

NLWJC - Kagan

DPC - Box 072 - Folder-003

0-3 Conference [6]

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	from Diana Fortuna to Bruce Reed and Elena Kagan re 1 Million Book Commitment from Scholastic Books [partial] (1 page)	03/17/1997	P6/b(6)

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Elena Kagan
 OA/Box Number: 11998

FOLDER TITLE:

O-3 Conference [6]

2009-1006-F

kc134

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 13, 1997

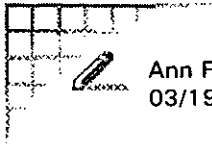
STATEMENT BY THE PRESIDENT

Today, Hillary and I are pleased to announce that on April 17, 1997, we will host the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. The Conference, which will take place at the White House, will spotlight exciting new findings about how our children develop, and explore how we can make the most of this information to give our children what they need to thrive.

We hope that this one-day Conference will make the latest scientific research, nearly all supported by the federal government, more accessible and understandable to America's families. The research clearly indicates the importance of children's first few years to their later success in school and in life. This Conference is a continuation of my Administration's commitment to children and, in particular, it follows Hillary's work over the years on issues relating to early childhood development.

The Conference will examine how we can use this new research in practical ways -- to be better parents, more informed care-givers and more responsive members of our communities. It will also explore how this information can be used by all members of our society -- from corporate executives to pediatricians, from ministers to elected officials -- to help strengthen America's families.

Parents desperately want to do right by their children, and we all have a role to play in making sure they have the tools they need to do the best job they can. We believe this Conference can make a valuable contribution.



Ann F. Lewis
03/19/97 09:31:45 AM

Record Type: Record

To: Eli G. Attie/WHO/EOP, Elena Kagan/OPD/EOP, Nicole R. Rabner/WHO/EOP, Patricia F. Lewis/WHO/EOP

cc:

Subject: Investments in Children

Thanks for the information re CEA's report on investments in children 0-3 This is a natural for the early childhood conference. I would use it either day of or day before -- maybe give to one news source day before so it can be in the papers day of

Note:If you dont know what I'm talking about, ask Eli for a copy of his memo.

Pauline M. Abernathy

03/17/97 08:13:07 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Bruce N. Reed/OPD/EOP, Diana Fortuna/OPD/EOP

Subject: Scholastic's 1 million books

Diana researched Scholastic's donation of 1 million books and I talked about it with Carol Rasco again today. According to both the Corporation for National Service and Carol, Scholastic has donated the books for America Reads, but nothing more specific. CNS secured the pledge from Scholastic and Carol clearly does not yet have plans for the books.

Therefore, I propose that we use these 1 million books to fulfill the First Lady's goal of having doctors prescribe reading to infants and children and give books to those children who are unlikely to have books at home when they visit the doctor. HRC would like the President to be able to announce a national effort to do this at the Brain Conference, and we have the Academy of Pediatrics, Children's Hospitals, and Community Health Centers signing up to do it, but we need books. When HRC met before she left with these groups and the Assoc. of American Publishers about this, the Publishers' President also asked whether Scholastic's million books could be directed to this end.

Carol thinks of America Reads very broadly -- any effort to respond to the President's challenge to help children read -- and America Reads has always had a Parents as First Teachers component to it, so the books would still be part of America Reads and the volunteerism summit.

If you are agreeable to this use for the books, I could call Carol for her blessing, but I think it would be better if you called her as the coordinator of the Brain Conference. Then one of us would need to call Scholastic.

What do you think? *Fantastic*

Withdrawal/Redaction Marker

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03/17/97 08:02:38 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc:

Subject: 1 million book commitment from Scholastic Books

Pauline Abernathy heard a rumor (via Carol Rasco) that the 1 million books donated by Scholastic Books are not earmarked for America Reads. It turns out the rumor is wrong, and they are earmarked. Pauline said that if the books were up for grabs, she was desperate to steal them for the brain conference. She said the FL is trying very hard to come up with a book donation so that docs can prescribe books to kids. I am talking to the Summit/Corporation people to see if there is a way to make everyone happy. The purpose of this note was just to see if you had strong feelings about this competition between America Reads and the brain.

Yes

P6/(b)(6)

0-3 copy



Kris M Balderston

03/27/97 04:13:58 PM



Record Type: Record

To: See the distribution list at the bottom of this message
cc: Kathryn O. Higgins/WHO/EOP, Emily Bromberg/WHO/EOP, Ann F. Lewis/WHO/EOP, Anne E. McGuire/WHO/EOP
Subject: Regional Child Devel Q's and Update

We just had an excellent conversation with the regional administrators from HHS, EPA, USDA, and Educ and their HQ's. There is a lot of enthusiasm but they did have some questions and comments.

- 1- Many of the regions are planning to work with USDA's land grant universities to co-sponsor these sessions (Cornell, etc)
- 2- Some regions want to "co-sponsor" or work with their local elected officials - governors and mayors. I assume that it's ok as long as it's bipartisan.
- 3- There is a real need for a written agenda so that they can start planning with the locals. Does such a creature exist yet in draft form?
- 4- The Reiner pple are working with some of the regions to cosponsor the satellite show?
- 5- Laura - Can we tape delay the satellite so that the Western folks can participate? At what point will we get the coordinates for them?
- 6- Nichole/Pauline - when will we get the panelists and participants? Some hospitals, univer, that will have participants will be more likely to bring the satellite down. Sounds like a good idea to me.

Message Sent To:

Kathleen M. Whalen/WHO/EOP
Elena Kagan/OPD/EOP
Pauline M. Abernathy/OPD/EOP
Nicole R. Rabner/WHO/EOP
Laura D. Schwartz/WHO/EOP
Patricia F. Lewis/WHO/EOP

0-360f



Laura D. Schwartz

03/27/97 04:24:55 PM

Record Type: Record

To: Kris M Balderston/WHO/EOP

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

Subject: Re: Regional Child Devel Q's and Update 

Response to satellite issues:

Yes, we could replay the taped conference on satellite for the West Coast. The cost for this would be \$5,000.00 due to the additional satellite and crew time.

As soon as Lorrie McHugh has signed off (I'll talk to her today) and the appropriate agencies have committed funds to Room 1 (I can get you estimates by Monday), I will be able to go ahead and bid this out and have coordinates the same day. I would like to order the satellite time etc. by next Wednesday. Does that work for you?

Message Copied To:


Kathleen M. Whalen/WHO/EOP
Elena Kagan/OPD/EOP
Pauline M. Abernathy/OPD/EOP
Nicole R. Rabner/WHO/EOP
Patricia F. Lewis/WHO/EOP
Kathryn O. Higgins/WHO/EOP
Emily Bromberg/WHO/EOP
Ann F. Lewis/WHO/EOP
Anne E. McGuire/WHO/EOP

0-3667

Nicole R. Rabner

03/27/97 04:33:59 PM

Record Type: Record

To: Kris M Balderston/WHO/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: Regional Child Devel Q's and Update 

Kris, the satellite conference possibilities sound wonderful. This is a perfect way to engage some of those who want to be involved but who we have not been able to invite. Once we know where these conferences will be (next week, hopefully?) we can have the correspondence office send out a letter to everyone who has written to the White House saying that these satellite sites are available for their participation and encouraging them to get involved -- a list with contact names once this gets nailed down would be great.

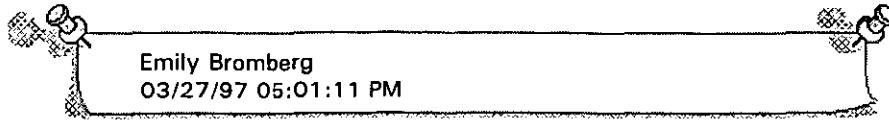
RE: conference agenda -- I can provide a rough outline of the Conference quite soon, but I wonder, from a media perspective (i.e. since we haven't announced the panelists and/or the agenda) if it's a problem to send the information to the field before announcing it from here. I don't have an opinion -- perhaps Pat Lewis can advise. In either case, I'll give you an outline and specifics, and we can decide tomorrow what to send out.

Thanks.

Message Copied To:

Kathleen M. Whalen/WHO/EOP
Elena Kagan/OPD/EOP
Pauline M. Abernathy/OPD/EOP
Laura D. Schwartz/WHO/EOP
Patricia F. Lewis/WHO/EOP
Kathryn O. Higgins/WHO/EOP
Emily Bromberg/WHO/EOP
Ann F. Lewis/WHO/EOP
Anne E. McGuire/WHO/EOP


0-3 Conf



Record Type: Record

To: Kris M Balderston/WHO/EOP

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

Subject: Re: Regional Child Devel Q's and Update 

I think it would be helpful if we could all talk about the regional conference stuff. Kris--we need to make sure the regions are inviting the right electeds and we and their agency IGAs can help. I sthere another 0-3 meeting soon or should we set something separate up?

Message Copied To:

- Elena Kagan/OPD/EOP
- Pauline M. Abernathy/OPD/EOP
- Nicole R. Rabner/WHO/EOP
- Laura D. Schwartz/WHO/EOP
- Anne E. McGuire/WHO/EOP

0-3 Cont

Nicole R. Rabner

03/27/97 11:54:43 AM

Record Type: Record

To: Elena Kagan/OPD/EOP, Pauline M. Abernathy/OPD/EOP, Kris M Balderston/WHO/EOP

cc:

Subject: Early Childhood Development

----- Forwarded by Nicole R. Rabner/WHO/EOP on 03/27/97 11:54 AM -----

Kathleen M. Whalen



● 03/27/97 11:44:59 AM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP

cc: Virginia R. Canter/WHO/EOP

Subject: Early Childhood Development

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

Education

Has gift authority, including solicitation authority. All gifts/solicitations have to be approved in advance (as early in the process as possible) through either Joan Bardee or Amy Comstock -- 401-5309. Also, they routinely co-sponsor events/conferences.

HHS

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

National Service

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

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

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

0-3 Conf

Nicole R. Rabner

03/27/97 01:17:24 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Pauline M. Abernathy/OPD/EOP

cc: Laura Emmett/WHO/EOP

Subject: Conference update

Ellen Lovell spoke with Elaine Kamark this morning, who advises that the VP does want a role in the Conference.

Any way we can meet later today to briefly touch base on a few issues?

0-3 Conf



Patricia F. Lewis

03/21/97 07:57:57 AM

Record Type: Record

To: Kathleen M. Whalen/WHO/EOP
cc: Elena Kagan/OPD/EOP
Subject: Sponsorship questions

I have two additional questions about the upcoming White House Conference on Early Childhood.

1. Can private sources contribute to the regional agency events? (This is where they'll pull the Conference down from the satellite and put together their own follow up panels.)

2. If a private concern, like Lifetime Network, pays for materials or contributes in some other way, what exactly do we have to do? If they are co-sponsors, what does that entail?

Thanks.

Thanks.

0-3
Conf



Office of Justice Programs

Office of Juvenile Justice and
Delinquency Prevention


Office of the Administrator

Washington, DC 20531

March 24, 1997

MEMORANDUM

To: Elena Kagan, Deputy Assistant to the President for Domestic Policy

From: Shay Bilchik, Administrator 

Re: Department of Justice Activities for Children Ages 0-3

cc: The Attorney General

As the Attorney General's designee on the Interagency Working Group on Early Childhood Development, I am responding to the President's Executive Memorandum for an assessment and information on Department of Justice proposed activities targeted to children in their earliest years.

I have been able to gather the following information on the critical projects within the Department of Justice and will continue to gather additional information over the next week. Many of the projects described do not include specific information on number of clients served or impact of the program, either because the project is new, does not lend itself to that assessment, or has not yet gathered that type of information.

The Attorney General and I had an opportunity to discuss this memorandum and she asked me to emphasize that we are excited about the prospects of using this inventory of projects as an opportunity for planning FY 98 and FY 99 zero-to-three projects with other Departments and creating a sustained national focus on this important topic.

1) CHILD ABUSE AND NEGLECT

Research on children's exposure to abuse and neglect and its impact, both immediate and in the long term on delinquency, drug use, teen pregnancy, school failure and violent behavior.

Causes and Correlates of Delinquency Studies

Funding Level: \$600,000 per year.

Number of Clients Served: The needs and concerns of 4,500 inner city youth are being analyzed.

Description: Since 1986 the Department has funded the Causes and Correlates of Delinquency Studies to obtain a comprehensive understanding of the development and course of delinquent careers. Through a series of coordinated longitudinal research projects studying 4,500 inner-city youth, the Department is obtaining information on a variety of risk and causal factors associated with delinquent behavior, including the higher risk of delinquency (and the increased likelihood of committing serious delinquent acts) among youth who have a maltreatment history. The Studies are also examining the correlation between maltreatment and drug use, teen pregnancy and school problems.

Evidence of Success: Dozens of published reports, several bulletins, and a number of key findings including:

- children exposed to multiple forms of family violence report twice the rate of violence and delinquency than children not exposed to such environments (39% vs. 78%);
- the risk of using drugs is about one-third higher among youth who have a maltreatment history;
- maltreated boys do not report higher rates of impregnating girls than non-maltreated boys, but maltreated girls experience pregnancy more than non-maltreated girls (52% to 34%); and
- by the time maltreated children are in high school, their school achievement is significantly lower than that of youth who do not have a history of maltreatment.

Proposed Improvements: Expansion of the analysis to the children of these 4,500 youth and an ongoing series of bulletins which will include as its next two topics: "*The Epidemiology of Serious Violence*" and "*In the Wake of Child Maltreatment*."

Examples of child abuse interventions, judges and lawyers who understand child development issues and court-appointed special advocates (volunteers) who are improving the dependency court system (protective services, foster care and custody).

Safe Streets/Safe Kids: Community Approaches to Reducing Abuse and Neglect and Preventing Delinquency

Funding Level: \$2.7 million per fiscal year for five years beginning with FY96.

Number of Clients Served: The Safe Kids/Safe Streets funds five communities of varying size populations.

Description: Five communities have been selected for funding under Safe Kids/Safe Streets. (In response to the solicitation, 178 applications were received, reflecting an encouraging number of communities that are composing coordinated, multi faceted responses to abuse and neglect, as well as strong competition for funding). This program is designed to improve community response to child and adolescent abuse and neglect to break the cycle of early childhood victimization and later delinquency and/or criminality. The five selected communities are: Huntsville, Alabama; the Sault Sainte Marie Tribe of Chippewa Indians in Michigan; Kansas City, Missouri; Toledo, Ohio; and Chittenden County, Vermont. Each community will receive between \$125,000 and \$925,000 through a cooperative agreement for an initial 18-month budget period in a 66-month project period

Program goals are to: (1) encourage localities to restructure and strengthen the criminal and juvenile justice systems to be more comprehensive and proactive in helping children and adolescents and their families who have been or are at risk of being abused and neglected; (2) implement or strengthen coordinated management of abuse and neglect cases by improving policy and practice of the criminal and juvenile justice systems and the child welfare, family services, and related systems; and (3) develop comprehensive community wide, cross-agency strategies to reduce child and adolescent abuse and neglect and resulting child fatalities.

Evidence of Success: Not applicable as awards have not yet been made.

Proposed Improvements: Not applicable; project work not yet begun.

Training and Technical Assistance to Improve Court Practice in Abuse and Neglect Cases

Program: This project of the National Council of Juvenile and Family Court Judges, is known variously as the Child Victims Project, the Model Court Project: and as the Hamilton County Juvenile Court Model.

Funding Level: In FY97, funding level is \$941,100.

Number of Clients served: The project serves multiple juvenile and family courts nationwide. Currently the project is working with 10 "model" or "core" courts on an intensive basis and five "observer" courts on a less intensive basis. Training and technical assistance, however, is provided to many other courts through national and state training programs and presentations and through dissemination of project resource material.

Description: This program provides training and technical assistance to dependency courts nationwide to help them cope with increased demands for expanded and increased hearings on increasingly complex child abuse and neglect matters. The Hamilton County demonstration court experience showed that dependency court practice can be improved to the benefit of the children in court care. This project continue to transfer the lessons and knowledge gained from the demonstration court to interested jurisdictions through training, dissemination of resource materials and technical support.

Evidence of Success: The number of jurisdictions implementing one or more improved court practices has increased since 1996 from four to 15.

Proposed Improvements: OJJDP has published seven Portable Guides to Investigating Child Abuse, and will be producing four more to assist law enforcement, medical practitioners, and child protective service providers in investigations of child abuse; in addition, OJJDP will be publishing a bulletin on "*Permanency Planning for Abused and Neglected Children*" and will expand its outreach efforts in order to train additional communities.

