process. An early childhood PTA furnishes the framework and resources to provide nurturing experiences for young children.

In addition to helping a parent understand a child's early years, PTAs provide activities to assist families of young children. The programs, resources, and activities of an early childhood PTA are determined by the interests and needs of each PTA group.

As families and communities join together in meaningful activities in an atmosphere of mutual respect and unity, all children benefit.



PTA Resources

available through the National PTA Catalog*

Brochures:

THE BUSY PARENT'S GUIDE TO CHILD CARE

THE BUSY PARENT'S GUIDE TO INVOLVEMENT IN EDUCATION

DISCIPLINE: A PARENT'S GUIDE

HELPING YOUR CHILD BECOME A GOOD READER

HELPING YOUR YOUNG CHILD LEARN

MAKE ART A PART OF YOUR CHILD'S WORLD

MIRRORS: LEADING CHILDREN TO SELF-ESTEEM

TALKING WITH YOUR CHILD ABOUT SEX

TELEVISION & YOUR FAMILY

WHAT TO TELL YOUR CHILD ABOUT PREJUDICE AND DISCRIMINATION

Kits:

BE SMART, INCLUDE ART: A PLANNING KIT FOR PTAS

PTA PARENTING GUIDE: PROGRAMS & RESOURCES

Leader's Guides:

A LEADER'S GUIDE TO PARENT AND FAMILY INVOLVEMENT

PARENTING: WHAT YOUR PTA CAN DO

Video:

MIRRORS: A FILM ABOUT SELF-ESTEEM

*For a copy of the catalog, send \$1, with your request, to:

National PTA
135 S. LaSalle St., Dept. 1860
Chicago, IL 60674-1860

Credit card orders:
phone (312) 549-3253
fax (312) 267-2730

For further information on PTA early childhood resources, contact your state PTA office.



How Does One Get Started?

It's simple. Contact your state PTA, where a representative will guide you in getting started. The procedures for organizing an early childhood PTA unit are the same as those for organizing any PTA.

Early childhood PTA members may decide to affiliate with an existing PTA and function as a committee of the larger group, or they may decide to become a separate PTA unit. The choice is made by the members based on their needs and priorities.



What Are the Benefits?

Opportunities for Children:

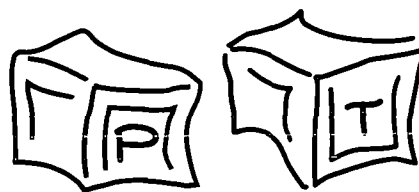
- support of early learning
- interaction with other children
- development of social skills necessary for relating to others
- additional benefits that come from child's awareness of parent's involvement and interest

Opportunities for Families:

- detection of special needs of children
- gain and use of parenting skills that support and guide child's growth
- involvement with other parents and educators early in child's development
- participation in programs and events designed for families with young children
- growth among members in becoming advocates for young children

Opportunities for Communities:

- unified efforts in securing needed services for young children
- support systems for families with young children
- strong linkages between early childhood educators, public schools, and families

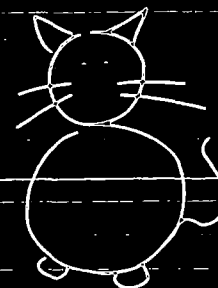


123

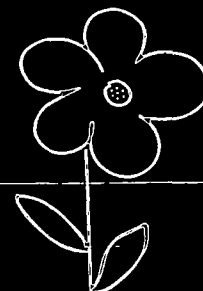
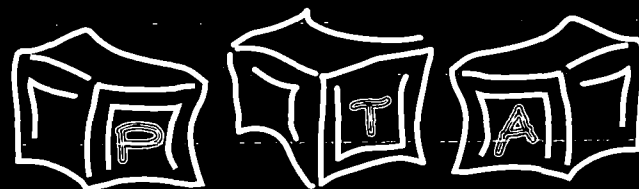


123

abc



BUILDING BLOCKS



For Early Childhood PTAs

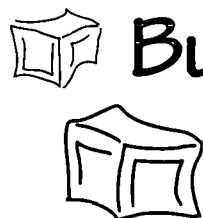
123

The National PTA®



The National PTA®

330 North Wabash Avenue, Suite 2100
Chicago, Illinois 60611-3690
(312) 670-6782
Fax: (312) 670-6783



Building Blocks:

Early Childhood PTAs

Young children are active learners, always building on their experiences and relationships. Parents and caregivers of young children also learn by doing and by sharing their experiences with each other.

The National PTA recognizes the importance of providing support, opportunities, and resources for parents, educators, and caregivers of young children. Early childhood PTAs are encouraged as a unique expression of PTA's commitment to parents and the growth and healthy development of children.

123 What Is an Early Childhood PTA?

An early childhood PTA is for all individuals interested in the education and development of children from birth to age 5. Through its programs, members address common concerns and participate in activities that benefit and enrich the lives of young children and their families. An early childhood PTA offers a foundation for affirming young children as they grow and for building parental support of children as they enter the formal school years.

Although PTAs are traditionally associated with schools, an early childhood PTA may be organized in preschool or nursery school facilities, day-care centers, places of employment, kindergartens, or other community settings such as libraries or recreational facilities. The group can be affiliated with an existing PTA or be organized as a separate PTA unit.



Why an Early Childhood PTA?

Children's early experiences are important. Their success in school and beyond depends to a large extent on their development during the early years. During this vital time, children need opportunities to build skills and attitudes that will help them learn and relate well to others. The role of families and communities is crucial in this process. An early childhood PTA furnishes the framework and resources to provide nurturing experiences for young children.

In addition to helping a parent understand a child's early years, PTAs provide activities to assist families of young children. The programs, resources, and activities of an early childhood PTA are determined by the interests and needs of each PTA group.

As families and communities join together in meaningful activities in an atmosphere of mutual respect and unity, all children benefit.



How Does One Get Started?

It's simple. Contact your state PTA, where a representative will guide you in getting started. The procedures for organizing an early childhood PTA unit are the same as those for organizing any PTA.

Early childhood PTA members may decide to affiliate with an existing PTA and function as a committee of the larger group, or they may decide to become a separate PTA unit. The choice is made by the members based on their needs and priorities.



PTA Resources

available through the National PTA Catalog*

Brochures:

THE BUSY PARENT'S GUIDE TO CHILD CARE

THE BUSY PARENT'S GUIDE TO INVOLVEMENT IN EDUCATION

DISCIPLINE: A PARENT'S GUIDE

HELPING YOUR CHILD BECOME A GOOD READER

HELPING YOUR YOUNG CHILD LEARN

MAKE ART A PART OF YOUR CHILD'S WORLD

MIRRORS: LEADING CHILDREN TO SELF-ESTEEM

TALKING WITH YOUR CHILD ABOUT SEX

TELEVISION & YOUR FAMILY

WHAT TO TELL YOUR CHILD ABOUT PREJUDICE AND DISCRIMINATION

Kits:

BE SMART, INCLUDE ART: A PLANNING KIT FOR PTAs

PTA PARENTING GUIDE: PROGRAMS & RESOURCES

Leader's Guides:

A LEADER'S GUIDE TO PARENT AND FAMILY INVOLVEMENT

PARENTING: WHAT YOUR PTA CAN DO

Video:

MIRRORS: A FILM ABOUT SELF-ESTEEM

*For a copy of the catalog, send \$1, with your request, to:

National PTA
135 S. LaSalle St., Dept. 1860
Chicago, IL 60674-1860

Credit card orders:
phone (312) 549-3253
fax (312) 267-2730

For further information on PTA early childhood resources, contact your state PTA office.