

EARLY
CHILD
DEV. + LEARNING
CONF.

PHOTOCOPY
PRESERVATION

THE WHITE HOUSE AT WORK:**Thursday, April 17, 1997****TODAY: PRESIDENT AND FIRST LADY HOLD EARLY CHILDHOOD DEVELOPMENT CONFERENCE**

Today at the White House, the President and First Lady host "The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children."

- The President said in his State of the Union address, "learning begins in the first days of life...scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants."
- Today's Conference brings together esteemed scientists, doctors, sociologists, parents and other experts to examine how we can use this new research in practical ways -- to be better parents and care-givers, and to raise stronger families.
- Participants at the White House will be joined by satellite by thousands of people at more than 80 sites around the country.

This morning, the President announces new actions to improve the early development of America's children:

- The President asks the Defense Department -- which runs a model child care program -- to "adopt" civilian child care centers, helping them improve quality and become accredited, sharing information on how to operate successfully, and working with state and local government training programs to help people moving off welfare to become child care workers.
- The President announces an upcoming White House Conference on Child Care.
- The President expands Early Head Start enrollment by one-third for next year; and to help parents and care givers teach the very young, a new "Ready, Set, Read" Early Childhood Development Activity Kit will go out to early childhood programs across the country as part of the President's America Reads challenge.
- The President announces new Child Victims of Violence Initiative, to train police, prosecutors, probation and parole officers and mental health

professionals in child development, so they are better able to help young children who are victims of violence.

- The President calls for his Children's Health Initiative, to extend health care to as many as 5 million uninsured children by 2000.



Stacey L. Rubin

04/17/97 01:56:29 PM

Record Type: Record

To: Laura K. Capps/WHO/EOP

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

Subject: reception

RECEPTION - EARLY CHILDHOOD LEARNING CONFERENCE

Confirmed (25)

Rep. Walter Holden Capps
Rep. John Conyers
Rep. Rosa DeLauro
Rep. Lloyd Doggett
Sen. Michael B. Enzi
Rep. Ruben Hinojosa
Rep. Darlene Hooley
Rep. Ernest J. Istook
Sen. James M. Jeffords
Rep. Dale E. Kildee
Rep. Dennis J. Kucinich
Sen. Mary L. Landrieu
Rep. Nita H. Lowey
Rep. James McGovern
Rep. George Miller
Rep. Patsy T. Mink
Sen. Patty Murray
Rep. Donald M. Payne
Rep. Nancy Pelosi
Rep. Collin C. Peterson
Sen. Jack Reed
Rep. Frank Riggs
Rep. Timothy J. Roemer
Rep. Marge Roukema
Rep. Robert C. Scott

Sec. Riley
Sec. Shalala
Sec. Glideman

Gov. Miller

Invited but not confirmed (7)

Rep. John D. Dingell
Sen. Christopher J. Dodd
Sen. Bill Frist

Sen. Tom Harkin
Sen. Edward M. Kenned
Sen. John F. Kerry
Sen. John B. McCain

Message Copied To:

Kim B. Widdess/WHO/EOP
Ann M. Cattalini/WHO/EOP
Tracy B. LaBrecque/WHO/EOP
Sarah Farnsworth/WHO/EOP
Debra A. Schiff/WHO/EOP

PRESIDENT WILLIAM J. CLINTON
EARLY CHILD DEVELOPMENT AND LEARNING
CONFERENCE
RECEPTION
APRIL 17, 1997

Thank you: The First Lady, whose career has been dedicated to improving the well-being of children, **and to the panelists** for bringing your expertise to the table and making this conference a success.

Each of you is here because of the work you provide for our children. Thank you for joining us and thank you for your dedication to the field of child development. We must learn from one another the tremendous advancements being made and how they can be implemented.

My Administration is committed to bringing us forward, to investing in research and taking concrete

steps to move toward optimum development for America's children. By providing quality child care: military's model system, upcoming White House Conference on child care; Insuring every child: 5 million by the year 2000; Promoting early education: Early Head Start expansion; Protecting the safety of children: DoJ Safe Start. This unique conference is a part of our constant effort to give our children the opportunity to make the most of their God-given potential and to help their parents lead the way.

The conference has concluded but our work has just begun. It is up to all of us to share what we have

learned, and to provide our parents, teachers and community leaders with the tools they need to enhance the development of every child.

PRESIDENT WILLIAM J. CLINTON

EARLY CHILD DEVELOPMENT AND LEARNING

CONFERENCE

RECEPTION

APRIL 17, 1997

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Acknowledge: Sec. Riley, Sec. Shalala, Sec. Glickman, Gov. Miller, Gov. Chiles, Gov. Romer,

Each of you is here because of the work you provide for our children. Thank you for joining us and thank you for your dedication to the field of child development. We must learn from one another the tremendous advancements being made and how they can be implemented.

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The conference has concluded but our work has just begun. It is up to all of us to share what we have learned, and to provide our parents, teachers and community leaders with the tools they need to enhance the development of every child.

WHSO LAYOUT DRAFT 3

a/o 4/15/97; Sfarmsworth

**WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT & LEARNING: WHAT
NEW RESEARCH ON THE BRAIN TELLS US ABOUT OUR YOUNGEST CHILDREN**

Thursday, April 17, 1997

Conference Sessions: East Room (Pool Press/Satellite 1st session)
Lunch: State Dining Room (Closed Press)
Reception: South Lawn (Closed Press)
Guest invite time: 10 a.m.

PRINCIPAL time:

9:45 a.m.-10:25 a.m.	Guest Coffee in the Grand Foyer
10:00 a.m.-10:30 a.m.	POTUS and FLOTUS Briefing in the Map Room
10:35 a.m.-10:45 a.m.	Greet Panel I in the Blue Room
10:50 a.m.-1:00 p.m.	Session I in the East Room (Refer to separate breakdown)
1:20 p.m.-2:30 p.m.	Lunch in the State Dining Room (Closed Press) (FLOTUS only)
2:35 p.m.-2:45 p.m.	Greet Panel II in the Blue Room (POTUS, FLOTUS, VPOTUS, MEG)
2:45 p.m.-4:30 p.m.	Session II in the East Room (Refer to separate breakdown)
5:15 p.m.-5:45 p.m. (T)	Remarks to Reception guests on the South Lawn (Closed Press)

8:00 a.m.-8:30 a.m. (T) **The First Lady** is interviewed on the TODAY SHOW in the Diplomatic Reception Room. (Contacts: S. Cohen, T. Labrecque)

7:00 a.m. Set up in the East Room. (Staging, seating, visuals, whca)
Satellite contact: Laura Schwartz Set up: J. King (visual), S. Warren, L. Schwartz

9:30 a.m. East Visitor Gate opens for guest arrival. Guests proceed to the Grand Foyer for coffee and juice until time to be seated in the East Room. *List contact: Kim Widdess*

Note: The AdCouncil PSA will be played on at WHTV monitor in the Grand Foyer at this time.
(L. Schwartz)

9:00 a.m. Panel I participants arrive at tbd/location and are escorted to the Blue Room for briefing.
Contact: Nicole Rabner, Katy Button Panel II: Pauline Abernathy

10:00 a.m. **Principal Briefing** in the Map Room. (Need list of participants and agenda- Christa)

10:30 a.m. Guests are seated in the East Room by Social Aides. Panel I participants are escorted to the Blue Room. (Seating contact: S. Warren)

10:35 a.m. **The President and the First Lady** arrive in the Blue Room to greet Panel I participants.

10:45 a.m. Panel I participants are announced into the East Room and proceed to seats at table.

The President and the First Lady are announced into the East Room and proceed to podium located on a stage behind the panel table.

**** Panel seating order to be provided by Nicole/Pauline.**

10:50 a.m.-1:00 p.m.

SESSION I:

SESSION I:	<i>* NOT FINAL - Refer to sequence</i>
10:50 -11 a.m	The First Lady delivers remarks and introduces the President.
11-11:15 a.m.	The President delivers remarks. Following remarks, the President and the First Lady proceed to seats at the table.
11:15-11:20 a.m.	Dr. David Hamburg , President, Carnegie Corporation of New York, delivers brief remarks and introduces the next three panelists who speak in order.
11:20-11:55 a.m.	Three Consecutive Presentations by: - Dr. Donald Cohen, Director, Yale Child Study Center (behavioral development) - Dr. Carla Shatz, University of California, Berkeley (neuroscientific overview) - Dr. Patricia Kuhl, University of Washington (language/cognitive development) (Each presenter has 5 min.)
11:55 a.m.-12 p.m.	TBD: either Dr. Hamburg or Mrs. Clinton begins question/answer session with three of the panelists. <i>POTUS</i>
12 p.m.-12:45 p.m.	Q&A Session with the following panelists: (Questions by POTUS/FLOTUS) - Dr. Ezra Davidson, Drew University of Medicine (obstetrician) - Dr. T. Berry Brazelton, Harvard University (pediatrician) - Dr. Deborah Phillips, National Research Council (child care/early education)
12:45 p.m.-1:00 p.m.	Closing remarks by the First Lady and the President

Satellite Note: Satellite time ends at 1:10 p.m.

1:00 p.m.

Upon conclusion of the first session, the **President and the First Lady** depart the East Room.

Guests will be directed to the State Dining Room for lunch. (20 min break before lunch) Guests will receive escort cards prior to entering the State Dining Room.

1:20 p.m.

The First Lady proceeds to table in the State Dining Room for lunch.

1:20 p.m.-2:30 p.m.

LUNCH IN THE STATE DINING ROOM

Staff Contacts: Robyn Dickey (Seating), Tracy Labrecque

FORMAT:

- Seated lunch/Max 130 guests
- Closed Press
- Principals attending: FLOTUS only
- After lunch, TBD Members of Congress will make remarks

2:30 p.m.

Upon conclusion of lunch, guests are directed to their seats in the East Room. (20 min. break)

2:30 p.m.

TBD: Briefing for Session II in the Map Room.

2:40 p.m.

Session II panelists arrive in the Blue Room. (Contact: Christa, Pauline)

2:45 p.m.

✓ Mrs. Gore
The President, the First Lady and the Vice President arrive in the Blue Room to greet the panelists for the second session. (T: Mrs. Gore's status)

2:55 p.m.