Action Partnerships with Professional Organizations

Funding Level: \$15,000

Projected Clients Served: Attorneys representing child victims and child victims who are represented by attorneys

Description: The American Professional Society on the Abuse of Children (APSAC) will collaborate with the National Association of Counsel for Children (NACC) to offer a training track for civil attorneys representing children at APSAC's Fifth National Colloquium. The goals of the project are to assist attorneys representing children in civil court to acquire skills necessary to advocate effectively for their clients, and to build the ability of APSAC and NACC to collaborate to meet the needs of attorneys working with maltreated children in civil courts. Three seminars of at least three hours in length will provide skills-based training in critical practice issues, and at least two of the seminars will build skills in interdisciplinary collaboration. Products include audiotapes of the seminars, handout packets, and sections of the Colloquium program.

Evidence of Success: Training evaluations, better legal representation and services for child victims.

Proposed Improvements: This is a one-time project.

Children's Advocacy Center Program. (Includes efforts of four Regional Children's Advocacy Centers and the National Network of Children's Advocacy Centers)

Funding Level: In FY96, funding was \$3,250,000 of which \$3 million was provided by OJJDP and \$250,000 by OVC.

Number of Clients Served: The more than 300 communities with established or developing Children's Advocacy Center programs and any other community interested in establishing a children's advocacy center or multi disciplinary approach to abuse and neglect case investigation, prosecution and treatment.

Description: This program provides training, technical assistance and funding to local communities seeking to establish or strengthen children's advocacy centers or multi disciplinary teams. Two million in funding is administered by the National Network. The National Network and the four Regional Children's Advocacy Centers provide training and technical assistance and share information to assist communities through a variety of means. Support and information are provided through national and regional conferences, through telephone and on-site consultation, through community-specific trainings, through mentoring programs pairing established CAC programs with communities developing such programs and through dissemination of resource materials and information. \$50,000 of the OVC funds are being used to assist a tribal community

develop a CAC under a pilot program. The Western RCAC is administering those funds will provide training and technical assistance to that community.

Evidence of Success: A measure of success is the growth in communities having established children's advocacy center since inception of this program in 1995. During that time, communities with established or developing children's advocacy centers have increased from under 200 to more than 360.

Proposed Improvements: OJJDP will be considering the proposed development of additional publications produced by this project which will assist communities with replication of model children's advocacy centers.

Mentoring Program for Children's Advocacy Centers

Funding Level: \$50,000

Projected Clients Served: Communities wishing to establish Children's Advocacy Centers or improve their current Children's Advocacy Center.

Description: Teams of those who work with children in a community will be able to receive on-site training regarding how to utilize a multidisciplinary approach in identifying, investigating, and handling child abuse. The teams will attend a well functioning, established center that serves a similar population and receive first-hand information as well as guidance and program materials that will help them set up centers in their own communities. Experienced staff of established centers are available for telephone or other consultation.

Evidence of Success: Customer satisfaction, the availability of more children's advocacy centers for children across the country.

Proposed Improvements: Projects are being individually evaluated.

Child Advocate Demonstration Program

Funding Level: \$56,533

Projected Clients Served: Children and their families within the District of Columbia

Description: A Child Interview Specialist for the District of Columbia United States Attorneys' Office, Victim-Witness Assistance Program has been funded to work with the Children's Advocacy Center in D.C. and improve the treatment of child victims in the criminal justice process. She has also conducted training for law enforcement officers, prosecutors, judges, and D.C. school nurses on recognizing and responding to abused children.

Evidence of Success: Customer satisfaction, better trained staff

Proposed Improvements: Services are increasing and expanding for victims of child abuse in the District of Columbia because of this program which will be funded through the District of Columbia's budget in future years.

Examples of Child Sexual Abuse Prevention and Intervention

Forensic Medical Exam Video

Funding Level: \$45,000

Projected Clients Served: The film will be distributed through the National Network for Children's Advocacy Centers and OJP agencies to hospitals, child protective services units, possibly medical and nursing associations, children's advocacy centers, and law enforcement agencies wanting to learn the best, most supportive techniques for conducting a forensic medical exam on a child who has been sexually abused.

Description: A video will be produced that illustrates how to complete a forensic medical examination so that the child has a safe, supportive environment that promotes healing. The latest scientific technology, as well as distance learning that makes it possible for remote facilities that may not have trained and experienced staff to conduct a sensitive and effective pediatric forensic medical examination will be part of this project.

Evidence of Success: The first draft of film will be available by the end of May. The demand for the film as well as improved practice will be evidence of success.

Proposed Improvements: Comments and requests for more information and training will be considered.

Safe Kids/Safe Streets Training and Technical Assistance

Funding Level: \$100,000.

Projected Clients Served: Medical professionals and victims of child sexual abuse.

Description: The office for Victims of Crime is funding training and technical assistance to the sites selected in the Safe Kids/Safe Streets program to develop and enhance the medical component of the system's response in child sexual abuse cases.

Evidence of Success: Improved services.

Proposed Improvements: None at this time.

2) FAMILY STRENGTHENING AND SAFE HAVENS

Examples of home visitation and family strengthening programs designed to support the functioning of high risk families.

The Prenatal and Early Childhood Nurse Home Visitation Program

Funding Level: \$820,000 over three years.

Number of Clients Served: 600 first time mothers and their newborn babies.

Description: The Department is currently implementing, jointly with the Department of Health and Human Services, a nurse home visitation program for low-income first-time mothers, some of which were drug addicts. In the program, nurse home visitors will work intensively with families in six sites to improve key aspects of health and early child development.

Evidence of Success: This program has been proven effective in reducing child abuse and neglect. Specifically, it is expected to: (a) help first-time mothers improve their health-related behaviors during pregnancy improves birth outcomes, which in turn diminish the likelihood of neurological impairment in the child, (b) enhance empathy and emotional availability in the parent-child relationship during the first two years of life reduces the likelihood of child abuse and neglect, and (c) improve parents' participation in the work force and reducing unintended subsequent pregnancies contributes to economic self-sufficiency and family stability. The positive results this program will achieve in the health and social functioning of low-income mothers in the Weed and Seed and SafeFutures' sites in which it is being implemented, offer significant potential as a means of reducing violence and criminality in young adults.

Key highlights of the major findings on maternal and child outcomes come from two randomized clinical trials during the past 20 years in Elmira, NY and Memphis, TN funded in large part by the Department of Health and Human Services. They include:

- 25% reduction in cigarette smoking during pregnancy among women who smoked cigarettes at registration (4.17 cigarettes/day difference)
- 25% reduction in the rates of hypertensive disorders of pregnancy and less severe cases among those with the condition (215 versus 16%)
- 80% reduction in rates of child maltreatment among at-risk families from birth through child's second year (19% versus 4%)
- 56% reduction in the rates of children's health-care encounters for injuries and ingestions from birth through child's second birthday (.34 versus .15 visits)
- 43% reduction in subsequent pregnancy among low-income, unmarried women by first child's fourth birthday (1.02 versus .58 pregnancies)
- 83% increase in the rates of labor force participation by first child's fourth birthday (8.59 versus 15.66 months employed)
- 45-month reduction in AFDC utilization among low-income, unmarried women by first child's 15th birthday (92 versus 47 months of AFDC -- preliminary finding from 15-year follow-up in Elmira).

Proposed Improvements: OJJDP will publish a bulletin on the Nurse Home Visitation Program with Dr. Old's 15-year research results, as soon as they are published in the Journal of the American Medical Association.

Strengthening America's Families Project

Funding Level: In FY97, funding level is a \$250,000 award to the University of Utah's Department of Health and Education.

Number of Clients Served: The project serves communities nationwide. Through its national conferences, it has directly trained practitioners and program administrators from 200 communities, including Weed and Seed and SafeFutures sites. As the information dissemination effort continues, agencies in numerous other communities will receive information, training and support.

Program Description: This program provides training and technical assistance to family services agencies and administrators to enable them to improve or establish effective family strengthening programs nationwide by disseminating information on model family strengthening approaches, providing training and technical assistance on implementation barriers and issues, and helping communities to select and evaluate family programs.

Evidence of Success: The program is just concluding the national conferences, which are the core of its outreach and support efforts. It is too early to judge success. This initiative has produced a document entitled *Effective Parenting Strategies for Families of High-Risk Youth (December 1993)*, which identifies a representative group of 25 promising programs..

Proposed Improvements: In FY 1997, the following activities are planned: a 2nd regional training conference to be held from March 23-25, 1997 in Washington, D.C., delivery of ten regional program-specific workshops, production of user and training-of-trainers guides, distribution of family strengthening workshop videos, and technical assistance to individual jurisdictions to implement effective programs.

Parents Anonymous (PA) Inc.

Funding Level:

Number of Clients Served:

Description: Recognizing that minority children are over represented in the dependency system, this initiative provides funds to support the national PA organizations' comprehensive model of neighborhood-based, shared leadership to families in low-income, high crime areas. This national initiative is being implemented in 11 States by PA organizations whose trained staff are dedicated to serving the needs of minority and ethnic families, including Native Americans, African Americans, Asians, Latinos, and Appalachians. Parents are given the opportunity to observe, practice, and learn skills in parenting, communication, conflict resolution, and other related life skills. These skills are taught in the context of family life, the worksite, and personal friendships. They are practiced in weekly group sessions as concerns are aired on various parenting, family, personal, and employment issues.

Evidence of Success:

Safe Havens

Funding Level: Approximately \$4 million in FY 1997.

Number of Clients Served: Over 10,000

Description: Operation Weed and Seed targets children of all ages who may be at risk. Early childhood health problems are frequently addressed through the Safe Havens, such as the clinic provided by the Safe Haven in Savannah, Ga. This Safe Haven also provides a day care center for local children whose parents must work. Other sites, such as New Orleans, Dallas, and Richmond, have immunization programs for infants and young children. A number of Weed and Seed Safe Havens have programs serving the needs of expectant mothers to help ensure their health and the health of their children 0-3.

Evidence of Success: A recent evaluation of the Weed and Seed Safe Havens in Madison, Wisconsin, concluded that the program successfully targeted at-risk children and that Safe Haven programs were of good quality.

Proposed Improvements: Improving connections between Safe Havens and the Home Visitation program in six Weed and Seed sites: Oklahoma City, OK; Los Angeles, CA; Fresno, CA; Clearwater, FL; San Diego, CA; and St. Louis, MO.

Community Prevention Grants--Title V

Funding Level: The Community Prevention Grants Program was initially funded at \$13 million in FY 94, and in FY 95 - FY 97 the funding increased to \$20 million.

Number of Clients Served: In FY 96 over 100,000 youth were served in over 300 communities through this delinquency prevention program.

Description: In the 1992 reauthorization of the JJDP Act of 1974, Congress established Title V -- Incentive Grants for Local Delinquency Prevention Program (Community Prevention Grants). Congress found that (1) it is more effective in human and fiscal terms to prevent delinquency than to attempt to control or change it; (2) half or more of all States were unable to spend any juvenile justice formula grant funds on delinquency prevention because of other priorities; and (3) Federal incentives were needed to assist States and local communities in mobilizing delinquency prevention policies and programs. The scope of the programs being implemented by each community varies greatly because each community develops a three year delinquency prevention plan targeting risk factors determined by their own community. They include:

- *Counseling and intervention services* involving parents, families, and juveniles in managing stress, conflict resolution, and reducing violent behavior.
- *Programs for parents* that improve their parenting skills, provide support groups, increase parent-child interactions, and reduce child abuse and neglect.
- *Health services* such as prenatal care and education, health education classes for new parents, co-located health and community centers, etc.
- *School-based programs* which target truancy, school failure, violence, teen pregnancy, anti-social behavior, and drug and alcohol abuse.
- *Economic development and training programs* such as job readiness and skill development, neighborhood/family business, and neighborhood rehabilitation.
- *Law-enforcement sponsored programs* such as community policing, police

liaisons to community schools, arbitration/mediation programs supervised by law enforcement representatives, and gang and gun prevention and intervention.

- *Comprehensive community mobilization* that meet the needs of youth through streamlining available services so that efficient unduplicated services are provided by local youth/family service systems, community forums, and educational activities for the entire community.

The 1996 GAO Report to Congress on the implementation of Title V indicated that 68% of the 276 projects funded in FY 1994 and 95 addressed problems in the family domain. Fifty-three projects provided activities to intervene with the zero to three age group specifically.

Evidence of Success: The level of community ownership and investment in these programs has been impressive, as evidenced by the match exceeding 90 percent when only 50 percent of the Federal share is required by the program. Communities have leveraged resources and obtained other grants based upon their promising results from the program. Evaluation efforts are underway at a local, State and national level. While it is too soon to declare success, the increased level of coordination, the comprehensive service delivery systems being established, and the targeted efforts to reduce risk factors by increasing protective factors, based on data, have forced communities to respond to what the data reveals. The communities themselves have developed delinquency prevention plans and have tailored their prevention programming to respond to their specific needs and report that this strategic approach is beginning to show promising results.

Proposed Improvements: With the reauthorization of the Juvenile Justice and Delinquency Prevention (JJDP) Act process the Administration has introduced a bill that would create an At-Risk Children Grant program that would replace the Community Prevention Grants Program and increase the funding level to \$75 million. OJJDP has proposed program refinements in response to input from the States and based on its experience managing the program. Program improvements include allowing units of local government to receive the funding so that the funds would be available to the communities faster, to drop the need for the local jurisdictions to meet the core requirements of the JJDP Act, and to assist rural communities in accessing funds by dropping the in-kind or cash match requirement for non-metropolitan statistical areas. An additional improvement is to increase the funding for the program so that other communities will be able to participate in delinquency prevention programming.

3) DOMESTIC VIOLENCE

Illustrations of teachers, law enforcement, criminal justice professionals, and advocates engaged in identifying and addressing child victimization in family conflict.

Rural Domestic Violence and Child Victimization Enforcement Grant Program
Funding Level: FY 1996 - \$7 million; FY 1997 - \$8 million; FY 1999 (authorized) - \$15 million. In September 1996, 20 grants totaling \$5.6 million were awarded to 7 States, 4 local governments in rural States, 5 private entities in rural States, and 4 Indian tribal governments. In March 1997, 26 additional grants totaling \$5.6 million to 10 States, 6 local governments, 3 Indian tribal governments, and 7 private entities in rural States were announced.

Number of Clients Served

Description: This grant program encourages law enforcement, criminal justice professionals, and advocates to address child victimization especially in rural areas. The Rural Domestic Violence and Child Victimization Enforcement Grant Program (42 U.S.C. § 13971 implements certain provisions of the Violence Against Women Act, which was enacted in September 1994 as Title IV of the Violent Crime Control and Law Enforcement Act of 1994). The program provides a unique opportunity for law enforcement and prosecution agencies, the courts, non-governmental victim services agencies, community organizations, and businesses in rural communities and Indian Nations to collaborate in creating protocols and strategies tailored specifically to meet the needs of rural populations. The goals of the program are to:

- Develop and implement policies, protocols, and services designed to promote the early identification, intervention, and prevention of domestic violence and child victimization;
- Increase victims' safety and access to treatment and counseling;
- Enhance the investigation and prosecution of domestic violence and child abuse cases; and
- Develop and implement innovative, comprehensive strategies that draw on a rural jurisdiction's unique characteristics and resources to enhance community members' understanding of the phenomenon of domestic violence and child victimization and work together to prevent such violence.

Evidence of Success: Enhanced access to services for battered women and abused children in rural communities and States, availability of a wider range of services, and increases in the investigation and prosecution of domestic violence and child abuse cases.

Proposed Improvements: Proposed improvements will be based on program results.

Dependency Court Intervention Program for Family Violence Metropolitan Dade County Circuit Court

Funding Level: \$615,000

Projected Clients Served: 800

Description: The overall goals of the project are to: 1) centralize and coordinate judicial

and social service responsibility for domestic violence in dependency court; 2) coordinate tracking of cases between dependency and domestic violence divisions of the court; 3) educate the Court and child protective staff on the complex dynamics of domestic violence, the co-occurrence of domestic violence and child abuse and the impact of domestic violence on children who witness; 4) strengthen advocacy and other services for women and children who are victims of domestic violence; and 5) refer perpetrators of domestic violence to batterer intervention programs.

In addition, the project will document the co-occurrence of domestic violence and child abuse; cross-reference all dependency filings to determine whether there is a previous or concurrent case in the domestic violence or criminal division of the court; place full-time advocates for victims of domestic violence in dependency court; conduct lethality assessments for child abuse and domestic violence and provide the court with information regarding risk factors for the mother and her children; work with the mother to plan for her safety and the safety of her children; facilitate the filing of protection orders when it is appropriate and when it would not further jeopardize the safety of women and children; coordinate services and treatment for women and children; monitor perpetrators' compliance with court orders; and develop the framework for a curriculum for judges on how to handle dependency cases when domestic violence is a factor.

Evidence of Success: The project was initiated March 1, 1997.

Proposed Improvements: The project directors will consult on a regular basis with members of a national advisory group composed of experts in domestic violence, the co-occurrence of domestic violence and child abuse and in the treatment of children who witness violence. Project activities may be adjusted and enhanced in response to the advice of advisory group members.

National Teleconference on the Impact of Domestic Violence on Children

Funding Level: \$50,000

Number of Clients Served: (Law enforcement professionals)

Description: OVC and VAWGO are working together with the South Carolina U.S. Attorney's Office and the South Carolina Department of Public Safety to develop a national teleconference targeting law enforcement professionals and addressing the needs of and issues surrounding child witnesses of domestic violence. The teleconference will air on June 19th and is a follow up on the national teleconference on domestic violence held in May 1996.

Evidence of Success: Participants will complete evaluations on-site. Within six to 12 months, the South Carolina department of Public Safety will conduct a follow-up evaluation with participants to determine the effectiveness of the teleconference and the actual implementation of concepts learned during the teleconference.

Proposed Improvements: Plans are in development to fund a program that will use focus groups of adult survivors to explore the longer term effects of domestic violence.

Hospital-based Emergency Shelter for Women and Children Victimized by Domestic Violence, University of Southern California School of Medicine

Funding Level: \$100,000

Projected Clients Served: Women who are abused and their children in the Southern California area as well as communities wishing to replicate this program.

Description: This project will develop a hospital-based emergency shelter for victims of spouse abuse and their children. It will serve as a laboratory and training site for other communities. This project will develop protocols and procedures for replication, and a detailed report documenting program effectiveness. It breaks new ground by showing how a secure shelter in a hospital environment can be set up, tied into community services, and funded--using insurance company or other third party payer resources.

Evidence of Success: Customer satisfaction, quality of printed materials and training provided, more resources for children and battered spouses through insurance and Medicaid programs.

Proposed Improvements: Will be based on project success.

Domestic Violence and its Impact on Children (with VAWGO)

Funding Level: \$50,000

Projected Clients Served: Adults who witnessed domestic violence in their homes as children, practitioners in the fields of domestic violence and child abuse, child victims of abuse, law enforcement professionals.

Description: This is a focus group that will identify the unique needs of child witnesses and victims of domestic violence, and will explore ways to meet these needs in a collaborative manner.

Evidence of Success: The focus group will develop a victim-centered approach to meeting the needs of child witnesses of domestic violence.

Proposed Improvements: None planned at this time.

State Victims of Crime Act (VOCA) Assistance Programs

Funding Level: Formula Grant Programs, varies by state

Projected Clients Served: State subgrantees that provide services to victims of child physical and sexual abuse and families affected by domestic violence.

Description: OVC awards formula grants to each of the states for victim assistance programs. Under OVC Guidelines, each state is required to give priority to programs that serve victims of sexual assault, spousal abuse, and child abuse, by allocating a minimum of 10% of federal VOCA funds to subgrants to such programs.

Evidence of Success: OVC and NIJ are conducting an evaluation of state level VOCA programs to determine their effectiveness.

Proposed Improvements: Will be developed from the evaluation.

Domestic violence and family court models.**Kentucky Full Faith and Credit Domestic Violence Initiative:**

Funding Level: The project is funded through a cooperative agreement between the Justice Cabinet of the Commonwealth of Kentucky and the DOJ's Office of Community Oriented Policing (COPS) and the Office for Victims of Crime (OVC). Total project cost is \$220,000. Originally funded for one year in February 1996, the program has been granted a one year no-cost extension.

Number of Clients Served: This project involves police officers, victim advocates, judges, court personnel, prosecutors and private attorneys.

Description: Section 2265 of the Violence Against Women Act (Title IV of the Violence Control Enforcement Act of 1994) P.L. 103-322 requires that civil and criminal protection orders (CPO's) issued by any court or Indian Tribe be given full faith and credit by other states and tribes. The act further requires that so long as the original court had personal and subject matter jurisdiction and the respondent reasonable notice and an opportunity to be heard, that the CPO be enforced as if issued by a court in the second state or tribe. The new law means that a victim need not wait until a new violent incident occurs before seeking the protection of a court in the new state.

Through the Kentucky Domestic Violence Project, the Kentucky Cabinet is to develop and test methods and instruments for intra and interstate civil and criminal protection orders relating to domestic violence. Kentucky was chosen for this project because it borders seven other states and already has established a state-wide, centralized restraining order file. Through this grant Kentucky has already provided training to judges, clerks, advocates and police officers throughout the state on the Kentucky's' new full faith and credit legislation (passed in early 1996) as well as the provisions of the Federal law.

Evidence of Success: This project will result in better methods of enforcing out-of-state protection orders through a five-pronged approach: integration of the courts, state police, local law enforcement and the advocacy community in the enforcement of CPO's; construction of model interim procedures for exchanging CPO information with surrounding jurisdictions; the production and dissemination of training and technical assistance materials concerning victim's rights and the enforcement of foreign CPO's; development of training modules and interstate CPO's; and the maintenance of an ongoing dialog with the FBI/NIC as the national CPO file is being developed. The pervasive goal is the increased safety of victims, pregnant mothers and children through the thorough and timely enforcement of CPO's by all sectors of the criminal justice system.

Proposed Improvements: OJJ is discussing with the American Bar Association the possibility of providing partial support to develop and implement unified family courts in three jurisdictions to respond to families experiencing domestic violence, child abuse and neglect, substance abuse, divorce, and juvenile delinquency.

On a related note, the Kentucky project has revealed a situation which may well impact on children aged 0-3 years. It has been identified that the child custody provisions of

CPO's are not enforceable under the full faith and credit laws. Permanent child custody arrangements have very stringent procedural requirements and are enforceable in a second jurisdiction only if the requirements are met. CPO's do not require nor do they meet the same stringent standards. Consequently, the CPO provisions dealing with child custody may not be given full faith and credit in other states. When seeking a CPO, the victim often asks the court to protect minor children. When faced with such a request, a judge may attach temporary custody provisions to the CPO. Under the full faith and credit law, the victim can move the CPO to another state and the victim will be fully protected, however the victim's child will not be. Because the children's custody issues in CPO's cannot be moved, the batterer can, legally, take the children and coerce the victim into returning to the abusive relationship.

Prosecutions Under the Violence Against Women Act

Funding Level: Not applicable

Number of Clients Served: Not applicable

Description: Every United States Attorney's office has established a Point of Contact (POC) for Violence Against Women Act (VAWA) cases. The Executive Office for U.S. Attorneys (EOUSA), in conjunction with other components of the Department of Justice, held a conference on January 10, 1997, for all of the VAWA POCs. The conference was an opportunity to train the POCs, educate them on the new federal provisions, and encourage them to pursue prosecutions of these crimes.

The Office of Legal Education in EOUSA, recently sponsored a Violence Against Women and Children Seminar which was held in Albuquerque, New Mexico, March 12-14, 1997. The course was attended by approximately 60 Assistant United States Attorneys and Department of Justice Trial Attorneys. The seminar included segments on current statutory issues (including the Violence Against Women Act and the recent revisions to the child exploitation statutes), the investigation, pretrial and trial of cases involving women and children victims, victim-witness issues (including legal issues, the rights of victim-witnesses, and special interview techniques), profiling and presenting forensic evidence, using expert witnesses, and penalty issues. The seminar also devoted a segment to computer/Internet issues which covered child pornography and cases in which children are lured to travel across state lines for illegal purposes.

There are currently 34 VAWA cases pending in the United States Attorneys' offices. In addition to those cases, the United States Attorneys have obtained guilty pleas from six defendants. In at least 8 of these cases, children were involved either as victims themselves or as witnesses to the violence.

Support to children involved in cases handled by United States Attorneys' offices is offered through the Victim Witness Program. Each United States Attorney has a Victim-Witness Coordinator, whose purpose is to assist victims and witnesses through the criminal justice process. Services include referrals to appropriate organizations for medical and financial losses. In cases involving children, many innovative approaches have been utilized to support children. Some examples include: child victim impact statements in which children, particularly younger ones, draw pictures for the court to

understand the impact of the crime on the child; courtroom orientation programs with court activity books and videos describing the trial process; and the use of child attendants for those children too frightened to testify alone.

4) COMMUNITY VIOLENCE

Recent research on the impact of community violence on child development (temperament, cognition, and language development).

The Project on Human Development in Chicago Neighborhoods

Funding Level: \$2 million per fiscal year from 1993 to 1999.

Number of Clients Served: 7000 children and youth.

Program Description: This unprecedented longitudinal study of 7000 children and youth aims to study the development of criminal behavior from birth to young adulthood with a particular focus on the effects of community and neighborhood contexts on individual behavior. In 1995-96, 350 infants aged approximately 6 months were enrolled in the Project to study the earliest manifestations of social and cognitive development.

Findings from this aspect of the study will inform early interventions designed to reduce antisocial behavior, criminality, and violence. The Project is studying infant temperament (e.g., activity level, negativity, frustration, fear, impulsivity, soothability), cognition (memory, information processing speed), and language development. These constructs have been shown to predict conduct disorder, delinquency, criminal behavior, and even school performance, in older children and young adults. The Project is also studying child and parent exposure to violence in urban neighborhoods.

Evidence of Success: Preliminary analyses from information provided by the child's primary care giver indicated that:

- Fifty percent of pregnancies were unwanted.
- Forty percent of the infants are in some kind of day care, over half of which takes place outside the home and for more than 20 hours per week.
- About 1 in 4 care givers report clinical levels of depression or other mental health/behavioral difficulties.

Proposed Improvements: The Department of Education has recently provided funds for the Project to reassess the infants at age 2 with the explicit objective being to systematically and directly assess both home and child care environments. These data will be examined for their impact on cognitive, emotional, and behavioral outcomes in the children.

Practices in child development community policing.

The Child Development-Community Policing (CD-CP) Program

Funding Level: In fiscal year 1997, \$300,000 was awarded to document and replicate the child-centered, community-oriented policing model.

Number of Clients Served: During the first three years of the CD-CP program's operation, more than 450 children were referred to the consultation service by officers in the field.

Description: Many of our children live in communities where violence, fear, and despair are commonplace. OJJDP's Child Development-Community Policing Program (CD-CP),

is a project in which the New Haven, Connecticut Police Department and the Yale University Child Study Center developed a collaborative effort between law enforcement and mental health professionals in order to help these children and their families. CD-CP, initiated in 1991, is an innovative partnership between police and mental health professionals in New Haven, Connecticut which aims to address the psychological burdens on children, families and the broader community of increasing levels of community violence. In the CD-CP program's four years of operation in New Haven, it has developed an approach in which child developmental principles are applied to the day-to-day practice of community policing and clinical practice is informed by an understanding of crime, violence and the community derived from contact with the police. The project includes a 10-week training course in child development for all new police officers and child development fellowships for community-based district commanders who direct neighborhood police teams. The fellowships provide 4 to 6 hours of training each week over a 3-month period at Yale's Child Study Center. A 3-pronged system of support services is also provided to help maintain communication among community members, police and related services personnel, and Child Study Center staff.

Fiscal Year 1995 OJJDP funds supported program replication efforts in Buffalo, NY; Charlotte, NC; Nashville, TN; and Portland, OR. Fiscal Year 1996 funds supported the implementation of the 5-phase replication protocol in the 4 selected sites.

Evidence of Success: The CD-CP program has provided a wide range of coordinated police and clinical responses, including: round-the-clock availability of consultation with a clinical professional and a police supervisor to patrol officers who assist children exposed to violence; weekly case conferences with police officers, educators, and child study center staff; open police stations located in neighborhoods and accessible to residents for police and related services; community liaison and coordination of community response; crisis response; clinical referral; interagency collaboration; home-based follow-up; and officer support and neighborhood foot patrols. Police officers in the field are referring hundreds of children to the consultation service. The first calls, involving children exposed to some form of violence, were made by officers who had participated in the child development seminar, or worked in neighborhoods supervised by the clinical fellows, or by the police supervisors themselves.

As a result of the program's work, significant institutional changes have taken place in both the police department and the Child Study Center, such as established protocols for training officers in principles of child development and training clinicians in principles of policing and criminal justice, protocols for referral and consultation, regular collaborative meetings, and changes in approach to traditional policing and clinical problems.

In fiscal year 1996, 40 trainers participated in 4-day replication training. Additional presentations were made to over 1,000 practitioners in law enforcement, mental health, education and social service.

Proposed Improvements: Fiscal Year 1997 will support replication site data collection and analysis activities, and development of a detailed casebook about the model and program. In addition, it will begin a partnership between the VAWA office, the Office

for Victims of Crime and OJJDP to expand the project to additional sites, introduce a more intensive domestic violence component, and add a school component.

Strategies for providing services to Native American and rural communities.

Children's Justice Act Discretionary Grant Program for Native Americans

Funding Level: \$1,330,000.

Projected Clients Served: Victims of child physical and sexual abuse in Indian country, professionals that work within the justice system on child abuse issues, child advocates.

Description: OVC is funding 17 Native American tribes or tribal organizations to continue projects designed to improve investigation and prosecution of child physical abuse and sexual abuse cases in a manner that lessens trauma to child victims. This includes establishment and training of multidisciplinary teams, and specialized training for prosecutors, investigators and other professionals who handle child sexual abuse cases.

Evidence of Success: Client satisfaction and establishment and maintenance of comprehensive programs.

Proposed Improvements: Ongoing evaluation of programs identify site-specific improvements.

Children's Advocacy Centers in Indian Country

Funding Level: \$50,000

Projected Clients Served: Child victims of crime in Indian country.

Description: OVC is funding two tribes to establish or strengthen Children's Advocacy Centers in Indian country. These Centers are child-focused, multidisciplinary settings that provide a coordinated strategy to meet the needs of child victims in the criminal justice system.

Evidence of Success: Client satisfaction and the establishment and maintenance of Centers.

Proposed Improvements: Proposals to improve this program will be based on project results.

Tribal Court Appointed Special Advocate Programs (CASA) (with OJJDP)

Funding Level: \$60,000

Projected Clients Served: Children in Indian country in the tribal justice system.

Description: OVC is supporting the continuation of two CASA programs in Indian country, which enable tribal court systems to assign advocates to represent the best interests of Native American children.

Evidence of Success: Client satisfaction and utilization of advocates.

Proposed Improvements: None

Interagency Agreement with Indian Health Service

Funding Level: \$25,000

Projected Clients Served: Child protection and/or multidisciplinary teams in the Phoenix, Arizona area, and their child clients.

Description: OVC is providing funding to the Indian Health Service (IHS) to develop and conduct two training seminars for child protection and/or multidisciplinary teams in the IHS Phoenix, Arizona area. The seminars will focus on child sexual abuse issues and the development of strategies to resolve these issues.

Evidence of Success: Seminars evaluations

Proposed Improvements: Will be developed from evaluations.

5) MISSING AND EXPLOITED CHILDREN AND CHILD SUPPORT ENFORCEMENT**Research on the impact of parental abduction on child development.****Second National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children (NISMART II)**

Funding level: In FY 95, OJJDP funded Temple University's Institute for Survey Research to conduct NISMART II. The initial \$1.5 million cooperative agreement included survey design and development, pilot testing new instruments and partial data collection.

Number of Clients served: This research consists of multiple study components. The Household Survey will select and interview an estimated 23,000 eligible households concerning 40,000 children via random digit dialing survey methods. Studies of police records in approximately 1,600 law enforcement agencies will be conducted to study stereotypical kidnappings and stranger abductions. An estimated 90 such cases are expected to be identified for study.

Program Description: The goals of NISMART II are to update the 1988 NISMART I study, providing the public and policy makers with valid estimates of the numbers and characteristics of children who were missing, abducted runaway or thrownaway during a one year period compared to results ten years ago, the number of missing children incidents reported to the police and/or known to be missing and the number who were recovered. The purpose of this research is to better understand the extent and nature of these problems for America's children, the risks associated with these episodes, and the law enforcement's response. Ultimately, the aims of the study are providing study results for the prevention of child victimization and effective intervention by law enforcement.

Evidence of Success: The 1988 NISMART study was the first commissioned research to carefully define and count the number of children missing for a wide variety of reasons. It was the first to provide scientific evidence of the extent of parental abductions of children, the circumstances of the abduction, the duration, harm to the child, etc. The research helped to better focus policies on target populations at risk.

Proposed Improvements: A number of methodological improvements are planned. NISMART II will be conducting interviews with a much larger sample of children in order to capture sufficient numbers of rare abduction cases. In addition, all children ages 10 years and older will be interviewed directly about their "missing" experiences as well as other types of victimization, primarily sexual assault. Parents and guardians will continue to be interviewed regarding the experiences of their children under the age of 10. In addition, OJJDP will release a report on "*Child Abduction and Juvenile Sex Offending.*"

Examples of local, state and international support in reducing parental kidnaping and reuniting families.