Session II panelists are announced into the East Room and proceed to seats at table.

+ Mrs. Gore

The President, the First Lady and the Vice President are announced into the East Room and proceed to seats at the table. (~~TBD: Mrs. Gore's status~~)

3:00 p.m.-4:30 p.m.

SESSION II

SESSION II	<i>Mrs. Gore makes w/c remarks + intros</i> <i>she VP</i>
3:00 p.m.-3:10 p.m.	The Vice President makes opening remarks from the table.
3:10 p.m.-4:15 p.m.	The First Lady moderates second session with the following panelists: <u>Session II Panelists:</u> - Arnold Langbo, Chairman of the Board, Kellogg Company - Gloria Rodriguez, Founder, National President & CEO, AVANCE Inc. - Melvin Wearing, Chief of Police, New Haven, CT. - Harriet Meyer, Exec. Director, The Ounce of Prevention Fund - Rob Reiner, Chair & Founder, "I Am Your Child Campaign" - Sheila Amaning, Parent - Governor Bob Miller, (NV), Chair of the NGA
4:15 p.m.-4:30 p.m.	Closing remarks by the First Lady and the President.
4:30 p.m.	The President and the First Lady depart. <i>+ the VP + Mrs. Gore</i>

4:00 p.m. East Visitors Gate opens for guest arrival. Guests hold in the East Garden/Colonnade (rain) before proceeding to the South Lawn. (Invitation time is 4:30 p.m.) (Refer to task sheet.)

4:30 p.m. **The President and the First Lady** proceed to the Residence until time for the reception.

4:30 p.m. Conference participants depart the East Room for the South Lawn via staircase to Diplomatic Reception Room.

4:30 p.m.-6:30 p.m. **RECEPTION ON THE SOUTH LAWN**

Approx. 400 guests
Closed Press

5:15 p.m.-5:45 p.m. (Tbd) The President and the First Lady arrive in the Diplomatic Reception Room for announcement onto the South Lawn.

The President and the First Lady are announced TO HONORS onto the South Lawn and proceed to stage in the tent.

Program:

- The First Lady makes remarks and introduces the President.
- The President makes remarks.
- The President and the First Lady depart the South Lawn.

6:30 p.m. Guests depart the South Lawn via the East Gate.

INFO PACKET DISTRIBUTION NOTE: Guests (including conference participants) will receive an information packet in the East Colonnade as they depart the reception.

Contact: Robyn Dickey, Christa Robinson

Draft 2; Sfarnsworth
a/o 4/11/97

SET UP NOTES

EAST ROOM - CONFERENCE SESSION I

Max: 130 participants, including panelists and Principals

Max: 9 panelists at table (including POTUS, FLOTUS) for both sessions

Pool press w/rotating print media

Live Satellite for Session I only

Remarks from Blue Goose on separate stage for first session only (t)

Table mics for each panelist and Principal

Visual - enlarged photos to be placed on the table (Josh)

Session I only: skirted table in the Foyer for a WHTV to play during coffee only - then moves to Book Sellers

EAST ROOM - CONFERENCE SESSION II

Max: 130 panelists, including panelists, Principals, Snr. Staff

11 seated at table (7 panelists)

Table mics for each panelist and Principal

Pool press w/rotating print media

All remarks from the table

Same visual set up

- 10x24 Stage w/steps on the side and rear at the South end of the East Room with a long, straight table to seat maximum of 9.
- WHCA: Table mics for each person. Announce mic from the Green Room.
- 130 seats in audience w/center aisle.
- Press set up at north end of the East Room. Press will enter from the Northeast room door. Cutaway location tbd. No cabling in front of the Cross Hall doors. Approx. 15 chairs for press inside the press area.
- Panelists and Principals enter from the South Green Room door.

SEATING ORDER FOR PANELISTS: to come from Pauline and Nicole after being vetted by all interested.

RESERVED SEATING for audience:

- Members of Congress, Cabinet Members, Elected Officials

STATE DINING ROOM LUNCH

- Seated lunch (Robyn)
- WHCA: toast lectern/pa available for remarks
- Escort card table at entrance to the State Dining Room

SOUTH LAWN RECEPTION

Closed Press

Approx. 400 guests

Marine Band w/Honors in the tent

Stage 10x16 w/steps on side and back for remarks - stanchioned buffer

Guests enter from East Garden (Rain: Dip. Rec. Rm); Coat check

Buffet set up w/tables per discussions w/Ann/Tracy

Table in Book Sellers for WHTV monitor - moved from Foyer after coffee

Table at the East colonnade for guest departure to hand out materials (Robyn) May be able to use guards desk

Glass lectern; announce mic from Dip Rec Rm

**PRESIDENT WILLIAM J. CLINTON
FIRST SESSION
EARLY CHILDHOOD DEVELOPMENT AND LEARNING CONFERENCE
CONCLUDING TALKING POINTS**

I'd like to thank Dr. David Hamburg, Dr. Donald Cohen, Dr. Carla Shatz, Dr. Patricia Kuhl, Dr. Ezra Davidson, Dr. T. Berry Brazelton, and Dr. Deborah Phillips for participating this morning.

Your research demonstrates that the earliest years of a child's life are a critical window of opportunity for emotional and cognitive development. I'm committed to continuing this research: Increased NIH funding by 23% in the past four years, balanced budget proposal increases it further; the federal government has supported over 90% of all children's research.

Now we must turn this latest research into action by providing parents with the tools they need to nurture their children and help them to develop. After lunch we will hear from representatives from model parenting and child development programs from across the country who are already helping parents in this way.

I'd like to say a special thank you to the thousands of you who are joining us today by satellite at over 80 sites around the country. Your participation has helped to make this a truly national conference. I challenge you to continue this discussion with one another and explore the ways in which your community can build on these remarkable discoveries.

PRESIDENT WILLIAM J. CLINTON
SECOND SESSION
EARLY CHILDHOOD AND DEVELOPMENT CONFERENCE
CONCLUDING TALKING POINTS
APRIL 17, 1997

Thank You: The First Lady, the Vice President, Mrs. Gore, Gov. Miller, Mr. Arnold Langbo, Dr. Gloria Rodriguez, Ms. Sheila Amaning, Police Chief Melvin Wearing, Ms. Harriet Meyer, and Mr. Rob Reiner.

It's time to leave this table and carry on the mission of enhancing the development of our children. It is up to us to expand upon the work that doctors, scientists and social workers in this field have devoted their lives to. We must educate parents, because above all it's parents who raise children; we must encourage our teachers to implement the findings and practices discussed here today; we must challenge our communities to share the responsibility and provide the tools to support parents and enhance early childhood development.

This conference has laid out the necessary pieces for improving the well being of our children . . . and the picture that will emerge from our work is one that will include a brighter future for every American child. I thank all of you for being a part of this conference -- truly a first of its kind.

Draft, 1 p.m., 4/16/97

**PRESIDENT WILLIAM J. CLINTON
OPENING REMARKS
WHITE HOUSE CONFERENCE ON
EARLY CHILD DEVELOPMENT AND LEARNING
EAST ROOM
APRIL 17, 1997**

I want to begin by thanking our First Lady, my wife, Hillary, for bringing us together for this conference. For a long time, as she has continued her work in the area of child and family development, she has dreamed of this meeting. She has brought together the esteemed scientists, doctors, sociologists and other experts whose work is the basis for our discussion today. And because our subject will have enormous impact on the lives of all Americans, we are being joined by satellite by thousands of people at more than 80 sites around our country. Hillary has truly brought a village to the White House. For all the work and the passion she has brought to this conference, I thank my wife.

Our conference is about helping children to develop the best of their God-given potential, but it is also about families. To get the best from our children, we need parents to be their best, so part of our job has been finding ways to help parents. That was the driving force behind the Family and Medical Leave Act, and our proposed expansion to allow parents time to attend parent-teacher conferences, or to take a child to a doctor's appointment, or care for an elderly relative.

We gave parents helping tools with the V-chip and a TV ratings system so they could better control what their children watch. We took on the tobacco industry to stop advertising to young children. We're working to bring down juvenile crime and violence -- all to support families and to help relieve some of the stress on parents.

Now, we want to help parents by sharing what we have learned about very young children, how they learn and develop. We have learned a great deal from research and I have no doubt we will learn still more today as we exchange ideas and information, so we have much to share. We are devoting this entire day to project -- but this is only a start. What we are undertaking is exciting and enormous and important to America's future.

The research that brings us here has opened a new frontier. Great exploration is not new to America; we have always sought to expand our horizons, but that has usually meant looking outward, far away from home. This great exploration takes us as close to home as we can be, to examine a mystery that we hold in our very arms -- our babies.

For a long time, we have known that children need proper nutrition and access to healthcare to develop. Now, thanks in large part to federally funded research, we are finding out

that very early on -- in the first 3 years of life -- is the window of opportunity for every child to reach their highest emotional and intellectual potential. What it takes is teaching and touching, reading and playing, singing and talking. All of this stimulation opens portals in the brain that affect how a child will do in school and in life.

My Administration has been committed to researching these earliest childhood years and to taking concrete steps to move toward optimum development for America's children. Today, I want to share with all of you some steps that we are taking now.

First, we want to improve the quality of child care. Some Americans might be surprised to learn that the military's child care system is considered by child care experts to be the best in the country. I want to acknowledge the man responsible for administering the Navy's child care system -- Rear Admiral Larry Marsh, who is here today. The Navy, and all the military, should be proud of their achievement in child care. They have a system with high standards, including a high percentage of accredited centers; a strong enforcement system with annual inspections throughout the year; parents have a toll-free number to call to report any concerns they may have; wages of caregivers is tied to their training, and wages and benefits are good, so staff tends to stay on.

We want this kind of quality to extend beyond the military. So I am issuing an executive memorandum, asking the Department of Defense to first, "adopt" civilian child care centers and help them to improve quality and become accredited; second, to share information they have on how to operate successfully; and third, to work with State and local government job training programs to help train welfare recipients moving from welfare to work.

Child care is vitally important. With so many two-worker families, parents should feel secure in knowing that their child is in the best set of hands next to their own. For that reason, this fall, we will be holding another White House conference, devoted to child care.

[TRIAL BALLOON???? nec has been queried]

Second, we are working to boost our children's development ^{by} extending health care to as many as 5 million uninsured children by the year 2000. We can do that with our Children's Health Initiative, which is part of my balanced budget proposal. It would strengthen Medicare for poor children, provide coverage for working families through innovative State programs, and continue health coverage for children of workers between jobs. I am very pleased that our initiative has just been endorsed by the Association of American Medical Colleges. And I want to thank Kaiser Permanente, which is committing \$100 million over the next 5 years to provide coverage for uninsured children in California.

Third, we place a great importance on early education. So, today, I am announcing two initiatives geared toward early learning.

The first is an expansion of Early Head Start enrollment by one-third next year. Early Head Start is something we created in 1994, and it has been a great success in bringing Head Start's nutritional, educational and oather services to families with children age 3 and younger and to pregnant women.

And, we want to give parents and caregivers tools for early childhood. In fact, we have a tool kit. It's called the "Ready, Set, Read" Early Childhood Development Activity Kit -- part of our America Reads Challenge. It's going out to early childhood programs across our country and we'll have a hotline number to call for anyone else who wants a kit.

We want to involve every American in bringing along our children. Our best success will come from a partnership of parents, pediatricians, social workers, teachers, child care workers, business, media and government. Doing right by our children is a shared responsibility.

I mentioned Kaiser Permanente a few moments ago, and now I want to acknowledge its chairman, Dr. David Lawrence, who is here and who is leading an effort to bring together a coalition of leaders in fields from health to entertainment, to help child development. And today, Kaiser Permanente announced it will host a summit of CEO's, so that business can do more to help young children. That's the kind of leadership and partnership that will help America's children, and we hope to see others following the example of Kaiser Permanente.

There is so much science to be discussed today that I want to come back to the bottom line on this great venture. Involving parents and caregivers more in the development of our children will not only make for healthier children, it will also bring us closer to our children. We cannot overlook that. The family bonds that have been strained by a myriad of causes will be stronger as we focus more efforts to help young children.

A generation ago, a child development pioneer, Selma Fraiberg, said: "The experiences of the first 3 years of life are almost entirely lost to us, and when we attempt to enter into a small child's world, we come as foreigners who have forgotten the landscape and no longer speak the native tongue."

It's true that a small child doesn't speak our language yet. But a child, no matter how young, understands a gentle touch, a smile, a loving voice. Babies understand so much more than we have understood about them. Now, we can begin to close the gap.

Today America takes a bold step across the threshold to the next century. This conference is about doing the best by our children, by giving every child the opportunity to develop to the fullest of their God-given potential, by using teaching and nurturing to lift up the very young. Together we are venturing into a new field of wonder and reason. And what we begin today may affect generations of Americans to come.

Thank you all for being a part of this great effort.

How I am caring
to protect
announced several policy in
childcare

children
Head Start
Child Dev. Kits.

Partnerships caring together to enhance
child development

Thank my wife
This need not have
Possibly federation first
only

Draft 2:30 p.m.

**PRESIDENT WILLIAM J. CLINTON
OPENING REMARKS
AFTERNOON SESSION
WHITE HOUSE CONFERENCE ON
EARLY CHILD DEVELOPMENT AND LEARNING
APRIL 17, 1997**

This afternoon we are going to focus on efforts by communities to support parents and enhance early childhood development. A large part of these efforts involve protecting the safety of children where they live, play and go to school.

We have made tremendous progress during my Administration to reduce crime in this country and make America's neighborhoods safer places to live in. Still, too many American lives are shattered every day by crime. This week is National Crime Victims' Rights Week -- a week for us to recognize the rights and needs of crime victims. My Administration has worked to ensure that our criminal justice system is more responsive and protective of the rights and concerns of victims. I believe we need a constitutional amendment to guarantee victims' rights.

But we must do more to help the most vulnerable victims of crime-- young children. One of our panelists, Melvin Wearing, the Chief of Police of New Haven, Connecticut, will be telling us about the Child Development-Community Policing Program that his community operates with Yale University.

I am proud to announce today that the Department of Justice will work with Chief Wearing's project to establish a Child Victims of Violence Initiative. This program will train police officers in child development, so they can better respond to situations in the field. We will put this program in place at sites around the country and we will train not only police officers, but also prosecutors, probation and parole officers, and mental health professionals. Training these people in early childhood development will go a long way to keeping our kids safe.

(Introduction of panel)

President William J. Clinton
Second Session
Early Childhood Development and Learning Conference
Concluding Talking Points
April 17, 1997

~~We~~ We can't ignore the science

We need to take what we've learned around this table and bring it to the dinner tables of every American family. We can't ignore the research and the progress that these programs have provided. We must infuse them into mainstream childcare and education.

We have a mission set before us to

Scientists, doctors and social workers
have devoted their lives to studying
the subject of ~~the way~~ ^{this conference} children develop.
We must expand upon their work:
by educating parents who are most
closely involved in their ~~the~~ ~~the~~ child's upbringing,
by challenging our communities to share
some responsibility, and by encouraging our
teachers to implement the findings.
~~Now we have~~ ~~the~~ the picture

President William J. Clinton
First Session
Early Childhood Development and Learning Conference
Concluding Talking Points

I'd like to thank Dr. David Hamburg, Dr. Donald Cohen, Dr. Carla Shatz, Dr. Patricia Kuhl, Dr. Ezra Davidson, Dr. T. Berry Brazelton, and Dr. Deborah Phillips for participating this morning. You have brought to the table years of methodical research and we've benefitted from your expertise.

I'm committed to continuing this research. Increased NIH funding by 23% in the past four years; supported over 90% of all children's research.

^ Fed gov't has

The scientific information demonstrates that the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional and physical development. We've learned that mental malnourishment can lower potential development and
~~XXXX~~

The knowledge we've just heard about provides us with tremendous opportunity to make the most of what we now know --- We must turn this latest research into action by providing parents with the tools to nurture their children. ~~Joining us after lunch are~~, we'll hear from representatives from model parenting and child development programs from across the country who are already helping parents in this way.

A special thank you to the thousands of conference participants who have joined us by satellite today in over 80 sites around the country. You have made this a truly national conference and I am energized by knowing that what we have done here is being replicated. Now that our morning session is over, I challenge you to continue the discussion with one another and explore the ways in which your community can take the reins of these discoveries.

but our work is just beginning.

my balanced budget proposal increases we've -partnership heard how much more required

Scientists, social workers
devoted their lives to studying
the subject & now the work
expand

the parents most closely involve
communities need to contribute
to be.

teachers who will implement

Now all the pieces

future that will emerge will

have that is under a
brighter future for every American
child.

SEQUENCE FOR FIRST PANEL

- Participants are announced into the East Room and take seats at table.
- The President and the First Lady are announced into the room and proceed to the podium.
- The First Lady makes welcoming remarks from the podium and introduces the President.
- The President makes remarks.
- The President and the First Lady then take their seats at the table.
- The President calls on the first speaker, David Hamburg to open the discussion.
- David Hamburg makes remarks and introduces the next three consecutive speakers.
- Dr. Donald J. Cohen makes remarks.
- Dr. Carla J. Shatz makes remarks.
- Dr. Patrickia K. Kuhl makes remarks.
- The President will thank first three speakers and call on the next three speakers to discuss the implications of the information being discussed, beginning with Ezra Davidson.
- Ezra Davidson will make remarks.
- The President will ask Ezra Davidson a follow-up question.
- Dr. Berry Brazelton will make remarks.
- The First Lady will ask Dr. Berry Brazelton a follow-up question.
- Dr. Deborah Phillips will make remarks.
- The President will ask a follow-up question
- At this point, the First Lady and the President can pose one or two additional questions to any of the panelists.
- The President will thank participants and close event. → Reference Satellite

SEQUENCE FOR SECOND PANEL

(All speakers are SEATED while speaking)

- The panelists are announced into the East Room and take their seats.
- The President, the First Lady, the Vice President, and Mrs. Gore are introduced into room and take their seats.
- Mrs. Gore makes welcoming remarks from her seat and introduces the Vice President.
- The Vice President makes remarks and introduces the First Lady to moderate the discussion.
- The First Lady introduces all the panel participants and calls on them individually to speak, beginning with Mr. Arnold Langbo.
- Mr. Arnold Langbo makes remarks.
 - The President asks Mr. Langbo a follow-up question.
- Dr. Gloria Rodriguez makes remarks.
 - The Vice President asks Dr. Gloria Rodriguez a follow-up question.
- Sheila Amaning makes remarks.
 - The First Lady asks Sheila Amaning a question.
- Police Chief Melvin Wearing makes remarks.
 - The President asks a follow up question to Police Chief Wearing.
- Harriet Meyer makes remarks.
 - The President asks a follow-up question to Harriet Meyer
- Rob Reiner makes remarks.
 - The President asks a follow-up question to Rob Reiner.
- Governor Miller makes remarks.
- POTUS thanks Gov. Miller + other participants + makes closing remarks
- POTUS, VP, W, + Mel depart

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

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

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

Today, President Clinton issued a statement announcing the date and themes of the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children. The day-long Conference will take place on April 17, 1997 at the White House. The Conference will highlight how critically important children's experiences before school are to their development and their later success in school and in life.

The Conference will focus on the practical applications of the latest scientific research on the brain, particularly for parents and care-givers. Also central to the Conference will be a discussion of the ways all sectors of society, including the medical, business, and faith communities, child care providers and government, can use this information to strengthen America's families.