Reducing Parental Kidnaping and Reuniting Families: National Center for Missing and Exploited Children (NCMEC)

Funding Level: \$3,444,963

Number of Clients Served: NCMEC has played a role in the recovery of 34,000 missing children since 1984.

Description: As authorized by Congress in the Missing Children's Assistance Act, NCMEC serves as a national resource center and clearinghouse dedicated to missing and exploited children's issues, including a 24-hour toll free hotline.

Evidence of Success: NCMEC has distributed thousands of publications with practical advice for law enforcement, parents, prosecutors, and other professionals working on missing children's issues. Through an on-line network linking 49 States' missing children clearinghouses, the center is able to transmit case information and photographs of missing children instantaneously.

Proposed Improvements: Through the Jimmy Ryce Law Enforcement Training Center, OJJDP, NCMEC and the FBI are working to improve the national response to missing children's cases through a training and technical assistance program for law enforcement.

Police Training in Identification and Response

Funding Level: Approximately \$750,000 per year.

Number of Clients Served: Approximately 4,000 law enforcement officers, prosecutors, child protective services personnel and medical personnel are trained every year.

Description: Title IV Training and Technical Assistance focuses on providing information that highlights the most recent research and trends in investigative techniques for all types of missing and exploited children cases. These courses contain modules pertaining to interview and interrogation techniques, investigative strategies, lead and case management, media relations, liability concerns, and comprehensive response plan development.

Evidence of Success: Success of the training can be gauged by the increased usage of the FBI's National Crime Information Center to document missing children and the fact that 99% of America's missing children are recovered.

Proposed Improvements: The Department will continue to monitor and research emerging criminal trends in the victimization of children and disseminate proactive investigative techniques and methodologies to reduce threats to America's children.

Office of Crimes Against Children

Funding Level:

Number of Clients:

Description: The Department of Justice has established a new office of Crimes Against Children in its Violent Crimes and Major Offenders Section, Criminal Investigation Division, FBI Headquarters. The creation of OCAC was in response to governmental and

public awareness of the significant crime problems that exist with respect to the victimization of children of tender years. In addition to addressing sexual assaults and sexual exploitation of children, which includes Sex Tourism violations, the OCAC will be responsible for international parental kidnaping matters as well as Unlawful Flight to Avoid Prosecution-Parental Kidnaping and child Support recovery Act investigations.

Evidence of Success:

Proposed Improvements:

Strategies for ensuring child support.

Criminal Child Support Enforcement

Funding Level:

Number of Clients Served:

Description: While states bear primary responsibility for criminal prosecutions, DOJ has a much narrower but equally significant responsibility in bringing federal criminal prosecutions under the Child Support Recovery Act ("CSRA") in the appropriate interstate cases. While criminal prosecution is not a practical or appropriate primary mechanism for collecting child support, in appropriate cases, criminal prosecution will punish egregious offenders, obtain support and deter wrongdoing. DOJ has taken numerous steps to strengthen criminal child support enforcement, including compliance with President Clinton's July 21, 1996 Directive to the Attorney General: 1) convened a task force on criminal child support enforcement, comprised of federal, state and local prosecutors, FBI, HHS, Internal Revenue Service, and state IV-D agencies; 2) drafted legislation to amend the CSRA to create two new felony offenses for egregious failures to meet child support obligations; 3) sent written guidance on best practices on referrals, investigations and prosecutions to every U.S. Attorney's Office and FBI office; 4) increased federal child support investigators by granting HHS Office of Inspector General Special Agents authority as Special Deputy United States Marshals to conduct investigations and initiate arrests for these offenses; and 5) launched a comprehensive employee education and awareness program in full compliance with Executive Order 12953, which targets employees entitled to child support and those who owe child support. These recent efforts have resulted in a substantial increase in the number of federal child support prosecutions.

Evidence of Success:

Proposed Improvements: 1) introduction of comprehensive child support enforcement legislation which will include and supplement the two new felony provisions; 2) expansion of our employee program.

Interstate Child Support, including training of State Judges on Full Faith and Credit Issues

Funding Level: NA

Number of Clients Served: NA

Description: In an effort to ensure that children receive from their noncustodial parents

the court-ordered financial support to which they are entitled, the Department has embarked on a "campaign" to educate state court judges about the existence of the Federal Full Faith and Credit for Child Support Orders Act of 1994. We have also sought to encourage states to adopt the Uniform Interstate Family Support Act (UIFSA). Both statutes are designed to foster the concept of full faith and credit as it relates to enforcement of child support orders. The Department has sought to raise awareness of the need for reforming outdated child support legislation with state legislatures, with state court chief justices and at conferences.

To foster the goal of increasing the number of children receiving the child support to which they are legally entitled, last fall the Department, along with the Department of Health and Human Services and the State Justice Institute, funded the creation of several types of educational materials for state judges on UIFSA and the federal statute, including computer-based training and a benchbook (cost of approximately \$32 thousand to the Department).

Evidence of Success: NA

Proposed Improvements: NA

6 TEEN PREGNANCY AND STATUTORY RAPE

Strategies for police and prosecutorial enforcement of statutory rape laws as a means for reducing both statutory rape and teen pregnancy.

Statutory Rape and Teen Pregnancy Study

Funding level:

Number of Clients Served:

Description: Laws pertaining to statutory rape vary from state to state. To date there is no Administration policy on this issue. However, the recently enacted Welfare Reform legislation stipulates that by no later than January 1, 1997, the Attorney General will establish a program that studies the linkage between statutory rape and teen pregnancy, and that educates law enforcement officials on the prevention and prosecution of statutory rape. Research being conducted by the American Bar Association and Progressive Foundation will be very helpful in fulfilling this obligation.

Pursuant to a directive in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, the Department is establishing a program to study the link between statutory rape and teenage pregnancy, with particular focus on repeat offenses committed by predatory older men.

Evidence of Success:

Proposed Improvements: In an effort to share the information generated from a review of state and local statutory rape initiatives and prosecutorial practices, the Department will sponsor a symposium for prosecutors and law enforcement officers on the benefits and limitations of current statutory rape prosecutorial practices in June 1997.

Programs for Young Women

Practical and Cultural Education Center for Girls, Inc., (P.A.C.E.)

Funding Level: \$300,000 for August 1994 to July 1996

Number of Clients Served:

Description: PACE seeks to improve the quality of life for at-risk girls between the ages of twelve and eighteen in Pensacola, Tallahassee, Jacksonville, Orlando, Bradenton, Ft. Lauderdale and Miami, Florida. PACE focuses on 1) providing accredited high school completion and basic skills education; 2) developing and implementing a career placement plan; 3) preventing substance abuse through education and counseling; 4) preventing teenage pregnancies; 5) teaching cultural awareness; 6) enabling young women to choose a safe environment free from violence and abuse; 7) teaching responsible health choices; and 8) encouraging involvement and volunteerism in the community.

Evidence of Success:

Proposed Improvements:

Challenge Activity E Gender-Specific Programming for Youth

Funding Level: The Challenge Grants Program was initially funded at \$10 million in FY 95 and this amount has remained constant through FY 97. Challenge Activity E is one of 10 Challenge Activities that can be selected and 23 States have chosen Activity E in FY 95 and FY 96. States are able to spend the equivalent up to 10% of their Formula Grant allocation on each Challenge Activity. The amount of Challenge funds budgeted for Activity E by States is approximately \$1.6 million.

Number of Clients Served:

Description: The Challenge Grant Program was designed to provide States with seed funding to promote juvenile justice systems change and improvement efforts. Funds can be used for ten specific program areas. Through Challenge Activity E, Gender-Specific Programming for Youth, States are developing and adopting policies to prohibit gender bias in placement and treatment. Programs are being established to ensure that female youth have access to the full range of health and mental health services, treatment for physical or sexual assault and abuse, self-defense instruction, education in general, and other training and vocational services. By providing appropriate services and skills training to girls, their very young children, and future children, will benefit too because health, sexuality, and psycho-social development education and assistance is provided through this Activity.

Evidence of Success: Challenge Activity E has been the program activity that has been selected more than any other Challenge Activity which indicates the great amount of interest and need. Twenty-four states selected Challenge Activity E and have found that these seed grant funds have assisted them in their efforts to develop appropriate interventions to address chronic status offender-type behaviors, develop vehicles to work towards developing the full potential of female youth, and to provide training to juvenile justice professionals so that they are able to respond to the needs of female youth more effectively.

Proposed Improvements: One improvement for consideration would be to require that the interventions pursued be evaluated for effectiveness and impact.

Trafficked Women and Children in Transition: A Protocol for Community Service and Support

Funding Level: \$70,000

Projected Clients Served: Women and children, generally immigrants, who have been enslaved in the garment or sex slave industry.

Description: OVC is funding the Filipino American Service Group (FASG), a private, nonprofit service organization in Los Angeles, California; to provide victim services to women and children who have been enslaved in the garment or sex slave industry. FASG will also develop a protocol for the INS and Administrative Office of the U.S. Courts to use when releasing these victims into community care.

Evidence of Success: Funding is beginning. Success will be measured by client satisfaction, quality of materials produced.

Proposed Improvements: None at this time.

File 0-3 Conf



Patricia F. Lewis

03/14/97 08:48:30 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: One pager as it went out

**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 emot
intellectually from their very first days, and how important it is for parents to begin immediately talking, si
reading to their infants....We already know we should start teaching children before they start school."*

--President Bill Cli

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.

Message Sent To:

Ann F. Lewis/WHO/EOP
Elena Kagan/OPD/EOP
Pauline M. Abernathy/OPD/EOP
Nicole R. Rabner/WHO/EOP
Marsha E. Berry/WHO/EOP



Patricia F. Lewis

03/14/97 08:46:28 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: Conference Announcement

THE WHITE HOUSE**Office of the Press Secretary**

For Immediate Release

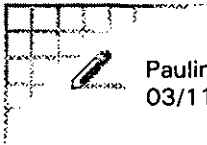
March 13, 1997

Today, Hillary and I are pleased to announce that on April 17, 1997, we will host the *White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children*. The Conference, which will take place at the White House, will spotlight exciting new findings about how our children develop, and explore how we can make the most of this information to give our children what they need to thrive.

We hope that this one-day Conference will make the latest scientific research, nearly all supported by the federal government, more accessible and understandable to America's families. The research clearly indicates the importance of children's first few years to their later success in school and in life. This Conference is a continuation of my Administration's commitment to children and, in particular, it follows Hillary's work over the years on issues relating to early childhood development.

The Conference will examine how we can use this new research in practical ways -- to be better parents, more informed care-givers and more responsive members of our communities. It will also explore how this information can be used by all members of our society -- from corporate executives to pediatricians, from ministers to elected officials -- to help strengthen America's families.

Parents desperately want to do right by their children, and we all have a role to play in making sure they have the tools they need to do the best job they can. We believe this Conference can make a valuable contribution.



Pauline M. Abernathy
03/11/97 08:35:56 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Nicole R. Rabner/WHO/EOP
Subject: Re: Governors and the conference

Rather than hold an interagency meeting this week, we thought it would be helpful to send out a memo tomorrow to the interagency group reminding them that we are serious about the March 24 date for final responses to the EO, and we need immediately a preview of their list of existing and new initiatives they would like to highlight or announce before, during, or after the conference, if they have not already given it to us in response to previous requests.

We could also make clear that final decisions are being made in the next few days on invitations so they need to immediately send anyone they think needs to be invited.

HHS has not sent us their list of proposals and people, promised they would today, but did not.

Would you like me to draft such a memo for you? Could your intern fax it out and receive the responses?
any people they would like to

YES

File
8-3 Conf

Elana - I've got to go see the VP -
Ben Godwin (end of table) is
here for me.

Thursday we are having a
briefing for the VP on this
topic. You expect to come if
you can. I'll email the
agenda to you.

Other than that, we'll
help with anything you need

lunch \$15,000

satellite to
univs??

needs to be developed
materials - to
send to everyone
practical things.
to occur ^{immed} after lunch

video - in lunch
PBS do??

invite list

satellite

day
16

Comm group -
meet w/ us

Lunch?

talk about how
to talk about
this

Web site

Get comm rel's ofc
opin - of "1" hndics

0-3 conf.

MEMORANDUM

TO: Melanne Verveer
Nicole Rabner
Elena Kagan
Pauline Abernathy

FROM: Ann Stock

RE: WH Conference of Early Childhood Development and Learning

DATE: March 11, 1997

Per our conversations, I have attached two proposed layouts of the East Room for the White House Conference of Early Childhood Development and Learning.

We have used both formats in the East Room for past events and they have proven to be the only working options for a conference of this magnitude.

The first layout is used for the President's National Governor's Association Meetings - - we are able to fit a maximum of 62 people at one large square table with approximately 30 chairs set up on the south end of the East Room for staff not seated at the table, etc. This set up would also allow for open press along the north end of the East Room.

The second layout is the least workable - - we used this set up for the Children's Television Ratings Symposium. We are able to fit a maximum of 59 people at a U- shaped table with pool press at the south end of the East Room and a maximum of 8 staff seated scattered behind the participants.

With both layouts, the President and Mrs. Clinton could host a luncheon following the meeting in the State Dining Room for 130 guests - - 110 guests with about 20 administration representatives.

This should give you a good idea of the numbers that will work in the White House for the Conference.

Please give me a call if you have any questions.

Thank you.

EAST ROOM SET UP OPTIONS

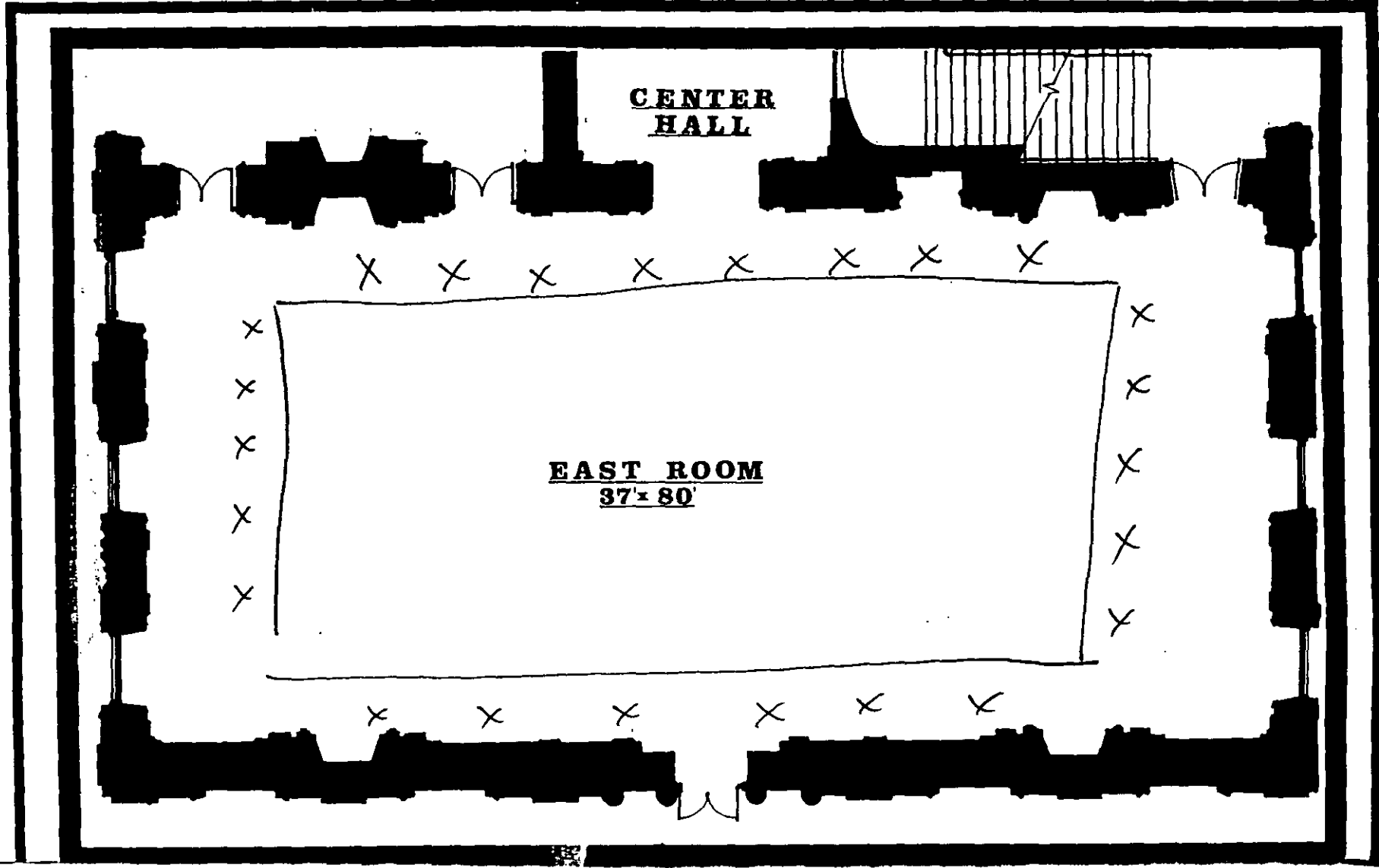
3/5; S. Farnsworth

NGA Meeting:

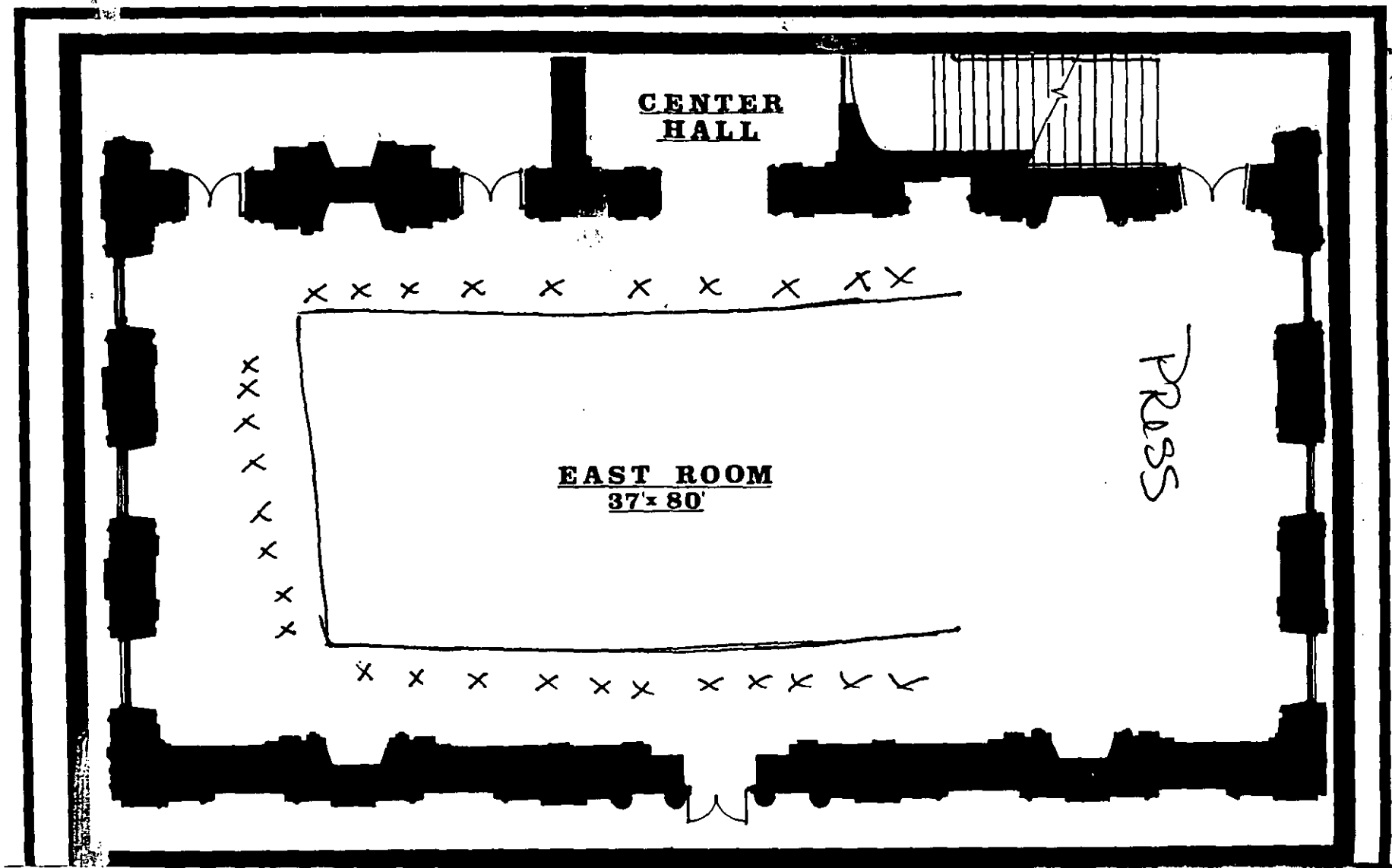
- Square table
- 62 People
- Open Press

Childrens Symposium:

- U-shaped table
- 59 people
- Pool Press



- NGA Annual Meeting Set up.
- Guests were seated along the outside.



Childrens Symposium Set Up

- Guests were seated along the outside of the table

0-3 cont



Carol Rasco @ ed.gov
01/29/97 07:10:00 PM

Record Type: Record

To: Michael Cohen, Elena Kagan, Nicole R. Rabner, Bruce N. Reed

cc:

Subject: Early Childhood Research

First, congrats on a terrific meeting today!

Two items on the early childhood brain development front:

a. Secretary Riley asked that I re-emphacize to you the research group he referenced that is working on early childhood work. It is housed in the Department of Education Office of Educational Research and Improvement (OERI) and within OERI it is specifically the National Institute on Early Childhood Development and Education which is chaired by Naomi Karp...Jeannine Smartt has worked with Naomi, I believe.

I have learned that in 1995 Naomi established an Early Childhood Research Working Group which brings together the early childhood staff in 8 Federal departments and the GAO. It is about 80 people who are involved in research, data collection, and ;or service delivery programs that affect children from birth through 8 years of age and their families. The group meets four times a year, produces a quarterly newsletter, and has served as a mechanism that encourages partnerships across agencies. The next meeting is 1:30 p.m. to 3:30 p.m. on February 5th in Room 326 of 555 Capital Place and I will be attending that meeting. I know they would welcome White House participation if you all wish to send someone or even more than one person. This particular quarterly meeting will focus on how the country's collective knowledge bases about young children and families a=have benefited from the Federal investment in research and what issues are Federal agencies now struggling to answer. Let me know if anyone/several people wish to go and I'll alert Naomi. I have asked her to send me some newsletters and previous reports, and I know she would be willing to send you a packet as well.

They plan to have their next meeting on reading and early childhood, but I am sure they would speed up their research on this issue if you wish to use them as a resource. It may be that this group has on it the very people who were suggested today to have around the table for a briefing for the White House.

2. On February 19 I will be meeting in my office at 11 a.m. with Stephen Herb who is the President of the Association of Library Services for Children which is a division of the American Library Association. He is the head of the Education Library at Penn State University and his President is one of the 20 on our college work

*wrote -
Please go
to both.*

*Hand -
Thanks
Yes - Pacher
Yes - someone
will attend.*

||

study steering committee. He is an expert in children's literature, has a great deal of experience on outreach programs to parents, and has written a book on reading development for young children. Coming with him will be Susan Roman, exec. director of ALSC. She has directed programs like the ones we envision in the Parents as First Teachers Grants, including the Head Start Museum project and the "Born to Read" project which the First Lady spoke of at the Children's Hospital just before Christmas. I would welcome White House participation at this meeting as well. It will be 30 minutes to an hour.

11

0-3 Conf -
Materials

Just wanted to give you a quick update on things and get your thoughts.
(Please let me know if you received this even if you don't have any thoughts right now)

Synthesis Document

Rima Shore - who is also the writer for the Families and Work Institute Report, "Rethinking the Brain" - will let me know on Thursday if this is something that she can complete no later than three weeks after the conference. And will let Naomi Karp, Dept. of Ed, know how much this may cost.

I talked with Rima about the brief outline that I put together and she seemed to feel the bases were covered but to keep in mind that the final document with illustrations etc. would probably be @30 pages.

Please let me know if this is how you would like to proceed. If so, on Thursday when I speak with her I would like to set up some time for her to speak with you all and folks from the Communications team to make sure we are all on the same page.

If not and you would prefer to take some other route please let me know before Thursday.

The Web Page

I talked with Lori Anderson. I am going to get to her (which I will forward to all of you) an outline of what the web page may look like.

I can be reached at (202) 690-8505. Take Care - Jeanine

for kids before the training; but the figure rose to between thirty-six and forty-four per cent afterward. An optimist might see progress, but many parents will see a six-in-ten chance that their own children will not be getting sufficient attention. (Galinsky said day care in Florida was better than in most of the rest of the country.)

The White House conference on the brain could touch off an emotional debate about the responsibilities of parents, and how active the government should be in encouraging parents to act responsibly. "The real policy implication," one White House aide said, "may turn out to be that we should try to make it easier for parents to stay home"—during the first few years of life—by offering a large, concentrated tax incentive.

"I hadn't thought of that," Reiner says. "That's what the conservatives are going to be for. It's very depressing."

Not just conservatives. William Galston and Elaine Kamarck, both of whom have worked on the White House staff (Kamarck still does, for the Vice-President), proposed just such a tax credit in "Mandate for Change," a policy agenda published after the first Clinton victory, by the Progressive Policy Institute, a New Democrat think tank. "I don't think this should be an either-or situation," says Galston, a former Clinton domestic-policy adviser who now teaches at the University of Maryland at College Park. "We should be

investing more in our children, period. We should have greater incentives for parents to stay home in the early years, and better child-care options for those who can't afford to do that. But don't ask me to choose between them. That's someone else's box, not mine."

It is the White House's box, and the White House hasn't yet decided how, or whether, to climb out of it. "I'd hope that every parent who learns about this research will want to go find their kids and hug them," Bruce Reed, the President's domestic-policy adviser, says. "I'd hope that this information will cause a lasting change in parental behavior."

But what about government's role? To be determined, Reed says. And how can this year's interest in early-childhood development be squared with last year's welfare-reform legislation, which now demands that poor women leave their children and find work? "We believe that kids who grow up in a household without the structure of work as a discipline and aspiration will also suffer," Reed says. "It doesn't mean that lousy child care is a good idea, but we believe that if you can bring work to a household, and a community, lives will improve."

"LOOK, if you have a chance to land in Normandy, does that mean you have to plan the invasion all the way to Berlin?" a White House aide asked, in defense of the semi-hatched nature of

some of the President's education initiatives. Although Bruce Reed and others had been planning for a second term through much of 1996, the education package seems to have been cobbled together hastily, to produce *something* in time for the State of the Union Message.

There is a signature Clintonian quality to all this—ambitious, high-minded, and haphazard. Like the White House brain conference, much of the rest of the President's education policy—especially the call for national reading and math standards—raises more compelling questions than it seems prepared to answer. It was the President himself who insisted on the most rigorous reading and math tests. "He knew this stuff cold," an aide said. "The Department of Education was dragging its feet a little, but he knew exactly what he wanted."

The Department of Education would no doubt deny recalcitrance, but it wasn't thrilled with the last set of NAEP reading results, for the year 1994, released in April of 1995. "Dick Riley didn't even attend the press conference," one testing expert said. "I can't remember another time when the Secretary of Education didn't show up." The test results were brutal. NAEP divides students into four categories: advanced, proficient, basic, and below basic. The two crucial categories are in the middle: a basic reader will know, say, that the tortoise beat the hare;

a proficient reader will be able to extrapolate that "slow and steady wins the race." (An advanced reader might make the First Lady's point: that the lesson can be applied to other endeavors as well.) The 1994 NAEP results for fourth graders were: seven per cent advanced, twenty-three per cent proficient, and thirty per cent basic—which left forty per cent semi-literate at best. The figures for certain minorities were even more depressing: one per cent of blacks were advanced, seven per cent were proficient, twenty-two per cent were basic, and seventy per cent were below basic.

The 1994 NAEP results were culled from a national sample. The President has proposed that a similar test be given to *every* fourth grader in 1999, but he can't ordain it. He has to get the



"I seem to have missed the cup."

BEING AND NOTHINGNESS

Returning takes too long.

In the flatlands
 the trees fill with heat,
 the stations arrive at light
 by a process of logic:
 goat willow, birchwoods,
 a cluster of dusty leaves,

 then brickwork
 and a street that aches for snow.
 I never sleep on trains. I'd soon be lost
 and how would I know myself
 if not for the way you listen in your sleep
 and find me,
 turning,
 waking,
 drifting off;

 how would I know I was there
 without your breathing,
 letting me dive so far into the dark
 and filling the gaps on my way
 with the amber of knowledge.

—JOHN BURNSIDE

individual states to agree, and that may not be easy, even though he is offering to reimburse them for the costs of the examination. "Do we have a strategy for getting the states to go along?" an aide asks. "Well, he'll be out pushing this. We think Governor Engler's support is significant—a lot of the other Republican governors look to him. We're not expecting a huge rush of other states right away, though. . . . Is there a Plan B if they don't come along? No."

And so it is entirely possible that the centerpiece of the President's education initiative will never come into being. But it is also possible—and this is clearly what Bill Clinton is hoping for—that enough states will go along, and then the million reading mentors that he has called for will swarm into elementary-school classrooms throughout America in 1998, and the NAEP results will show a dramatic improvement in 1999. If the President were to achieve his goal—every fourth grader reading at or above the basic level—that would be a significant accomplishment indeed.

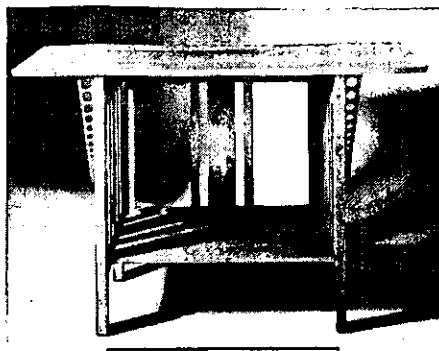
He is likely to settle for less than

that—for a national-testing regime that demonstrates just how much work needs to be done. And, like the conference on the brain, this may intensify the existing, deeply rutted policy debates between left and right—especially when parents across the country begin receiving the NAEP results, and find their children semi-literate or worse. The left will want to spend more money on poor schools; the right will argue for a freer, more entrepreneurial system. If the President is lucky, a national consensus may emerge—as William Galston proposed on early-education issues—to try both. "You're not going to get an argument from me about trying everything, including spending more money on poor schools," Chester E. Finn, Jr., a conservative education specialist with the Hudson Institute, says. "But we've also got to try some of the things that give palpitations to the teachers' unions"—things like school vouchers, merit pay, and the elimination of tenure.

As President, Bill Clinton has avoided such harsh specificity—in part, no doubt, because the teachers' unions were among

his strongest supporters, but also because he has no direct authority over such things: a union contract, like almost every other aspect of education, is a local matter. Which is why education is an area that Presidents have traditionally left to their speechwriters (and why this President didn't devote very much time to it until he began to run for reelection). Clinton's decision to stake his second term on this usually peripheral area seems a combination of true interest—he lights up whenever he enters a school—and desperation. Most of his and the First Lady's beloved social-policy issues are off the table: welfare has been "reformed" (at least, for the moment), and health care probably won't be any time soon. Crime is down. Affirmative action is being mended, not ended. The great entitlement battles—over Medicare and Social Security—are there to be fought, but they are dry, bitter debates: a matter of taking something away from the public rather than offering anything to it (other than the distant prospect of fiscal stability). "Yes, it's difficult to really *do* something about education," an aide says. "You don't control the levers of power. But he's pursuing this because it's what he really cares about."

These are humble times for government, and Bill Clinton's education plan is a modest policy. He does not ask for vast new funds. He offers no sticks along with his few scraggly carrots—there is no requirement that states join his testing regime, lest conservatives squawk that he is "imposing" a national education scheme; there is no requirement that high-school graduates pass a test to receive college-tuition tax credits, lest liberals squawk that minorities would suffer a "disparate impact." It's also possible that all this will be swallowed by the scandals that have overwhelmed Washington. But the debate about parental responsibility which will attend the brain conference is bound to be provocative, and the outrage that may accompany the testing results in 1999 could instigate some useful reforms. And, though Bill Clinton would no doubt like to be remembered for something more dramatic, he may have to settle for this: that at a moment when the public distrusted the government's ability to provide answers, he demonstrated—in this area, at least—an ability to raise some of the important questions. ♦



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PARIS JOURNAL

THE CHILL

The French turn a crisis into a romance.

BY ADAM GOPNIK

IT was a very cold winter here, and it felt even colder. "It's the dampness," every shivering Parisian explained. But really it was something else. A visitor who has walked bareheaded and oblivious through twenty arctic Canadian winters found that, out for a walk in Paris with the temperature in the high thirties, he was pulling a woolen hat over his ears and huddling in doorways and stopping in cafés to drink hot wine, and then quickly heading home.