Over the last four years, the Administration has invested heavily in research to help us better understand the importance of the first few years to child development and learning, and in strengthening efforts that support families and caregivers with young children, including:

- **Increased NIH Research Funding 23%.** Unlike other research areas, the federal government is almost the sole funder of research of children and youth, supporting over 90% of research on children and youth. Under the Clinton Administration, funding for NIH research has increased by 23% since 1993, to \$12.7 billion in 1997. Between 1993 and 1997, funding for NIH children's research has increased 25%, from \$1.3 billion to \$1.6 billion. This sustained level of investment has helped support many of the research advances the April White House Conference will explore. In FY 1998 the President's budget proposes to increase funding for NIH by an additional \$337 million.
- **Enhanced Head Start Participation and Quality and Created the Early Head Start Program for Children 0-3.** The Administration has enhanced Head Start participation and increased its funding by 43% over the last four years, and created the Early Head Start program in 1994 to support families with children ages zero to three. Head Start provides low-income children and their families with comprehensive education, health services, and nutrition. The President's FY 1998 Budget further increases participation to reach 122,000 more children in FY 1998 than when he took office.
- **Commitment to Full Participation in WIC.** The Administration dramatically increased participation in the WIC Supplemental Nutrition Program, providing 7.4 million pregnant women, infants, and children with nutrition packages and information and health referrals -- 1.7 million more than when President Clinton took office. And his FY 1998 Budget would achieve his goal of full participation in the WIC program by the end of FY 1998. Research shows that every \$1 invested in WIC prenatal serves saves up to \$4 in Medicaid costs in the first 60 days after birth. [USDA, 1990 Mathematica Policy Research].
- **Leading National Effort to Raise Immunization Rates.** In 1993, the Administration launched a national effort to raise childhood immunization rates by reducing vaccination costs for parents and vaccine delivery services, and increasing community education and partnerships. Today, childhood immunization rates are at record high levels.



Kim B. Widdess

04/16/97 05:58:44 PM

Record Type: Record

To: Laura K. Capps/WHO/EOP
cc: Nicole R. Rabner/WHO/EOP
Subject: Re: acknowledgements

Cabinet:

Sec. Glickman
Sec. Riley (will not be at second session)
Sec. Shalala

Carolyn Becraft, Deputy Assistant Secretary of Defense for Personnel Support, Families and Education
Dr. Harold Varmus, Director of NIH
Dr. Duane F. Alexander, Director of National Institute of Child Health and Human Development
Dr. Philip Landrigan, Director of the Office of Children's Environmental Health, EPA
Mr. Marshall Smith, Acting Deputy Secretary of Education (will be at first session only)
Hon. Sheldon C. Bilchik, Administrator, Office of Juvenile Justice & Delinquency Prevention, DOJ
Dr. Henry Foster, Acting President of Meharry Medical College

Congress:

Rep. Rosa DeLauro
Sen. Thomas Harkin
Sen. Edward Kennedy

Sen. Dodd (tentative for first session)

from
Mark
Penn

Early Brain Conference

Goals:

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

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

This conference highlights:

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

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

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

Draft, 6:30 p.m., 4/16/97

**PRESIDENT WILLIAM J. CLINTON
OPENING REMARKS
WHITE HOUSE CONFERENCE ON
EARLY CHILD DEVELOPMENT AND LEARNING
APRIL 17, 1997**

I want to begin by thanking our First Lady, my wife, Hillary, for bringing together the scientists, doctors, sociologists and other experts whose work is the basis for our discussion today. And because our subject will have enormous impact on the lives of all Americans, we are also being joined by satellite by thousands of people at more than 80 sites around our country. Today, we have brought a village to the White House.

Our conference is about helping children to develop the best of their God-given potential, but it is also about supporting, in every way we can, the efforts of parents. That's why we fought for the Family and Medical Leave Act, and why I have now proposed expanding it to allow parents time to attend parent-teacher conferences, to take a child to a routine medical checkup, to find child care or to care for an elderly relative.

We gave parents the V-chip and a TV ratings system so they could better control what their children watch. We took on the tobacco industry to stop their ads from reaching children. We're working to bring down juvenile crime and violence -- all to support families and to help relieve some of the stress on parents.

Now, we want to help parents by sharing what we have learned from new scientific research about how very young children learn and develop. We are devoting this entire day to this project -- but this is only a start. We must look at the practical implications of this research for parents, care givers, policy makers and others who can have an impact in the lives of children. And we must continue to work in this area in the months and years ahead.

Make no mistake: What we are undertaking is exciting and enormous and important to America's future. The research that brings us here has opened a new frontier. Great exploration is not new to America; we have always sought to expand our horizons, but that has usually meant looking outward, far away from home. This great exploration takes us as close to home as we can be, to examine a mystery that we hold in our very arms -- our babies.

Thanks in large part to federally funded research, we are discovering that the earliest years of life make the biggest difference, that they are also a critical window of opportunity for developing peak emotional and intellectual potential. Every child needs proper nutrition and access to health care and a safe home and environment. And every child needs teaching and touching, reading and playing, singing and talking. How we care for our youngest children affects how they will do in school and in life.

My Administration has been committed to investing in research on these earliest childhood years and to taking concrete steps to move toward optimum development for America's children. Today, I want to share with all of you some steps that we are taking now.

First, we want to improve the quality of child care. That is a great challenge, and it will take years to accomplish. We must consider carefully a range of proposals to make sure that child care is both high-quality and affordable. I look forward to working with the Congress on this effort, which might include a proposal for additional tax credits to make child care better and more available to everyday Americans.

It might surprise some people, but the model for child care is the military's system, which many experts consider to be the best in the country. The man responsible for administering the Navy's child care system, Rear Admiral Larry Marsh, is here today. The Navy and all the military, should be proud of their achievement. They have a child care system with high standards, including a high percentage of accredited centers; a strong enforcement system with unannounced inspections; parents have a toll-free number to call to report any concerns they may have; training is mandatory, and wages and benefits are good, so staff tends to stay on. I am proud that the military places such importance on helping the families of the men and women who serve our country.

We want this kind of quality to extend beyond the military. So today, as just one step in addressing the scarcity of good and affordable child care, I am issuing an executive memorandum, asking the Department of Defense to share its success. I want the military to partner with civilian child care centers and help them to improve quality and become accredited; provide training to civilian child care providers; share information they have on how to operate successfully; and work with State and local governments to give on-the-job training in child care to people moving from welfare to work.

Child care is vitally important. With so many two-worker families, parents should feel secure in knowing that their child is the best set of hands next to their own. For that reason, this fall, we will be holding another White House conference, devoted to child care.

Second, we are working to boost our children's development by extending health care to as many as 5 million uninsured children by the year 2000. We can do that with our Children's Health Initiative in my balanced budget proposal. It would strengthen Medicare for poor children, provide coverage for working families through innovative State programs, and continue health coverage for children of workers between jobs. I am very pleased that the Association of American Medical Colleges announced today that they are supporting our initiative.

Third, we place a great importance on early education. So, today, I am announcing an expansion of Early Head Start enrollment by one-third next year. Early Head Start is something we created in 1994, and it has been a great success in bringing Head Start's nutritional, educational and other services to families with children age 3 and younger and to pregnant

women. Today, we are requesting new Early Head Start programs to accomplish this expansion.

And, to help parents and care givers to teach the very young, we have developed a tool kit. It's called the "Ready, Set, Read" Kit -- part of our America Reads Challenge. It gives tips on stimulating activities for young children. It's going out to early childhood programs across our country and we'll have a hotline number to call for anyone else who wants a kit.

Fourth, we must protect the safety of children where they live, play and go to school. And in particular, we must do more to help young children who are victims of abuse and violence. Today the Department of Justice is establishing a new program called Safe Start, which is based on efforts in New Haven, Connecticut, which you will hear about this afternoon. This program will train police officers, prosecutors, probation and parole officers and mental health professionals in child development, so that they will be better equipped to handle situation involving young children. This will go a long way toward keeping our kids safe.

It will take a partnership across our national community to help our kids reach their full potential. But the toughest job goes to the parents. They are the first teacher and the main nurturer. Being a parent is a joy, but the challenges never quit. It is not a job you can walk away from, it is not one you can show up late for, and you dare not fall asleep on this job. The world moves too fast, and that means more worry for parents. Work demands compete with family demands. Finding a balance has never been more difficult. Parents need and deserve our help. We need to come together to help them.

There is so much science to be discussed today that I want to come back to the bottom line. The more we understand, thing about and focus on the earliest years, the more we will really assist children and our whole society. These are the years that count.

A generation ago, a child development pioneer, Selma Fraiberg, said: "The experiences of the first 3 years of life are almost entirely lost to us, and when we attempt to enter into a small child's world, we come as foreigners who have forgotten the landscape and no longer speak the native tongue." It's true that a small child doesn't speak our language yet. But a child, no matter how young, understands a gentle touch, a smile, a loving voice. Babies understand so much more than we have understood about them. Now, we can begin to close the gap.

Today America takes a bold step across the threshold to the next century. This conference is about doing the best by our children, by giving every child the opportunity to develop to the fullest of their God-given potential, by using teaching and nurturing to lift up the very young. Together we are venturing into a new field of wonder and reason. And what we begin today may affect generations of Americans to come.

Thank you all for being a part of this great effort.

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There have been many White House conferences, but this one is different. It's about helping America's future by giving our youngest children the opportunity to develop their fullest potential. And it's about supporting, in every way we can, the efforts of parents. We've begun that job, with the Family and Medical Leave Act, and with our proposed expansion to allow parents time to attend parent-teacher conferences, find child care or care for an elderly relative. We gave parents the V-chip and a TV ratings system so they could better control what their children watch. We took on the tobacco industry to stop their ads from reaching children. We're working to bring down juvenile crime and violence. Government doesn't raise children. Parents do. But these actions show we can and must do more to support families and relieve some of the stress on parents.

Now, we can help parents by sharing what we have learned from new scientific research about how very young children learn and develop. We are devoting this entire day to this project -- but this is only a start. We must look at the practical implications of this research for parents, care givers, policy makers and others who can have an impact in the lives of children. And we must continue to work in this area in the months and years ahead.

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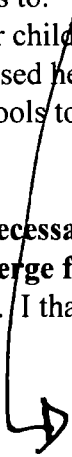
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PRESIDENT WILLIAM J. CLINTON
SECOND SESSION
EARLY CHILDHOOD AND DEVELOPMENT CONFERENCE
CONCLUDING TALKING POINTS
APRIL 17, 1997

Thank You: The First Lady, the Vice President, Mrs. Gore, Gov. Miller, Mr. Arnold Langbo, Dr. Gloria Rodriguez, Ms. Sheila Amaning, Police Chief Melvin Wearing, Ms. Harriet Meyer, and Mr. Rob Reiner.

*above
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It's time to leave this table and carry on the mission of enhancing the development of our children. It is up to us to expand upon the work that doctors, scientists and social workers in this field have devoted their lives to. We must educate parents, ~~who are most~~ *because* closely involved in the development of their children; we must encourage our teachers to implement the findings and practices discussed here today; we must challenge our communities to share the responsibility and provide the tools to support parents and enhance early childhood development.

This conference has laid out the necessary pieces for improving the well being of our children . . . and the picture that will emerge from our work is one that will include a brighter future for every American child. I thank all of you for being a part of this conference -- truly a first of its kind.



**PRESIDENT WILLIAM J. CLINTON
FIRST SESSION
EARLY CHILDHOOD DEVELOPMENT AND LEARNING CONFERENCE
CONCLUDING TALKING POINTS**

I'd like to thank Dr. David Hamburg, Dr. Donald Cohen, Dr. Carla Shatz, Dr. Patricia Kuhl, Dr. Ezra Davidson, Dr. T. Berry Brazelton, and Dr. Deborah Phillips for participating this morning.

Your research demonstrates that the earliest years of a child's life are a critical window of opportunity for emotional and cognitive development. I'm committed to continuing this research: Increased NIH funding by 23% in the past four years, balanced budget proposal increases it further; the federal government has supported over 90% of all children's research.

Now we must turn this latest research into action by providing parents with the tools they need to nurture their children and help them to develop. After lunch we will hear from representatives from model parenting and child development programs from across the country who are already helping parents in this way.

I'd like to say a special thank you to the thousands of you who are joining us today by satellite at over 80 sites around the country. Your participation has helped to make this a truly national conference. I challenge you to continue this discussion with one another and explore the ways in which your community can build on these remarkable discoveries.

2017-18

PRESIDENT WILLIAM J. CLINTON
FIRST SESSION
EARLY CHILDHOOD DEVELOPMENT AND LEARNING CONFERENCE
CONCLUDING TALKING POINTS

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contribution to
Early Childhood Learning ...
Research is integral part ...

These remarkable
discoveries.

**PRESIDENT WILLIAM J. CLINTON
SECOND SESSION
EARLY CHILDHOOD AND DEVELOPMENT CONFERENCE
CONCLUDING TALKING POINTS
APRIL 17, 1997**

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**It's time to leave this table and carry on the mission of enhancing the development of our children.** It is up to us to expand upon the work that doctors, scientists and social workers in this field have devoted their lives to. We must educate parents, who are most closely involved in the development of their children; we must encourage our teachers to implement the findings and practices discussed here today; we must challenge our communities to share the responsibility and provide the tools to support parents and enhance early childhood development.

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These important discoveries extend well beyond the realm of science. They are field tested in each day care and nursery across this nation.

**PRESIDENT WILLIAM J. CLINTON
SECOND SESSION
EARLY CHILDHOOD AND DEVELOPMENT CONFERENCE
CONCLUDING TALKING POINTS
APRIL 17, 1997**

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THE WHITE HOUSE
WASHINGTON

April 16, 1997

MEMORANDUM FOR:

KITTY HIGGINS	ANN LEWIS
MELANNE VERVEER	PATRICIA LEWIS
NICOLE RABNER	LAURA SCHWARTZ
ELENA KAGAN	LORRIE MCHUGH
STACEY RUBIN	PAULINE ABERNATHY
BOB NASH	JONATHAN KAPLAN
EMILY BROMBERG	JENNIFER KLEIN
CRAIG SMITH	DAVID SHIPLEY

FROM: KRIS BALDERSTON

SUBJECT: FINAL UPDATE ON THE EARLY CHILDHOOD REGIONAL SATELLITE SITES

Attached is a near final list and map of the eighty-two (82) regional satellite sites for the White House Conference on Early Childhood Development and Learning which will be held on Thursday, April 17, 1997. (I say "near final" because we continue to get calls from state and local officials including Members of Congress who are planning to hold similar sessions. By Thursday morning, I am sure we will reach nearly 100 sites.) In just three weeks, the Regional Administrators from HHS, Education, USDA, EPA, and GSA set up sites in 36 states (OH, FL, and WI do not appear on the map) in every federal region of the country. As you review the materials, please note the following points:

- These are not just “conference-watching” sessions. In nearly every case, the local organizers have replicated the East Room program. They will watch the morning session via satellite and create their own panel sessions of local experts to discuss early childhood issues in the afternoon. Many plan to develop their own local action plans.
- Each of the satellite sites will distribute White House materials and collect the names of their participants so that we can send each of the attendees a final report. Most of the sites are planning to send the White House a 1-2 page summary of their own proceedings for inclusion in the White House document.
- There is genuine excitement in the regions about participating in this conference. The Regional Administrators note that the local respondents immediately jumped on the opportunity to participate and help organize it. Anecdotally, we have learned that 600 people are planning to attend the Phoenix conference, 300 in Kansas City, 350 in New

York City, 200 in San Francisco, 150 in South Texas, and 250 in Philadelphia. In most cases organizers expect an average of approximately 100-150 participants. As you look through the sites, you will note that many of the satellite sessions are being held in hospitals, universities, high schools, and federal buildings.

Finally a special thanks should go to Laura Schwartz for answering a million technical questions from administrators throughout the country, Pat Lewis for answering their press inquiries, (Jay Wolf our Cabinet Affairs intern who spent countless hours inputting the information), and Eric Dodds, the White House Liaison at GSA, who is the main point of contact with the Regional Administrators. Also a thanks to HHS, DoEd, GSA, USDA, and EPA for contributing funds to put the program up on the satellite.

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD	DEVELOPMENT AND LEARNING APRIL 17, 1997
Boston University -Boston, MA (2 sites)	Illinois Institute of Technology - Chicago, IL
Boston Federal Executive Board - Boston, MA	University of Minnesota - St. Paul, MN
Lesley College - Cambridge, MA	Minnesota Extension Service - St. Paul MN
University of MA - Worcester, MA	Cincinnati Public Schools - Cincinnati, OH
Springfield Technical Community College - Springfield, MA	Indiana State Department of Health - Indianapolis, IA
Brown University - Providence, RI	University of Missouri - Kansas City, MO
University of Rhode Island - Kingston, RI	Epworth Family Learning Center - East Prairie, MO
University of Rhode Island - Providence, RI	Cooperating School Districts of St. Louis County - St. Louis, MO
Stamford Public Schools - Stamford, CT	St. Louis Community College - St. Louis, MO
Groton Public Schools - Groton, CT	Southwest Livingston County R-I School District - Ludlow, MO
New Haven Public Schools - New Haven, CT	Federal Aviation Administration - Kansas City, MO
University of Connecticut - Storrs, CT	Neosho R-V School District - Neosho, MO
University of Vermont - Burlington, VT	Missouri Department of Health - Independence, MO
NH Division of Children, Youth & Families - Concord, NH	Heartland Education Agency - Johnston, IA
University of Maine at Fort Kent - Fort Kent, ME	Child Care Resource and Referral - Des Moines, IA
University of Maine at Orono - Orono, ME	Iowa Pilot Parents Program - Ft. Dodge, IA
Manhattan Borough Community College - New York, NY	Cowles Elementary School - Des Moines, IA
Cornell University - Voorheesville, NY	Kirkwood Community College - Cedar Rapids, IA
Cornell University - Ithaca, NY	Kansas Department of Education - Topeka, KS
Cornell University - Albion, NY	Kansas Dept. Of Social & Rehab. Services - Topeka, KS
Cornell University - Middletown, NY	NW Kansas Education Service Unit - Oakley, KS
PBS TV Affiliate - Rochester, NY	Kansas State University - Manhattan, KS
American Booksellers Association - Tarrytown, NY	Creighton University - Omaha, NE
Rutgers University - Livingston, NJ	Nebraska Department of Education - Lincoln, NE
St. Christopher's Hospital for Children - Philadelphia, PA	Alliance Public Schools - Alliance, NE
Egleston Children's Hospital - Atlanta, GA	Arkansas Children's Hospital - Little Rock, AR
Tennessee University - Nashville, TN	Arkansas River Education Co-Op - Pine Bluff, AR
East Tennessee State University - Johnson City, TN	Texas A&M - Weslaco, TX
University of Tennessee - Knoxville, TN	University of Texas Arlington - Arlington, TX
University of Tennessee - Martin, TN	University of Texas Arlington - El Paso, TX
Chattanooga State Technical Community College - Chattanooga, TN	Our Lady of the Lake University - San Antonio TX
Roper Mountain Science Center - Greenville, SC	Southwest Texas University - San Marcus, TX
Instructional Television Studio - Birmingham, AL	Children's Hospital of Oklahoma - Oklahoma City, OK
North Carolina State University - Raleigh, NC	Tulsa Community College - Tulsa, OK

WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD	DEVELOPMENT AND LEARNING APRIL 17, 1997
Department of Human Services - Hugo, OK	
Albuquerque Technical Vocational Institute - Albuquerque, NM	
Ocate High School - Las Cruces, NM	
Southeastern Louisiana University - Hammond, LA	
Colorado Department of Health - Denver, CO (2 sites)	
Auraria Media Center Library - Denver, CO	
Phoenix College - Phoenix, AZ	
Central AZ College - Coolidge, AZ	
San Francisco State University - San Francisco, CA	
Sacramento State University - Sacramento, CA	
Fresno State University - Fresno, CA	
UCLA - Los Angeles, CA	
Mable Smyth Auditorium - Honolulu, HI	
High Desert Conference & Training Center - Las Vegas, NV	
GSA Regional Headquarters - Auburn, WA	

White House Conference on Early Childhood Development and Learning: Regional Satellite Sites



White House Conference on Early Childhood Development and Learning

Regional Satellite Sites

April 16, 1997

REGION 1 CT, ME, MA, NH, RI, VT

Massachusetts

Boston University
School of Law Auditorium
765 Commonwealth Ave.
Boston, MA 02115
Kevin Carlton, BU Press Office (617) 353-3669

Boston University Medical Center
McNary Learning Center, Room 103
80 East Concord St.
Boston, MA 20116
Holly Newman (617) 534-3643

Boston Federal Executive Board
O'Neill Federal Building
10 Causeway St.
Boston, MA 02222
Meta Cushing (617) 565-5823

Lesley College
Welch Auditorium
29 Everett St.
Cambridge, MA 01655
Chris Kelly (617) 349-8508