What has made it seem so cold is the French gift for social dramatization: a cold day is a cold day, and everyone conspires to give it presence. Looking cold is also a way of making it plain that you are feeling miserable, a way to dramatize the "economic horror" that has overtaken Paris. In the chill, a series of smaller social pageants have been played out—including a hostage-taking, a craze for a strange book on economics, a growing conviction that the way out of the crisis is for everyone to stop working, a campaign against immigrants that led to mass civil disobedience by intellectuals, and visits by two foreigners bringing messages of deliverance.

The hostage-taking at the Crédit Foncier de France, a "semi-public," or state-supported, mortgage lender, was the first and the most improbable of the economic dramas. The Crédit Foncier was practically bankrupt, and the government decided to fob off parts of it on anybody who wanted bits of a failing bank. Its employees then decided that the best way to persuade the government to reconsider this plan was to go to the top, and kidnap the president, a M. Jérôme Meyssonier. Not only did M. Meyssonier stay on as a hostage but he supposedly made it the only condition of his imprisonment that no photographer be allowed to take a picture of

him sleeping on a cot in his office. The employees agreed, and even decided to keep the bank open for business while the boss was being held incommunicado. Then they, too, decided to sleep in the building—presumably an act of solidarity



The most popular idea for fixing the economy: everyone should stop working sooner.

with the boss they had just imprisoned.

Hostage-taking of this kind has become more or less routine here, kidnapping the boss being to the French economic crisis what firing the employees is to the American one. Over the past few years, a number of French bosses, including some at Moët et Chandon, have been held hostage. There's actually a nice word for telling the *patron* to go to his room and stay there: he is merely being "sequestered"—which, as euphemisms go, seems a fair trade for the Anglo-Saxon "downsizing."

The hostage-takings, naturally, are almost entirely symbolic: if M. Meyssonier

Media says that everyone going to be here.
- with press conference.

File
0-3 Conference

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN

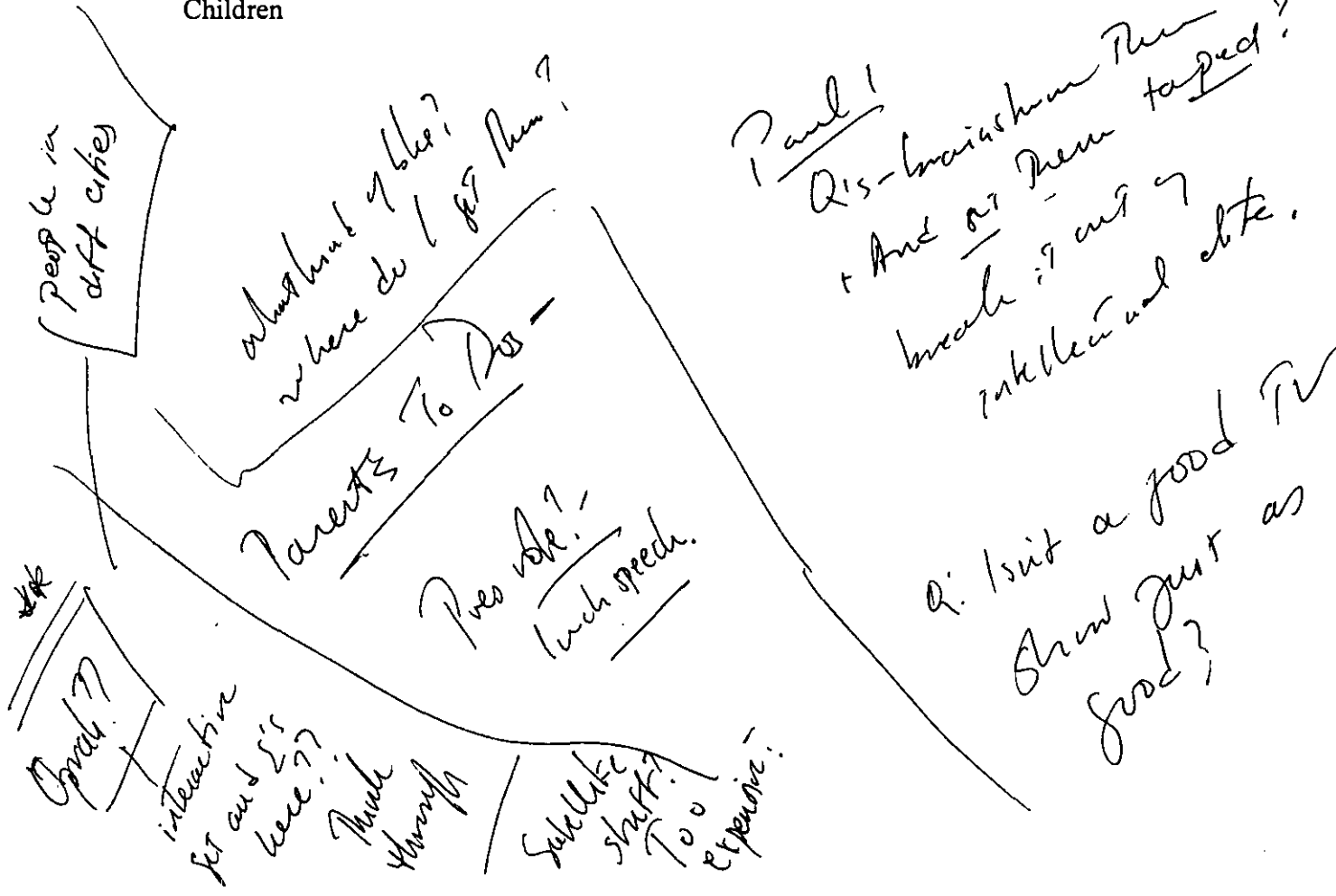
DEVELOPMENT?

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN

- President's remarks at the State of the Union
- One-page Overview of Format
- Discussion Paper on Structure and Composition
- Draft Executive Summary of Paper for possible release at Conference, "Rethinking the Brain: New Insights into Early Development"

WHITE HOUSE POLICY COORDINATION AND DEVELOPMENT STRATEGY

- Overview
- Executive Memorandum on Early Child Development
- Fact Sheet: Overview of Federal Programs that Target Early Development
- Fact Sheet: Clinton Administration Efforts to Support the Development of America's Youngest Children



Learning begins in the first days of life. Scientists are now discovering how young children develop emotionally and intellectually from their very first days, and how important it is for parents to begin immediately talking, singing, even reading to their infants. The First Lady has spent years writing about this issue, studying it. And she and I are going to convene a White House Conference on Early Learning and the Brain this spring, to explore how parents and educators can best use these startling new findings.

President Clinton
State of the Union Address
February 4, 1997

**WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN
FORMAT OVERVIEW**

PANEL #1 WHAT DOES THE CURRENT RESEARCH TELL US AND WHAT DOES IT MEAN FOR PARENTS?

A) An exploration of current scientific research, presented by leading scientists -- what do we now know about children's cognitive and emotional development during the earliest years of life?

Participants: Leading Neuroscientists, Developmental Specialists, Leading Academic Scholars

B) An examination of the practical applications of this research for parents -- what can parents do to enhance the development of their children in their earliest years of life?

Participants: parents asking questions of the panel about how the research should inform their parenting.

PANEL #2 WHAT CAN COMMUNITIES AND VARIOUS SECTORS OF SOCIETY DO TO SUPPORT PARENTS AND EQUIP THEM WITH THE CURRENT RESEARCH?

A discussion with leaders of various sectors of society -- with the President issuing challenges, underscoring the government's role and highlighting his Administration's initiatives and announcements -- exploring what is being done, what could be done, and what will be done to support families and enhance early childhood development -- what can society do to equip parents with current research and how can all sectors of society apply current research?

Participants: Pediatricians, Grassroots Practitioners, Early Child Care Providers, Religious Leaders, Policy Makers, Business Leaders

WHITE HOUSE CONFERENCE ON EARLY LEARNING AND THE BRAIN STRUCTURE AND COMPOSITION

PANEL #1: Exploration of Current Scientific Research and its Applications for Parents

Purpose: To provide for the general public -- and particularly parents -- a succinct overview of current scientific understanding of the significance of children's first years of life to their cognitive, emotional and social development. Research has illuminated how young children's brains are "wired," and demonstrates that capabilities we are born with are influenced by what is experienced/ learned after birth. Some key findings include:

- the brain is the most undeveloped organ of a newborn;
- 80 percent of a child's brain develops by age 1
- a child's earliest experiences can increase or decrease the number of cell connections in the brain by 25% or more.

Format:

- 1) Overview of the explosion of research by a well respected generalist;
- 2) Brief presentations by scientists and experts of research findings; and
- 3) Questions from parents to panelists about how the research should inform and help shape their parenting. Questions by parents might include:
 - How can I best stimulate my child and enhance her development?
 - How much time should I spend reading to my child each day or week? Are some children's books better than others?
 - What are a few things I can do with my child to ensure that my child begins school ready to learn?

[For discussion and further vetting -- possible release of the *Rethinking the Brain: New Insights into Early Development* Conference Report, sponsored by Carnegie Corporation of New York, the Charles A. Dana Foundation, Inc., The Harris Foundation and the Robert R. McCormick Tribune Foundation, which synthesizes the current research (Executive Summary attached).]

Possible Panelists:

We have solicited recommendations for panel participants/presenters from a number of sources, including the HHS and NIH, the organization 0-3, the Office of Science and Technology at the White House, as well as some who, as you know, have asked us to keep their input private. What follows are lists of possible panel participants. The lists are not nearly exhaustive and

require further vetting, but represent those who have come highly recommended from a number of sources.

Recommendations are listed below in three categories: 1) brain specialists, 2) child development experts and 3) generalists.

1. Brain Specialists:

Megan Gunnar, Ph.D. (Recommended by 0-3, Nancy Hoit, EG and ML)

Professor of Psychology
Institute of Child Development
University of Minnesota

FOCUS: Impact of care giving relationships and settings. Gunnar has conducted extensive research on how the brain is structured during early development, with particular emphasis on how to protect the brain from the negative impact of stress hormones through high quality care giving.

Carla Schatz, Ph.D. (Recommended by NICHD, OSTP, 0-3, EG)

Neurobiologist
University of California, Berkeley

FOCUS: Brain development and the influence of early experience. Through ongoing research, Schatz studies how synapse connections in the adult brain are wired during development, addressing questions of how nerve cells know where to grow their connections and focusing on the development of the visual system.

Patricia Kuhl (Recommended by NICHD, OSTP, EG)

Professor and Chair
Department of Speech and Hearing Sciences
University of Washington

FOCUS: Language Development. Kuhl's studies focus on how babies map their native languages and learn to categorize their languages by listening to the parents speak. Her research was featured in the Education Commission of the States Workshop and Report, "Bridging the Gap Between Neuroscience and Education."

Patricia Goldman-Rakic (Recommended by NICHD)

Professor of Neuroscience
Yale University School of Medicine

FOCUS: Early brain development and how synapses are joined between the neurons during the first five years of life. Goldman-Rakic's research has shown that most learning takes place during the earliest years, and explores the implications for how we approach education. Her research was featured in the Education Commission of the States Workshop and Report, "Bridging the Gap Between Neuroscience and Education."

2. Early Development Specialists

Ron Lally, Ed.D. (highly supported by HHS, NICHD, EG, DOE)
Director, Center for Child and Family Services
WESTED/Far West Laboratory
Sausalito, CA

FOCUS: Research on 1) the social emotional development in infancy; 2) the effects of family support on the development of young children; 3) the training of adults who provide care for infants and toddlers; and 4) the impact of early intervention on later adult functioning. Lally is currently part of a consortium funded to provide training and assistance to 68 of the new Early Head Start sites across the country. Also, he directs two early intervention initiatives in northern California -- one that is a 25-year study of the impact of family support and quality child care on poor families.

Craig Ramey, Ph.D. (Recommended by NICHD, EG) *Includ*
Developmental Psychologist
Professor, Departments of Psychology, Pediatrics, Sociology and Public Health
University of Alabama, Birmingham

FOCUS: Development of intervention programs to reduce the incidence of mental retardation, particularly among socioeconomically deprived populations. Ramey's research has guided the development and expansion of community-based services, including early intervention and prevention, family and individual supports, assistance technology, transition to adulthood, employment, aging, and assistance to rural families.

Carol Brunson Phillips, Ph.D. (Recommended by DOE, EG)
Executive Director
Council for Early Childhood Professional Recognition
Washington, D.C.

FOCUS: Research relating to the effects of care-giving adults' racial attitudes on the development of young children. Phillips has served as a consultant to Head Start, the National Center for Clinical Infant Programs, and the National Association for the Education of Young Children on projects related to multicultural and bilingual issues.

Deborah Phillips (Recommended by NICHD, EG)
Director, Board on Children, Youth and Families
National Research Council
Commission on Behavioral and Social Sciences and Education
Washington, DC

FOCUS: Child care quality. Most recently, Phillips served as Principal Investigator of the Virginia site of the National Institute of Child Health and Human Development's Study of Early Child Care. She also serves on numerous task forces and advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York, the research task force of the Secretary's Advisory Committee on Head Start Quality and Expansion of the U.S. Department of Health and Human Services and the Advisory Committee on Services for Families with Infants and Toddlers of the

U.S. Administration for Children and Families.

Suzanne Randolph, Ph.D.

Department of Family Studies
University of Maryland

FOCUS: Research on the normative development of African American infants, toddlers and pre-schoolers. Randolph is a member of the National Advisory Panel for the evaluation of Early Head Start.

Heidelise Als, Ph.D.

Director of Neurobehavioral Infant and Child Studies
Children's Hospital - Boston

FOCUS: Research on premature, low-weight babies who have intracranial hemorrhages. Als' research has led to new procedures in neonatal intensive care nurseries. Dr. Als has found that by reducing the amount of light, noise, and disruptions to which preemies are subjected, they spend less time in the hospital, have better sensory integration, and tend to have better overall outcomes than do preemies who receive traditional intensive care nursery handling. In 1995, Dr. Als received the Decade of the Brain Research Award from the Chicago Institute for Neurosurgery and Neuroresearch.

Bettye Caldwell, Ph.D.

Professor of Pediatrics in Child Development and Education
University of Arkansas for Medical Sciences
Arkansas Children's Hospital
Little Rock, AR

*good
dunn-h-e-e-er*

FOCUS: Extensive research on the effects of early day care and the effects of day care attachment.. Caldwell is committed to the scientific value of multi-site collaborative research and has had extensive experience in this area as part of the eight-site Infant Health and Development Program and currently as part of the NICHD Study of Early Child Care. Over the past three decades, Caldwell has been involved in the design and operation of early enrichment programs. A major aspect of the research which has undergirded Caldwell's work has been the development and refinement of the HOME (Home Observation for Measurement of the Environment) Inventory, now international accepted as the standard method of assessing the amount of stimulation and support available for development within the family.

Generalists:

T. Barry Brazelton, M.D. (Universally recommended)

Clinical Professor of Pediatrics
Children's Hospital of Pediatrics
Boston, MA

FOCUS: "America's Pediatrician." Brazelton has published widely, focusing on the contribution of the neonate to the parent-infant relationship, the development of attachment over the first four months between parent and infant, cross-cultural studies of infant behavior and of early parenting practices, and importance of early intervention with at-risk infants and their

parents.

Donald Cohen
Yale University
ML recommended

Have to / V

Folks who did
Diffusion study
Danzon book
Euros Tablets

Have audience

PANEL #2: EXPLORATION OF WHAT COMMUNITIES AND VARIOUS SECTORS OF SOCIETY CAN DO TO SUPPORT PARENTS AND EQUIP THEM WITH THE CURRENT RESEARCH

Purpose:

To highlight what is being done, what could be done, and what will be done on all levels of society to support families and enhance early childhood development, including:

- Community efforts and grassroots practices;
- Private sector commitments; and
- Policies that take into account the research's implications for our social delivery systems, including child care, health, welfare and the workplace.

This panel would also provide the venue for the President to make announcements, issue challenges, underscore the government's role in this issue and highlight his Administration's initiatives.

Possible Panelists:

The list of recommended people and categories below is far from exhaustive and requires further vetting and input from the field.

Barry Zuckerman
Medical Director
Boston Medical Center
Professor and Chairman of the Department of Pediatrics
Boston University School of Medicine and Boston City Hospital

ROLE: To announce the national expansion of Reach Out and Read (commitments to the secured through HRC White House convening in next few weeks).

Rob Reiner
Castle Rock Entertainment

ROLE: To announce his public engagement campaign (perhaps formally launch?)

Early Head Start Instructor and/or Parent

ROLE: To discuss how intervention program improves parenting skills.

Business Leader with Family Friendly Workplace that Targets Early Child Development

ROLE: To describe business' "family friendly" workplace strategies that target early child

How Dan
C-500
not in
Cory?
Vimally
attractive
See Reiner
Dance charts
Have 22 questions
on this day?

Ask + answer 2's -
how shan
who isn't this parents
responsibility - not
anymore etc's
Need more public
resources.