Center for Adoption Research & Policy
University of Massachusetts Medical Center
Worcester, MA 01655
Peter Gibbs (508) 856-5397

Springfield Technical Community College
1 Armory Square
Putnam Hall-Bldg. 17 Room 515
Springfield, MA 01101-9000
Dr. James Dowd (413) 781-7822

Rhode Island

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

University of Rhode Island
Kingston, RI 02881
Dr. David Byrd (401) 874-2581

University of Rhode Island
Providence Center
Shepard Building
80 Washington St.
Providence, RI 02903
Dr. Diane Horm-Wingerd (401) 874-2150

Connecticut

Stamford Public Schools
888 Washington Blvd.
Stamford, CT 06901
Sarah Arnold (203) 977-4105

Groton Public Schools
1300 Flanders Road
Groton, CT 06340
George M. Riley (203) 572-2066

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

University of Connecticut
College of Agriculture & Natural Resources
William Young Bldg. Room 207
Storrs, CT 06269
Carol Eller (860) 570-9078

Vermont

University of Vermont
School of Education
Burlington, VT 05405
Dean Jill Tarule (802) 656-3424

New Hampshire

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

Maine

University of Maine at Fort Kent
25 Pleasant St.
Fort Kent, ME 04743
John Martin (207) 834-7568

Learning Resource Center
University of Maine
Augusta, ME
Jennifer Bennett (800) 435-7543

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

REGION 2 NY, PR, NJ

New York

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

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

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

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

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

PBS TV Affiliate WXXI
289 State Street
Rochester, NY 14601
Sharon Conheady (716) 428-6400

American Booksellers Association
Royce Smith Education Center
828 South Broadway
Tarrytown, NY 10591
Oren J. Teicher (914) 591-2665 x 267

New Jersey

Rutgers University
Livingston Campus
4048 Suttons Lane
Bldg. 4048- Office of Television and Radio
Livingston, NJ
Technical Contact: Carrie Thomas (908) 445-3710
EPA Contact: Mary Helen Cervantes-Gross (212) 637-3673

REGION 3 NJ, DE, MD, PA, VA, WV, DC

Pennsylvania

St. Christopher's Hospital for Children
Bell Atlantic Training Center
Erie Avenue at Front Street
Philadelphia, PA 19134-1095
Site Contact: Carol Norris (215) 427-5525
HHS Contact: James Mengal (215) 596-0504

REGION 4 FL, GA, KY, MS, NC, SC, TN, AL

Georgia

Egleston Children Hospital
1405 Clifton Road, NE
Atlanta, GA 30322
HHS Contact: Pat Ford-Roegner (404) 331-4159 or 331-2442
Press Contact: Tracy Gentry (404) 315-3895

Tennessee

Tennessee State University
10th Ave. North
Nashville, TN 37203
Darryl Griffin (615) 963-5086

East Tennessee State University
Tennessee Room at the University Center
Boundry Road Center
Johnson City, TN
Site Contact: Katherine Long (423) 753-1680
Press Contact: Charles Walker (423) 974-7361

University of Tennessee at Knoxville
Morgan Hall Institute of Agriculture
Knoxville, TN 37901
Cyndi King (423) 974-7399

University of Tennessee at Martin
Glenn Gallien Auditorium
206 Gooch Hall
Martin, TN 38238
Site Contact: Ruth Coleman (901) 587-7984 Press Contact: Bud Grimes (901) 587-7615

Chattanooga State Technical Community College
NIC Center for Advanced Technology
4501 Amnicola Highway
Chattanooga, TN 37406
Site Contact: Jackie Hill (423) 697-4703
Press Contact: Sandy Smith (423) 697-3159

South Carolina

Roper Mountain Science Center
504 Roper Mountain Road
Greenville, SC 29615
Press Contact: Dr. Scarlett Owens (864) 241-3159
Site Contact: Lynn Nolan (864) 241-3204

Alabama

Instructional Television Studio
Phillips High School Room 222
2316 7th Avenue North
Birmingham, AL 35203
Site Contact: Wayne Gibbs (205) 583-4697
Press Contact: Samuella Nesbitt (205) 583-4612

North Carolina

North Carolina Cooperative Extension
North Carolina State University
302 Ricks Hall
Raleigh, NC 27695-7605
Site Coordinator: Dr. Karen DeBord (919) 515-2770
Press Contact: Ellen Devlin (919) 515-3173

Winston Salem, NC
Maurene Rickards (910) 767-8213

Plymouth, NC
Marlyn Stanfield (919) 438-8188

REGION 5 IN, MI, OH, WI, MN, IL

Illinois

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

Minnesota

University of Minnesota
Earl Brown Center, Room 52
St. Paul Center
St. Paul, MN
Madge Alberts (612) 624-9730

Minnesota Extension Service
Ramsey County Office
2200 White Bear Ave.
St. Paul, MN
Madge Alberts (612) 624-9730

Ohio

Cincinnati Public Schools
2651 Burnet Ave.
Cincinnati, OH 45219
Jennifer Cottingham (513) 475-4962

Indiana

Indiana State Department of Health
The Auditorium
2 North Meridian
Indianapolis IA, 46204

REGION 6 IA, MO, KS, NE

Missouri

University of Missouri-Kansas City
5200 Rockhill Road
Kansas City, MO 64110
Sandra V. Walker (816) 880-4000
Dr. Eugene Eubanks (816) 235-5270

Epworth Family Learning Center
207 N Washington St.
East Prairie, MO 63845
Dr. Martha Ellen Black (573) 649-3731

Cooperating School Districts of St. Louis County
1460 Craig Road
St. Louis, MO 63146
Neal Gilb (800) 835-8282

St. Louis Community College - Florissant Valley
3400 Pershall Road
St. Louis, MO 63135-1499
Darlene Neil (314) 595-4200

Saint Louis-(TBA)
Enterprise Community Service Projects
330 North 15th St.
Saint Louis, MO 63103
Donna Dailey (314) 622-3400

Southwest Livingston County R-I School District
Route 1, Box 68
Ludlow, MO 64656
Kathy Ellis (816) 738-4433

Federal Aviation Administration
Federal Office Building
601 East 12th St. Room 1501
Kansas City, MO 64106
Stephanie Webb (816) 426-4600

Neosho R-V School District
511 Neosho Blvd.
Neosho, MO 64850-2049
Ann White (417) 451-8633

Missouri Department of Health
13091 Noland Ct.
Independence, MO 64055
Charles Williams (816) 325-6130

Iowa

Heartland Education Agency
6500 Corporate Drive
Johnston, IA 50131
Pat Auxier (515) 270-9030

Child Care Resource and Referral "Childnet"
1200 University Ave., Suite H
Des Moines, IA 50314
Janet George (515) 286-3366

Iowa Department of Public Health
& the Maternal and Child Health Program
Jane Borst (515) 281-4911

Iowa Pilot Parents Program
33 North Street
Ft. Dodge, IA 50501
Kathy Foote (515) 576-8209

Cowles Elementary School
6410 College Ave.
Des Moines, IA 50311
Ann Lawrence (515) 242-7557

Kirkwood Community College
6310 Kirkwood Blvd SW
Cedar Rapids, IA 52406
Ron Rath (319) 398-5411

Kansas

Kansas Department of Education
120 SE 10th St.
Topeka, KS 66612
Phyllis Kelley (913)296-3069

Kansas Department of Social & Rehabilitative Services
in conjunction with the Kansas Department of Health and Environment
Docking State Office Building
915 SW Harrison Room 651 W
Topeka, KS 66612
Rhonda Denning (913) 296-3374

NW Kansas Education Service Unit
703 West 2nd St.
Oakley, KS 67748
Judy Rodger (913) 672-3125

Kansas State University
School of Family Studies and Human Services
Anderson Hall
Manhattan, KS 66506
Marlene Glasscock (913) 532-1484

Nebraska

Creighton University
1819 Farnam St. #1100
Omaha, NE 68183
Scott Knudson (402) 444-5381

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
Polly Feis (402) 471-5025

Alliance Public Schools
1604 Sweetwater
Alliance, NE 69301
Lonie Sherlock (308) 762-1580

- *A PBS affiliate will broadcast LIVE to 16 Iowa communities*

REGION 7 AR, OK, TX, NM, LA

Arkansas

Arkansas Childrens Hospital
Sturgis Building
800 South Marshall
Little Rock, AR 72202
Jeanette Wagner (501) 320 6441

Arkansas River Education Co-op
6th & Popular
Pine Bluff, AR 71601
Site Contact: Jim Burgett (501) 534-6129
Press Contact: Patricia Montoya (214) 767-3301

Texas

Texas A&M Agriculture Experiment Station
2415 E Highway 83
Weslaco, TX 78596
Location Contact: Jose Amador (210) 968-5585

University of Texas Arlington
Netteman Hall
211 Cooper St.
P.O. Box 19077
Arlington, TX 76019
Margie Barret (817) 272-3954
Patricia Montoya (214) 767-3301

University of Texas Arlington
Thomas Rivera Conference Center
Union East 3rd Floor
Union Ave.
El Paso, TX 79968
Dr. Arturo Pacheco (915) 747-5572

Our Lady of the Lake University
603 Southwest 24th Street
Main Building, Room 239
San Antonio, TX 78207
Dr. Antonio Flores (210) 692-3805

Southwest Texas University
Media Services, Room 159
San Marcus, TX 78666
Ann Jhnson (512) 396-4564

Oklahoma

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

Tulsa Community College
Northeast Campus Auditorium
3727 East Apache
Tulsa, OK 74115
George Hozendorf (817) 978-2321

Department of Human Services
1602 East Kirk
Hugo, OK 74743
Jerry Otis (405) 326-3351

New Mexico

Albuquerque Technical Vocational Institute
Jeanette Stromberg Hall
2000 Coal Ave. SE
Albuquerque, NM 87106
Patricia Buehler (505) 224-4414

Onate High School
6800 North East Nain St.
Las Cruces, NM 85001
Judy Davis (505) 527-5892

Louisiana

Southeastern Louisiana University
CATE, Teacher Education Center
North General Pershing
Hammond, LA 70401
Press Contact: Sally Cain (214) 767-3627
Site Contact: (504) 549-2280

REGION 8 SD, MT, ND, UT, WY, CO

Colorado

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

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

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

REGION 9 AZ, CA, HI, NV

Arizona

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

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

California

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

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

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

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

Hawaii

Mabel Smyth Auditorium
510 Beretania St.
Honolulu, HI 96813
Emory Lee (415) 437-8500

Nevada

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

REGION 10 AK, WA, OR, ID

Washington

GSA Regional Headquarters
400 15th Street, SW
Auburn, WA 98001
Rick Desimone (206) 931-7020

 Patricia F. Lewis

04/10/97 08:14:04 AM

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**THE WHITE HOUSE
OFFICE OF MEDIA AFFAIRS**

FOR IMMEDIATE RELEASE

April 8, 1997

Contact: 202/456-7150

**PRESIDENT AND MRS. CLINTON TO HOST WHITE HOUSE CONFERENCE
ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING**

Washington, DC -- President and Mrs. Clinton will host the *White House Conference on Early Childhood Development and Learning: What the Newest Research on the Brain Tells Us About Our Youngest Children*, on Thursday, April 17, 1997. The conference will spotlight recent findings about how children develop from the earliest days, and will explore what this means for parents and policy makers.

"We hope that this one-day conference will make the latest scientific research more accessible and understandable to America's families," President Clinton said in announcing the conference last month. "Our goal is to take this information and explore how it can be translated into everyday actions and activities involving children."

"We're excited that so many people will be able to take part in this event. We all have a role to play in making sure parents have the tools they need to do the best job they can," Mrs. Clinton said. "We believe this Conference can make a valuable contribution."

The morning session will also be broadcast, by satellite, to sites across the country. Watch parties will be co-hosted by regional federal agencies, local officials, children's and other organizations.

President and Mrs. Clinton will open the morning session, which will feature leading researchers and child experts. Among those who will talk about the new research and what it means to parents are: pediatrician T. Berry Brazelton, neuroscientist Carla Shatz, and Director of the Yale Child Study Center Donald Cohen.

The afternoon session will highlight model programs from across the nation that are supporting parents and enhancing early childhood development. Among the programs that will be discussed are the Avance Family Support program based in San Antonio, Texas, and the Ounce of Prevention program based in Chicago, Illinois.

Morning Session Discussion Participants

Dr. David Hamburg, President of the Carnegie Corporation of New York. Carnegie produced *Starting Points*, the seminal study on early childhood development. Dr. Hamburg will serve as moderator.

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

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

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

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

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

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

Afternoon Session Participants

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

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

Harriet Meyer, Ounce of Prevention

Chicago, IL

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

Melvin Wearing, Chief of Police

New Haven, CT

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

Arnold Langbo, The Kellogg Company
Battle Creek, MI

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

Rob Reiner, CastleRock Entertainment
Los Angeles, CA

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

30-30-30-

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TALKING POINTS FOR THE PRESIDENT
WHITE HOUSE CONFERENCE ON EARLY DEVELOPMENT AND LEARNING

Good morning. I want to welcome you to the White House Conference on *Early Child Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*.

For some time now, Hillary and I have been looking forward to this gathering, which grows out of our commitment to find new ways to support parents and to help their children reach their God-given potential. This Conference brings together researchers, parents, and other experts on how our youngest children develop and learn. It is an opportunity for all of us to learn about dramatic new findings about early brain development. At the same time, it gives us a chance to consider how new insights can be translated into tools that can help parents, teachers, health professionals, and policy makers do our jobs better.

We Americans are at our best when we consider our experience from many perspectives. As we seek to enlarge our understanding and find better solutions, we tend to look both outward and inward.

It was just a week ago that scientists reported that the building blocks of life may well exist on one of Jupiter's moons, providing a likely cradle for new life. Today, we're taking another look at how a new life develops—this time by looking inward. We're looking at how chemical messages inside our brains make the extraordinary leap from one cell to another. The distance these signals travel is minuscule, especially when compared to space exploration; but the leaps they make are no less miraculous. They form the neural pathways that allow the activities we think of as "brain work." Thanks to new brain imaging technologies, we know much more about how these pathways are formed and reinforced than we ever did before.

A report being released at our Conference today, *Rethinking the Brain* by the Families and Work Institute, points out some of the ways that breakthroughs in neuroscience and new understandings about child development have changed our ideas about the needs and capacities of our youngest children.

We used to think that our brains were "pre-wired" at birth, and that how brains developed depended almost entirely on the genes we were born with. Today we know that brain development depends on the interplay between nature and nurture—between the genes we are born with and the experiences we have.

Scientists tell us that a newborn comes into the world with billions of brain cells, but these cells are not yet hooked up into the networks that allow complex thought and learning to take place. The needed connections form while babies are in the world, in constant contact with their surroundings—especially with mothers and fathers and other people who care for them.

That's why the experiences children have in their first years of life are so important. Scientists tell us that early experiences don't just create a context for learning; they actually affect the way connections in the brain are formed.

What's more, early experience has a huge impact on how the brain will be "wired" throughout life. The connections that are used repeatedly in the early years are reinforced and tend to remain part of the brain's permanent circuitry. But those that are not used frequently enough tend to be eliminated.

Scientists tell us that early experiences also affect the biological systems that shape emotional and social development. Secure early relationships are fundamental to healthy brain development. Young children who have strong, secure early attachments to the people who take care of them are better able to withstand day-to-day stress later in life. They appear to be better able to regulate their own emotions, and to get along well with other people.

Research also tells us that learning continues throughout life. I, for one, am grateful for that fact every day.

But like most parents, Hillary and I have observed that there are special times when children seem to learn most quickly and easily. Scientists are now confirming that different parts of the brain develop at different times, providing prime times for acquiring different kinds of knowledge and skills. Scientists call these times "critical periods"—but I think of them as critical opportunities.

For example, children are most efficient at acquiring a language and mastering reading skills in the first decade of life. If we do not seize these opportunities, we must make up for lost time later. Whether your child is a toddler or a teenager, it is never too late to help her learn and succeed. We must never give up on any child. When it comes to growing and learning, every day is a new beginning.

At the same time, we must be realistic. Research shows that once critical opportunities have passed, learning is likely to be more difficult and more costly. Efforts to promote healthy development must begin before children enter kindergarten. And we must see to it that every American child can read independently by the third grade. That is the goal of my *America Reads* initiative. It is the impetus behind the First Lady's *National Prescription for Reading* campaign—which encourages doctors and other health professionals give new parents “prescriptions” for reading to their babies and young children.

These findings about early development, and many others that we will hear today, are certainly fascinating. But once we have a firm grasp of the scientific principles, we have to gaze outward again, so that we can seize the vital opportunities to which they point.

We have to look again at our health clinics and human services agencies, at our child care centers and our schools, and at programs in all of these institutions that strengthen parent involvement. We have to encourage community organizations, businesses, faith institutions, and the media to consider new insights into early development as they set policies and plan activities that affect families with young children.

Our administration has worked hard to better understand the early years, and to take actions that can help parents do right by their children. Since 1993, we have increased funding for children's research at the National Institutes of Health by 25 percent, and my balanced budget plan promotes further increases in funding. We expanded and improved Head Start, and we created an Early Head Start Program for children who are three years old or younger so that they can get the stimulation they need at those critical times. I signed into law the Family and Medical Leave Act, and I am calling upon members of Congress to come to the aid of our families by passing my expansion of that bill.

But we can't stop there. Today, nearly 60 percent of mothers go back to work before their babies reach their first birthday. As this trend increases, we have to be especially concerned about the healthy development and well being of their children. It is time to build on past initiatives by working together to address four broad challenges:

- **How can we ensure that mothers and fathers have the time, information, and resources they need to do right by their children?** Parenting is the toughest job in the world—and one that most of us take on with very little preparation. Balancing the responsibilities of home and work can be especially trying. Research shows that most employed parents feel pressed for time. They need our help. They don't need us to do their jobs for them. Families raise children—not the government or community organizations. But these sectors can sometimes provide tools that make parents' jobs easier.
- **How can we make sure that new and expectant parents have adequate health care coverage?** When pregnant women lack adequate nutrition, take drugs or alcohol, or experience severe stress, their children are more likely to be premature, have birth defects, have difficulty regulating themselves, and have a harder time learning. Today, one in five expectant mothers receives no prenatal care in the crucial first trimester of pregnancy; for African American, Hispanic, and American Indian women, the figure is one in three. In addition, 2.2 million children under the age of three have no health insurance.
- **How can we improve the quality of child care and early education?** We need a new national commitment to early care and education. As more and more parents work outside of the home, the majority of children under the age of five are in out-of-home child care. Many parents enroll their young children in child care centers; many others arrange for care in the homes of relatives or child care providers. Studies show that our youngest children are the most likely to spend their days in unsafe, poor quality child care. We can do better. Early Head Start is a good beginning, but we need to work with the states to raise child care standards; provide better training and education to child care providers; and strengthen consumer education; and strengthen accountability. We have to recognize the vital role and honor the contributions of the women and men who spend their days taking care of other people's children. Providing child care is hard work, and it is important work.

Not everybody can do it. Improving working conditions for these women and men must become a national priority. Only in this way can we improve the choices available to working parents.

- How can we enable communities to have the flexibility and resources they need to mobilize on behalf of young children and their families? Today, in cities and towns across the nation, we are seeing many efforts to mobilize on behalf of young children and their families. We are seeing new one-stop centers providing a full range of services for families with young children; new community-based efforts to ensure that expectant parents receive prenatal care and that their children are immunized by the age of two. Across the country, in states as diverse as Ohio, Minnesota, and North Carolina, citizens are coming together to assess the needs of children and families in their communities and to respond effectively. I applaud these efforts. Now we need to do more to ensure their success. Research shows that piecemeal programs are less effective than programs embedded in comprehensive efforts to strengthen communities. We need to create public/private partnerships that can help localities create a vision of the kind of community they want to live in, devise strategies for financing and achieving that vision, and measure their results.

I am confident that the research and practical experience that we will hear about today will help us as we work together to address these urgent questions. Like you—and like the thousands of people who are joining us by means of satellite hook-ups to more than 60 sites across the nation—I'm here to learn. By the way, I'm going to be especially interested in what scientists have to tell us about how the two hemispheres of the brain develop and function. We could use a good model for getting two sides working together on a regular basis. That's why I'm encouraged by the bipartisan leadership that is being exercised to address the challenges of promoting healthy development in the early years. In particular, I am looking forward to working closely with the bipartisan task force of the National Governors' Association, chaired by Governors Miller and Voinovich.