Someone involved in
childcare.

Included in Minn

Attrn: briefing for invited
congressmen + staff.
Take them to the Hill

development, geared to new parents and their children, yielding better parents and workers.

Religious Leader

ROLE: To describe a model program run by religious community leaders and thereby highlight the role that the faith community can play in helping to reach new parents and children in their earliest years.

Leaders/Clients of Model Community-Based Programs

ROLE: To illustrate the significance of community-based programs that target new parents and children in their earliest years, including those that focus on engaging fathers in their children's lives.

3. Audience:

Key actors of community
who want to have learn
stuff

hyper-ise?
e.g. Voinovich
Dean

Public policy peer
all levels of govt?

It will difficult to narrow the list of audience members to a size that can fit the East Room, given the extraordinary amount of interest and enthusiasm for this issue. Our goal will be to develop a balanced list of parents, key experts, researchers, scientists, community leaders, religious leaders, business leaders, and so forth.

ROLE: Interactive. Parents will ask questions of the first panel; and others key leaders can ask questions of the second panel.

What Parents Can Do
Parents Handbook??
(Ch. Review)

Wrap in
adoption/
foster care

Programs that help support
a family over the
course of 24 hrs.

Highlight in same creative
way. Way to convey as a
story.

Directions to child
wet people -
reaching down
into humanity.

Draft
EXECUTIVE SUMMARY

Rethinking the Brain
New Insights into Early Development

Conference Report
*Brain Development in Young Children:
New Frontiers for Research, Policy and Practice*

Organized by the Families and Work Institute
June 1996

Funded by
Carnegie Corporation of New York
The Charles A. Dana Foundation, Inc.
The Harris Foundation
Robert R. McCormick Tribune Foundation

A father comforts a crying newborn. A mother plays peekaboo with her ten-month-old. A teacher reads to a toddler. And in a matter of seconds, these children's growing brains respond. Brain cells are "turned on," activated by this particular experience. Existing connections among brain cells are strengthened, and at the same time, new connections are formed, adding more definition and complexity to the intricate circuitry that will remain in place for the rest of these children's lives.

We didn't always know it worked this way. Until recently, it was not widely believed that the brains of newborns could be so active and so complex. Nor did we realize how flexible the brain is. Only 15 years ago, neuroscientists assumed that by the time babies are born, the structure of their brains was genetically determined. They did not recognize that the experiences that fill a baby's first days, months and years have such a decisive impact on the architecture of their brains, or on the nature and extent of their adult capacities. Today, thanks in part to decades of research on brain chemistry and sophisticated new technologies, neuroscientists are providing evidence for assertions that would have been greeted with polite skepticism ten or twenty years ago.

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and so complex.**

In June 1996, a two-day conference was convened at the University of Chicago by the Families and Work Institute to discuss new knowledge about early brain development and its implications for children in the United States. Entitled *Brain Development in Young Children: New Frontiers for Research, Policy and Practice*, the conference affirmed that the nation as a whole has a vital stake in its youngest children's learning and healthy development. The conference brought together professionals from the neurosciences, developmental and clinical psychology, medicine, education, human services, the media, business, and public policy to look at what we know about the brain and how that knowledge can and should inform our efforts to improve results for children and their families. The proceedings and a range of background materials provided by participants and other researchers served as the basis for the conference report, which is summarized here.

I. Breakthroughs in Neuroscience — Why Now?

Every field of endeavor has peak moments of discovery and opportunity—when past knowledge converges with new needs, new insights, and new technologies to produce stunning advances. For neuroscience, this is one such moment. Certainly, the development of new research tools has been a crucial factor. New brain imaging technologies have made it possible to investigate—and get a glimpse of—how the brain develops and how it works.

Brain research has been stimulated, in part, by growing concern about the status of children in America—not only their academic achievement, but also their health, safety, and overall well-being. Two decades of research in diverse fields have confirmed the importance of the first few years of life. Given these findings, more Americans are expressing misgivings about the effectiveness of investments and educational reform efforts that begin only when children reach the age of five. There is growing consensus, among

decision makers in many fields, that efforts to recast policy and reconsider the best use of public resources must begin with clearheaded thinking about how brains develop.

II. What Have We Learned?

The literature and the research presented at the June 1996 conference point to five key lessons that have the potential to reframe research, policy, and practice in diverse fields.

1. Human development hinges on the interplay between nature and nurture.

Much of our thinking about the brain has been dominated by old assumptions—that the genes we are born with determine how our brains develop, and that in turn how our brains develop determines how we interact with the world. Recent brain research disproves these assumptions. Neuroscientists have found that throughout the entire process of development, beginning even before birth, the brain is affected by environmental conditions, including the kind of nourishment, care, surroundings, and stimulation an individual receives. The impact of these environmental factors on the young is dramatic and specific, not merely influencing the general direction of development, but actually affecting how the intricate circuitry of the human brain is “wired.” And because every individual is exposed to different experiences, no two brains are wired the same way.

The developing brain produces many times more neurons (brain cells) and more synapses (connections among brain cells) than it will eventually need. Most of the extra neurons are shed by the time a baby is born. But in normal growth and development the number of synapses increases markedly in the first four years, and then holds steady throughout the first decade of life. In this way, a child’s brain becomes super-dense, with twice as many synapses than it will eventually need. Brain development is, then, a process of pruning: those synapses that are formed and reinforced by virtue of early experience tend to become permanent; the synapses that are not used tend to be eliminated. In this way, as babies and toddlers gain more experience, positive or negative, the brain’s wiring becomes more defined. This process requires considerable energy; for most of the first decade of life, children’s brains are more than twice as active as those of adults.

New knowledge about brain function should end the “nature or nurture” debate once and for all. A great deal of new research leads to a single conclusion: how humans develop and learn depends critically and continually

For most of the first

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on the interplay between nature (an individual's genetic endowment) and nurture (the nutrition, surroundings, care, stimulation, and teaching that are provided or withheld). The impact of nature and nurture in shaping human development should not be measured quantitatively; genetic and environmental factors have a more dynamic, qualitative interplay that cannot be reduced to a simple equation. Both are crucial.

2. Early care has decisive and long-lasting effects on how people develop and learn, how they cope with stress, and how they regulate their own emotions.

Some people have long known—and psychological studies have shown—that babies thrive when they receive warm, responsive early care; now we are beginning to understand the biological mechanisms that underlie this knowledge. Recent brain research suggests that warm and responsive care is not only comforting for an infant; it plays a vital role in healthy development. Warm and responsive care means meeting babies' basic needs for food and shelter as well as responding to their moods and efforts to communicate. The care children receive directly affects the formation of neural pathways.

In particular, individuals' capacities to control their own emotional states appear to hinge, to a significant extent, on biological systems shaped by their early experiences and attachments. There is no single "right" way to create this capacity; sensitive care can take many forms. But children who are emotionally neglected or abandoned very early in life often have difficulty with such brain-mediated functions as empathy, attachment, and emotional expression.

Neuroscientists are finding that a strong, secure attachment to a nurturing adult can have a protective biological function, helping a growing child withstand the ordinary stresses of daily life. These are the implications of studies that have gauged children's reactions to stress by measuring the levels of a steroid hormone called cortisol in their saliva. Researchers have found that adverse or traumatic events, whether physical or psychological, can elevate an individual's cortisol level. Chronically high cortisol levels can make a child vulnerable to processes that lead to the loss of some neurons and, just as importantly, reduce the number of synapses in certain parts of the brain. And in fact, children with chronically high cortisol levels have been shown to experience more delays in cognitive, motor, and social development than other youngsters. But new research shows that babies who receive warm and responsive care in the first year of life are less likely to respond later to minor stress by producing cortisol than other children. And when they do react to stress by producing cortisol, they can turn off the response more quickly and efficiently. This protective effect appears to last throughout childhood and beyond.

Neuroscientists are finding that a strong, secure attachment to a nurturing adult can have a protective biological function, helping a growing child withstand the ordinary stresses of daily life.

3. The human brain has a remarkable capacity to change, but timing is crucial.

There is mounting evidence of the brain's neuroplasticity. This means that the brain has the capacity to change in important ways in response to experience. We now have scientific evidence that the brain is not a static entity, and that an individual's capacities are not fixed at birth. There are few preset limits to an individual's learning potential. The brain itself can be altered—or helped to compensate for problems—with appropriately timed, intensive intervention. In the first decade of life, the brain's ability to change and compensate are especially remarkable.

Because the brain has the capacity to change, parents and other family members, friends, child care providers, teachers, doctors, and others have ample opportunities to promote and support children's healthy growth and development. But timing is critical. While learning continues throughout the life cycle, there are optimal periods of opportunity—"prime times" during which the brain is particularly efficient at specific types of learning. For example, the brain is best able to acquire language skills during the first decade of life, when synapse density and metabolic activity in the part of the brain that processes language are very high. In the neurobiological literature, these times are called "critical periods."

4. The brain's plasticity also means that there are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects.

New knowledge about the vulnerability of the developing brain to environmental factors suggests that early exposure to nicotine, alcohol, and drugs (in utero and in the postnatal environment) may have even more harmful and long-lasting effects on young children than was previously suspected.

A number of studies indicate that maternal smoking during pregnancy can, in some cases, affect brain development, inhibiting neuron growth. It can also have an impact on the brain's biochemistry and can alter DNA and RNA synthesis in the brain. Children exposed to nicotine before birth appear to be at higher risk of developmental delays or impairments. And in fact, research suggests that the children of mothers who smoke during pregnancy have somewhat higher rates of neurobehavioral difficulties, including inattention, impulsivity, and hyperactivity.

To an even greater degree than nicotine, exposure to cocaine in utero may affect the brain's biochemistry. Early in gestation, it can disrupt the migration of neurons up the cortical wall. Later in the prenatal period,

While learning continues throughout the life cycle, there are optimal periods of opportunity—"prime times" during which the brain is particularly efficient at specific types of learning.

exposure to cocaine can interfere with the production of synapses. Many children exposed to cocaine in utero have been found to have difficulty with attention, and appropriate responses to stress.

After birth, exposure to adverse environmental conditions can also have harmful effects on brain development. Early experiences of trauma or ongoing abuse, whether in utero or after birth, can interfere with development of the subcortical and limbic areas of the brain, resulting in extreme anxiety, depression, and/or the inability to form healthy attachments to others. Adverse experiences throughout childhood can also impair cognitive abilities, resulting in processing and problem-solving styles that predispose an individual to respond with aggression or violence to stressful or frustrating situations.

A number of researchers have focused their attention on specific circumstances that may interfere with warm and responsive care during critical periods, including maternal depression. While not all babies of depressed mothers show negative effects, maternal depression can impede healthy brain development, particularly in the part of the brain associated with the expression and regulation of emotions. Post-partum depression that lasts only a few months does not appear to have a lasting impact; but babies who are from six to eighteen months old when their mothers suffer from depression appear to be at greater risk. When mothers are treated for or recover from depression, their young children's brain activity and their behavior can improve significantly.

Many of the risk factors described above occur together, thereby jeopardizing the healthy development of young children. Research additionally shows that many of these risk factors are associated with or exacerbated by poverty. Today, fully a quarter of American children under the age of six are growing up in poverty. Economic deprivation affects their nutrition, access to medical care, the safety and predictability of their physical environment, the level of family stress, and the quality and continuity of their day-to-day care.

5. Evidence amassed by neuroscientists and child development experts over the last decade point to the wisdom and efficacy of prevention and early intervention.

Study after study shows that well-designed programs created to promote healthy cognitive, emotional, and social development can improve the prospects—and the quality of life—of many children, and in some cases can even ameliorate conditions once thought to be virtually untreatable, such as autism or mental retardation.

A number of widely-known, well-documented studies of programs designed to help infants and toddlers and their families, suggest that well-conceived,

While not all babies of depressed mothers show negative effects, maternal depression can impede healthy brain development, particularly in the part of the brain associated with the expression and regulation of emotions.

well-implemented programs can brighten children's futures. The efficacy of early intervention has been demonstrated and in some cases replicated in diverse communities across the nation. Children from families with the least formal education appear to derive the greatest cognitive benefits from intervention programs. Moreover, the impact of early intervention appears to be long-lasting, particularly when there is follow-up during the elementary school years.

Intensive, developmental care also improves the prospects of preterm infants, who come into the world with brains that have had less time to mature in the protected intrauterine environment, and are therefore even more vulnerable to the environment. Traditionally, these babies have spent their first weeks in incubators or isolettes, with bright lights, beeping monitors, and little human contact. Research has shown that responsive care in a more soothing environment can significantly increase preterm infants' chances for physical and mental health, while substantially reducing hospital stays and costs.

New insights into the brain's early development and functioning have allowed some researchers to address neurological impairments with greater precision. For example, with the aid of brain imaging (MRI) studies, researchers have been able to study and detect auditory processing problems in babies six to nine months old before language impairment becomes evident. Once a problem has been pinpointed, specific, individualized interventions can be introduced at a time when the brain's plasticity is particularly marked.

III. Where Do We Go From Here?

In most spheres of knowledge, what we don't know far exceeds what we do know. Brain research is no exception. Coming years promise to yield new discoveries about how the brain develops and how children's capacities grow and mature. Neuroscientists are likely to shift their attention from general questions about how brain circuitry is formed to more specific investigations of the functions of specific regions of the brain—including how, and how much, they are influenced by the environment.

There appeared to be considerable agreement among conferees around key assertions summarized in this report, including the importance of the interplay between nature and nurture; the extent and rapidity of early development; the brain's remarkable plasticity; the importance of strong, secure early attachments; and the efficacy of prevention and early intervention. In addition, three key principles of societal response emerged in the discussions:

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First do no harm. New insights into the brain suggest that the principle that guides medical practice should be applied just as rigorously to all policies and practices that affect children: first do no harm. That means allowing parents to fulfill their all-important role in providing and arranging for sensitive, predictable care for their children. Any and all policies or practices that prevent parents from forming strong, secure attachments with their infants in the first months of life need urgent attention and reform. At the same time, parents need more information about how the kind of care they provide affects their children's capacities. First do no harm also means mounting urgent, intensive efforts to improve the quality of early care and education.

Prevention is best, but when a child needs help, intervene quickly and intensively. Knowing that early experience has such a strong influence on brain development, parents may worry that every unpleasant sensation or upsetting experience will become a neurological nightmare. Families may rest assured that in most cases, a history of consistent, warm and responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life. In most cases, children can recover even from serious stress or trauma. And if they are given timely and intensive help, many can overcome a wide range of developmental problems. To have the greatest impact, interventions must be timely and must be followed up with appropriate, sustained services and support. More detailed knowledge about specific aspects of brain development and functioning will allow the design of interventions that more closely match children's needs.

Promote the healthy development and learning of every child of every age, every demographic description, and every risk category. If we miss early opportunities to promote healthy development and learning, later remediation may be more difficult and expensive, and may be less effective given the knowledge and methods that are currently available. However, this theme was sounded repeatedly: risk is not destiny. Numerous cases were cited of individuals who have thrived despite adverse conditions. The medical, psychological, and educational literatures contain sufficient examples of people who develop or recover significant capacities after critical periods have passed to sustain hope for every individual, and to support ongoing efforts to enhance the cognitive, emotional, and social development of youth and adults in every phase of the life cycle.

Families may rest assured that in most cases, a history of consistent, warm and responsive care cushions children from the occasional bumps and bruises that are inevitable in everyday life.

Implications for Policy and Practice

New insights into early development confront policy makers and practitioners in many fields with thorny questions and difficult choices. As we move into the next century, our children need and deserve policies that reflect the importance of the early years, and that embody the principles that emerged from the brain conference: first do no harm; use prevention, but if a

child needs help, intervene quickly and intensively; and promote the healthy development of every child.

In particular, new knowledge about early development adds weight and urgency to the following policy goals:

Improve health and protection by providing health care coverage for new and expectant parents. Neuroscientists emphasize that the prenatal period is an active period of development. And yet, about one in four pregnant women receives little or no prenatal care. The first three years of life are also filled with opportunity and risk, but some three million children in this age span are uninsured or underinsured.

Promote responsible parenthood by expanding proven approaches. All parents can benefit from solid information and support as they raise their children; some need more intensive assistance. There is research evidence that certain parent education/family support programs promote the healthy development of children, improve the well-being of parents, and are cost-effective.

Safeguard children in child care from harm and promote their learning and development. Researchers have found that the nation's youngest children are the most likely to be in unsafe, substandard child care. More than one third are in situations that can be detrimental to their development, while most of the rest are in settings where minimal learning is taking place. We can do better. Studies show that it is possible to improve quality, creating settings in which children can thrive and learn.