In the weeks to come, the First Lady and I will be reporting to you on the information and ideas that emerge here today, and how they can benefit generations of Americans to come. There is a great deal to know and a great deal to do, and we must answer to the American people. Most of all, we must answer to the children. They are the best of America. Thank you.

'Brain nourishment' essential for a nation of mentally healthy children
(AT-RISK)
By Joan Beck
Chicago Tribune
(KRT)

It's only a one-day conference on April 17, limited to the number of influential people who can be packed into the White House's East Room. But the idea President and Hillary Clinton are plugging is one of the most exciting of the century, its implications are staggering and its promise is mind-boggling.

The title is almost as long as a press release: The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

It's time the idea got a strong presidential push, especially from a chief executive who wants to be called 'The Education President' and a first lady who has found a niche as an advocate for kids.

Research accumulating for more than three decades now shows beyond doubt that the quality and quantity of early mental stimulation opportunities for appropriate learning from birth on help determine how capable a child's brain will be for life.

Learning stimulation in the first few years of life actually influences the physical make-up of the brain, how the neurons will interconnect, how well the brain will think, how smart the child will be. Educational opportunities later on in life do not affect the brain in the same way or have such an important impact.

An environment rich in appropriate opportunities to learn can raise a child's potential IQ by 20 to 30 points (by the inexact measures of intelligence available) because of its impact on the development of the brain. Mental malnourishment in the first years of life can lower potential IQ permanently, beyond what even the best schooling can compensate for completely later on.

Schooling can help a child use the brain he has effectively, give him vast amounts of information and motivate him to learn. But only in the early years of life can mental stimulation actually change the brain to make it a more effective organ of thinking.

Now, the challenge is to identify the kinds of learning experiences that nourish young children's brains best and how they can be made available to all our kids. Some participants in the White House conference will talk about model programs being developed in several communities around the country.

Despite the excitement and promise of neurological research on brain development, early learning ideas have been slow to become part of mainstream child care and education.

Many leaders in the growing field of early childhood education are still too tradition-bound to appreciate the potential of the new neurological research and misunderstand early learning as imposing formal and inappropriate lessons on restless youngsters. Their programs concentrate on emotional development, social behavior and nutrition necessary, of course. But parents, politicians and donors may be misled into assuming they provide more neurologically based mental stimulation than they actually do.

More than half of all mothers with young children now hold jobs outside the home, limiting the time and energy they can devote to their youngsters. Using early learning strategies can make their time together happier, more beneficial to the children and more rewarding for the parents.

Much of what good parents do by instinct or because it makes their children happy provides good nourishment for their brains. Talking to a baby, responding to his efforts to communicate by body language or by babbling, creating safe spaces at home where he can explore freely, just giving him something new to see or do when he fusses out of boredom all help the brain to grow.

Parents need more ideas about brain-nourishing activities. They need more

time and more flexibility in their jobs so their children don't have to come in second so often. Most of all, they need a new understanding and appreciation of how much they can contribute not only to their youngsters' physical and emotional well-being but to their growing intelligence.

Public school systems generally ignore children younger than age 5 and are too hard-pressed financially to explore the possibilities of reach-out programs. Day-care centers often talk about their learning programs but most provide traditional nursery school fare and lack enough trained teachers to give all of their charges optimal, individual mental, nourishment.

Many of the special programs set up to give early learning help to high-risk youngsters in poor areas have had only minimal success. They usually use traditional day-care models and give priority to youngsters' urgent physical and emotional needs.

This is what happens in many Head Start programs, which generally offer too little, too late, in the way of mental nourishment. Early Head Start, begun in 1994, is intended to help children from birth to age 3 in low income areas, but it is still too small and too new for good evaluation.

The promises of early learning based on new neurological research are too exciting to brush over lightly or to push aside after the White House conference in the rush of other political matters. It isn't clear yet, however, how best to make the advantages of these new findings available to all our children, especially those in dysfunctional families and those at risk of eventual school failure.

That's where the president and first lady could really make a difference. By sticking with this idea for the rest of his term. By using whatever funding Clinton can bully out of Congress to start and expand model programs. By pestering Head Start administrators to upgrade standard day-care fare with special brain-nourishing components. By generating the national sustained excitement that the promise of the new research deserves.

The idea could do a lot for the Clintons as well as for the nation's kids.

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(Joan Beck is a columnist for the Chicago Tribune. Readers may write to her care of the Op-Ed Desk, Chicago Tribune, 435 N. Michigan Ave., Chicago, Ill., 60611.)

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BRAIN DEVELOPMENT AND YOUNG CHILDREN FACT SHEET

THE HUMAN BRAIN IS A WORK IN PROGRESS.

- A newborn's brain is approximately 25 percent of its adult weight.
- At birth, the brain has roughly 100 billion brain cells, but most of these brain cells (or neurons) are not yet linked into the networks that are needed throughout life to think, remember and process information.
- At birth, the parts of the brain that handle thinking and remembering, as well as emotional and social behavior, are very underdeveloped.

“...in humans, the great preponderance of brain development takes place outside the womb, in direct relationship with the external environment. In short, to a greater extent than other species, humans have brains that are dependent on environmental input.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

BRAIN DEVELOPMENT IS VERY DRAMATIC IN THE FIRST THREE YEARS OF LIFE.

- By the age of three, a child's brain has formed 1,000 trillion connections (or synapses) among brain cells—about twice as many as an adult's.

Research finding:

In the 1970s, Peter Huttenlocher from the University of Chicago began counting the synapses in the frontal cortex. He observed that children's brains have many more synapses than adults' brains, and the density of synapses remains high throughout the first decade of life.

“Synapses form the brain's physical 'maps' that allow learning to take place. We now know that in the months after birth, this process proceeds with astonishing rapidity, as the number of synapses increases twenty-fold, from 50 trillion to 1,000 trillion.”

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

Research finding:

Using PET scan technology, Harry Chugani and his colleagues at Michigan Children's Hospital, have documented that in the early years, the human brain has a significantly higher metabolic rate (as measured by its utilization of glucose) than it will have later in life, presumably due to the profusion of connections being formed in the brains of young children.

- By the age of three, a child's brain is at least twice as active as an adult's. It remains that way throughout the first decade of life.

“ This transformation [in the brain] corresponds to the dramatic changes that parents and other people who care for babies witness in the first years, as newborns progress with incredible speed from virtually helpless beings to children who are starting to reason, to walk and talk, to form intentions and carry them out, and to enjoy interactions with a variety of people, pets, and objects.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

- As these changes in brain structure and activity occur, infants and toddlers rapidly increase their cognitive, emotional, social and motor capacities.

THE EARLY YEARS ARE FILLED WITH OPPORTUNITY.

- Because brain development is so rapid and extensive in the early years, young children are biologically primed for learning.
- The brain is especially flexible during this time span. Children's ability to respond to experiences from parents and professionals is especially marked during these years.

“ While learning continues throughout the life cycle, there are 'prime times' for optimal development—periods during which the brain is particularly efficient at specific types of learning.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

HOW THE BRAIN IS “WIRED” DEPENDS NOT ONLY ON THE GENES CHILDREN ARE BORN WITH, BUT ALSO ON THE EXPERIENCES THEY HAVE.

- Children's early experiences—their relationships with parents and other important caregivers; the sights, sounds, smells, and feelings they encounter; and the challenges they meet—don't just influence their moods. These experiences actually affect the way children's brains are “wired.”
- As the brain responds to the experiences a child has in the early years, it creates and organizes connections among brain cells.

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"Only 15 years ago, neuroscientists assumed that by the time babies are born the structure of their brains is genetically determined."

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

"Today, researchers around the world are amassing evidence that the role of the environment is even more important than earlier studies had suggested."

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

THE BRAIN OPERATES ON A "USE IT OR LOSE IT" PRINCIPLE.

- As children grow into adults, excess connections are thinned out, creating more efficient, powerful networks.
- The connections that are repeatedly activated through early experience are reinforced and tend to become permanent. The connections that are not used at all, or often enough, tend to be eliminated.
- In this way, even everyday events that a baby will not recall—such as playing peekaboo or feeling a soothing embrace in response to a cry—can effect the way the child's brain is wired.

"Like a sculptor chiseling a form from a block of marble, nature creates the adult brain by eliminating excess neurons and synapses from the very dense immature brain.... Researchers have not yet isolated the precise factors that control the pruning of excess neurons and synapses, but they know it is not random. Certainly, genetic programming plays a role, but there is growing evidence that the process is guided, to a significant degree, by sensory experience. In other words, the brain uses information about the outside world to design its architecture, particularly in the early years of life."

Starting Points: Meeting the Needs of Our Youngest Children. (1994). Carnegie Corporation of New York.

CHILDREN LEARN IN THE CONTEXT OF IMPORTANT RELATIONSHIPS.

- How parents and other caregivers respond to young children directly affects the way that brain cells link up into networks.
- Studies show that children fare better when they receive consistent, warm, responsive care in the first year of life and become securely attached to their caregivers.

“A strong, secure attachment to a nurturing caregiver appears to have protective biological function, ‘immunizing’ an infant to some degree against the adverse effects of later stress or trauma.”

Rethinking the Brain: New Insights into Early Development. (1997). By Rima Shore. Families and Work Institute.

Research finding:

Megan R. Gunnar of the University of Minnesota has investigated children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Children with chronically high levels of cortisol have been shown to experience more developmental delays—cognitive, motor, and social—than other children. Gunnar has found that babies who receive warm and responsive care in their first year of life are less likely than other children to respond to minor stresses by producing cortisol than other children. And when they do respond by producing cortisol, they are better able to turn off this response.

- Securely attached children also tend to be more successful in school, and better able to get along well with other children.

Research finding:

Byron Egeland, L. Alan Sroufe, and their colleagues at the University of Michigan have conducted a longitudinal study of high risk families since 1975. They have found that children with secure attachments to their primary caregivers at age one have fewer behavior problems and better quality relationships with other children in preschool. In addition, these children have higher school achievement in the first, third and sixth grades as well as at age 15.