Enable communities to have the flexibility and the resources they need to mobilize on behalf of young children and their families. Efforts are now underway across the nation to mobilize communities on behalf of young children and their families. Many localities are bringing together decision makers to create a vision of the kind of community they want to be part of, to develop goals and sustainable strategies for achieving that vision, to determine how to finance their efforts, and to make provisions for gauging results. These efforts need and deserve support from national, state, and local leaders, as well as from leaders of business, the media, community organizations, and religious institutions.

• • • •

In short, new insights into early brain development suggest that as we care for our youngest children, as we institute policies or practices that affect their day-to-day experience, the stakes are very high. But we can take comfort in the knowledge that there are many ways that we as parents, as caregivers, as citizens, and as policy makers can raise healthy, happy, smart children. We can take heart in the knowledge that there are many things that we as a nation can do, starting now, to brighten young children's future and ours.

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the next century,
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WHITE HOUSE POLICY COORDINATION AND DEVELOPMENT STRATEGY TO TARGET EARLY CHILDHOOD DEVELOPMENT

The White House Conference on Early Learning and the Brain presents a unique opportunity to highlight the Clinton Administration's ongoing commitment to enhancing the development of children during their earliest years of life.

Our Administration policy goals for the Conference are:

1. To highlight successful, existing programs throughout the federal government that bear on the earliest years of a child's life; and
2. To announce further initiatives.

Toward that end, the President has will issue an Executive Memorandum to all the heads of departments and agencies throughout the government to provide, in thirty days, lists and assessments of existing programs and planned projects, as well as proposals for additional projects that will enhance early childhood development. The Executive Memorandum also calls for the establishment of a senior level interagency working group to share, examine, and develop these plans.

Interagency Working Group

While the Executive Memorandum will direct the Departments to report to the White House formally, we will continue to work with the Departments through the Interagency Working Group to develop the best initiatives for announcement at the Conference. While the bulk of the work on early childhood development is being done at the Departments of Education, Health and Human Services, and Justice, it is clear that the mission and activities of nearly all federal agencies bear on this important issue.

February 19, 1997

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MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Federal Policies Targeted to Children in Their Earliest Years

Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school-age -- are critical to cognitive, emotional, and physical development. We know that emotional nourishment, intellectual stimulation, parental and community support, good nutrition, proper health care, quality child care, and safe housing during the first years of life form the foundation for a child's ability to learn, thrive in school, work productively and contribute fully to society.

Across the federal government, we are making great strides to enhance development during the earliest years of life, before a child reaches school, by investing in research, educating parents and caregivers, and supporting programs that provide early intervention to disadvantaged families. I am committed to accelerating our efforts to target the earliest years of life. We all have a stake in ensuring that every child is given the opportunity to fulfill his or her God-given potential.

Today, I am directing the heads of executive departments and agencies to report to me in thirty days with:

1. a comprehensive list and assessment of existing projects and programs that target the earliest years of life -- including any qualitative or quantitative evidence of success, as well as current funding level and number of clients served -- and a description of proposed improvements, if any are needed, to such projects and programs;
2. a comprehensive list and assessment of planned projects and programs that target the earliest years of life, including projected funding levels and number of clients to be served; and
3. specific proposals for additional projects and programs that could be undertaken to improve the earliest years of life that do not require new spending, or that can be undertaken this year within the proposals in the FY 1998 Budget, or that could be developed for consideration for the FY 1999 Budget, within the limits of my Balanced Budget Plan.

I am also directing the establishment of a senior level interagency working group to share, examine, and develop these assessments and plans.

THE EARLIEST INTERVENTIONS **A SAMPLE OF FEDERAL EFFORTS**

DRAFT

The following are a sample of programs and resources throughout the federal government focused on our nation's youngest children. Over the next few months this document will be expanded to include more activities and more information.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

The **Early Head Start** grants expand the proven benefits of early childhood development to low income families with children under three and to pregnant women. Combined with last year's grants, Early Head Start now totals 142 programs across the country. Using the Head Start model, these programs enhance children's cognitive, social, emotional and physical development; assist parents in fulfilling their parental roles; and help parents move toward self-sufficiency.

The **Healthy Tomorrows Partnership for Children** program began in 1989 as a collaborative venture between the Maternal and Child Health Bureau and the American Academy of Pediatrics. Its purpose is to stimulate innovative programs that prevent disease and disability and promote health and access to health care services for children nationwide.

Funded projects include a range of activities such as intervention and care coordination services for children with special health needs and expanded perinatal care and parent education services.

The **Child Care and Development Fund**, brings together, for the first time, four Federal child care subsidy programs and allows States to design a comprehensive, integrated service delivery system to meet the needs of low-income working families. Additionally, the Child Care and Development Fund sets aside a minimum of four percent of Federal and State funds to improve the quality and availability of healthy and safe child care for all families

The **Healthy Child Care America Campaign** is a joint effort of the Child Care Bureau and the Maternal and Child Health Bureau to promote the healthy development of children. The Campaign seeks to enhance health education for child care workers and parents, support programs' efforts to create healthy environments for children, and better link programs with community health resources. The Action Step Strategy Sheets, Resources, and Examples provide possible strategies that communities can use to implement particular action steps. The strategies can be used by child care providers, health providers, families, child care regulators, policymakers, and businesses.

DEPARTMENT OF EDUCATION

The National Center for Early Development and Learning, established in 1996, has a five year mission to identify and study issues of national significance to young children and their families and to disseminate that information widely to researchers, practicing professionals and families. The Center's research focuses on enhancing the cognitive, social and emotional development of children from birth through age eight.

The Even Start Family Literacy Program is a family-focused program providing participating families with an integrated program of early-childhood education, adult literacy and basic skills instruction, and parenting education. There are 576 local Even Start programs supporting parents in every state and the District of Columbia. Even Start is an integral component of Title I, the single largest federal program supporting K-12 education.

Ready-to-Learn Television provides for the development, production, and distribution of educational and instructional video programming for preschool and elementary children and their parents in order to facilitate the achievement of the National Education Goals. Support materials are produced for young children, their parents, child care workers, and Head Start providers to increase the effective use of the programming. There was \$7 million was made available in FY 1997.

In the Program for Infants and Toddlers with Disabilities States may make early intervention services available to eligible infants and toddlers (birth through two years). Under the Individuals with Disabilities Act (IDEA) states must provide special education services to eligible preschool children (ages 3-5). Individual Family Service Plans are developed to support children and meet their needs while supporting and building on the individual strengths of the family. Support groups for parents such as Parent-to-Parent are available, as well as parent training.

The Goals 2000: Educate America Act calls for parents to be involved in the development of state and local Goals 2000 plans. In addition, Title IV of Goals 2000 calls for the implementation of **Parent Resource Centers** in every state by the year 1998. The Centers provide parents with training, information, and support in learning about the National Education Goals and how to help their children -- from preschool through high school -- achieve high standards. The activities of the centers include (1) coordinating with existing programs that support parents in helping their children be ready for school and be able to reach high standards; (2) developing resource materials and providing information about high quality programs to families, schools, school districts and others through conferences, workshops and dissemination of materials; and (3) supporting a variety of promising models of family involvement programs, including Parents as Teachers and Home Instruction for Preschool Youngsters.

America Reads' Parents As First Teachers Challenge Grants : The President's America Reads Challenge to make sure that every child can read well by the end of the third grade includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program.

Read*Write*Now is an intensive summer component of the President's America Reads Challenge. More than 60 businesses and reading associations, community and religious groups joined together with Education Secretary Richard Riley and have provided summer reading partners to almost one million children.

U.S. DEPARTMENT OF JUSTICE

The **Prenatal and Early Childhood Nurse Home Visitation Program** seeks to improve the health and social functioning of low-income, first-time mothers and their babies through nurse home visits in the first two years of a child's life. This effort relies on a highly-regarded and well-tested home visiting model. The Executive Office for Weed and Seed and the Office of Juvenile Justice and Delinquency prevention joined with HHS's Administration for Children and Families to support this project.

Through **Safe Kids/Safe Streets**, Office of Justice Programs' agencies are collaborating to support efforts to reduce juvenile delinquency exploiting what we know about the connection between child abuse/neglect and the subsequent development of violent and delinquent behavior. This effort will work to break the cycle of child and adolescent abuse and neglect. It seeks, thereby, to substantially reduce child maltreatment and fatalities, and ultimately to improve outcomes for children and families.

Family Strengthening Training and Technical Assistance. This multi-faceted project addresses prevention, early intervention, and effective crisis intervention through a range of activities that includes: a publication of identifying exemplary family strengthening programs; regional training conferences to showcase exemplary and promising programs, and training; and technical assistance to interested sites that seek to enhance or establish a continuum of family strengthening efforts.

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

The **Early Childhood Development Program** helps to provide quality child care opportunities for families living in public housing communities. The program helps to establish childhood development services to facilitate the employability of the parents or guardians who are residing in public housing, and to provide early childhood development services to families who are homeless or at risk of becoming homeless.

The Office of Lead Based Paint and Poisoning has as central to its mission the reduction of childhood lead poisoning. Of the 64 million dwelling units that contain lead-based paint, 4 million have lead-based hazards and are currently occupied by young children. The HUD program, combined with other local, state and federal funds, targets those houses where lead poisoning rates are highest and where private financing is not feasible.

U.S. DEPARTMENT OF AGRICULTURE

The Food Stamp Program currently reaches over 13 million children--more than half of all participants--each month. Over 80 percent of all food stamps--\$18 billion in 1996--benefit families with children. Over 85 percent of eligible children are served by the program--and nearly 95 percent of those under age 5. Food Stamp benefits enable low-income families to obtain a better diet by increasing their food purchasing power.

The Special Supplemental Nutrition Program for Women, Infants and Children (WIC) provides a targeted package of nutritious food, nutrition education, and referrals to health and social services to low-income childbearing women and children from birth to age 5. About 70 percent of all eligible low-income children under 5 participate. Virtually all eligible children participate as infants--in fact, approximately 45 percent of all infants born in the U.S. receive WIC benefits. WIC has been demonstrated to improve children's nutritional status, immunization rates, and cognitive development. Children also benefit from their mothers' prenatal WIC participation, which has been shown to reduce infant deaths, low birthweight, and premature births.

U.S. DEPARTMENT OF LABOR

The Working Women Count Initiative has surveyed over 250,000 working women to find out how they feel about their jobs -- what they liked, what they didn't like, and what they would change. Overwhelmingly, they indicated they needed help in balancing work and family. These findings provided support for future activities which included, sponsoring community child care forums and publishing *Care Around the Clock: Developing Child Care Resources Before 9 and After 4*. Since May, 1995 more than 10,000 copies of this publication have been distributed to parents.

The Working Women Count Initiative also included **The Honor Roll**. To join the Honor Roll, employers and organizations had to initiate programs or policies to make positive, concrete change in the lives of working men and women and their families. Over the past two years more than 1200 employers and organizations, public and private, large and small, have made pledges--from flexible work schedules to child care on snow days; from business school scholarships to paid leave for participating in a child's school activities.

U.S. GENERAL SERVICES ADMINISTRATION

Federally Funded Child Care

Child Care for Federal Employees is a high priority of the Administration. Presently nearly 800 child care centers operate under the auspices of the Federal government throughout the United States and at military installations around the world, making the nation's largest employer also its largest supporter of worksite child care programs. The centers care for the children of both government and non-government employees, many from the age of six weeks.

U.S. OFFICE OF PERSONNEL MANAGEMENT

Family-Friendly Leave Policies for Federal Employees support employees' family responsibilities and enhance the commitment and productivity of the workforce. In particular **The Family and Medical Leave Act** entitles covered Federal employees up to a total of 12 administrative workweeks of unpaid leave during any 12-month period for (a) the birth of a son or daughter or care of the newborn; (b) the placement of a son or daughter with the employee for adoption or foster care; (c) the care of a spouse, son, daughter, or parent with a serious health condition; and (d) a serious health condition of the employee that makes him/her unable to perform the duties of their job.

U.S. DEPARTMENT OF DEFENSE

Child Care System. DoD has the largest employer sponsored program in the country serving over 200,000 children daily (ages birth -12). It includes: child development centers, family child care homes, school-age care programs, and information and referral services.

Early Intervention and Preschool for Children with Disabilities/Delays . DoD provides early intervention and special education to eligible DoD dependents living on military installations in the United States or living in overseas locations. Nearly 2,000 infants and toddlers or preschool aged children currently receive services such as special education, early intervention, physical, occupational and speech therapy.

Family Centers and Child Development programs offer a range of parenting classes. The programs aim to enhance the knowledge and skill of parents in dealing with young children. Programs range from strategies for infants and toddlers, child development, discipline, developmental activities parents can do with children and how to enjoy being a parent. Special deployment programs help prepare service members and young children cope with the separation of the parent.

CLINTON ADMINISTRATION EFFORTS TO SUPPORT THE DEVELOPMENT OF AMERICA'S YOUNGEST CHILDREN

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

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

Preparing our children for the 21st century is among our most important national priorities. Over the past few years, scientific research has demonstrated that the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. President Clinton is meeting the challenge to improve those years by investing in research, supporting parents and caregivers, and strengthening programs that provide early intervention to disadvantaged families. To build on this progress, the President and the First Lady will convene a White House conference this spring to explore the implications of these recent scientific discoveries for parents and policy makers.

Increased participation in Head Start, created Early Head Start for 0-3 year olds, and improved program quality. For more than thirty years, Head Start has been one of our nation's best investments. By ensuring that low-income children start school ready to learn, Head Start pays for itself. For that reason, President Clinton has made expanding and improving Head Start a priority of his Administration. Over the past four years funding for the program has increased by 43%; the program now serves 800,000 low-income 3-4 year olds, including thousands of 0-3 year olds and their families. Initiated in 1994, *Early Head Start* now totals 142 programs across the country, expanding the proven benefits of Head Start to low income families with children under three. Over the last three years, the Clinton Administration has also invested significantly in improving program quality, providing local programs with the resources they need to attract and retain high quality teachers and ensuring the safety of Head Start centers. The President's 1998 budget proposal provides a \$324 million increase in Head Start's budget, so that it can serve 122,100 more children than in 1993 while continuing to improve program quality, remains on course to serve 1 million children by 2002.

Increased participation in WIC program. WIC Supplemental Nutrition Program provides nutrition packages, nutrition education, and health referrals to low-income pregnant women, infants, and children. Over the past four years participation has expanded by 1.7 million, from 5.7 to 7.4 million women, infants, and children. The increase in the President's budget proposal fulfils his commitment to achieving full participation in WIC by the end of 1998. Research shows that WIC prenatal services save Medicaid much more than they cost by reducing health care expenses in the first 60 days after birth.

Raised Childhood Immunization Rates to an All-Time High of 75 Percent. The President's Childhood Immunization Initiative focuses on five areas: 1)improving the quality and quantity of vaccination delivery services; 2) reducing the vaccine cost for parents; 3)increasing community participation, education and partnerships; 4)improving systems to monitor diseases and vaccinations; and 5) improving vaccines and vaccines use. This initiative builds on the efforts of the past four years which has achieved notable success: in 1995 seventy-five percent of two-year olds were fully immunized -- an historic high. Funding for childhood immunization has more than doubled since FY 1993. And this increase has resulted in tremendous savings because vaccines are cost effective. For example, more than \$21 are saved for every \$1 spent on measles/mumps/rubella vaccine and more than \$29 are saved for every \$1 spent on diphtheria/tetanus/pertussis vaccine.

Improved Support for Infants and Toddlers with Special Needs. Under the Individuals with Disabilities Education Act (IDEA), the Infants and Families Program supports the continuing efforts of States to implement quality statewide systems of early intervention services for infants and toddlers with disabilities. Over the past four years funding for the program has increased by 48% or \$102.5 million. During the same period, the number of children served increased by 21.5 percent. An estimated 191,000 children will be served in FY 1998.

Enhanced Family Literacy Program. Even Start Family Literacy is a family-focused grant program to improve the educational opportunities of children and their parents in low-income areas by integrating family literacy activities, including early childhood education, adult education, and parenting education. Over the past four years funding for Even Start has increased by almost 46% to support programs in every state and the District of Columbia.

Improved Child Care in Public Housing. The Early Childhood Development Program helps to provide quality child care opportunities for families living in public housing communities, as well as families who are homeless or at risk of becoming so. The program allows parents or guardians who are residing in public housing, to get and keep jobs by ensuring that their children are cared for. In 1996, \$21 million was awarded to public housing sites across the country -- three times more than in 1994.

Provided funding for Parent Resource Centers in 42 States. In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of programs that strengthen family involvement in education. In fiscal year 1997, funding is available for support centers in 42 states, 14 more than in 1996.

Promoted Parents as First Teachers. The President's America Reads Challenge which aims to ensure that every child can read well by the end of the third grade, includes Parents as First Teachers Challenge Grants that will invest in proven efforts to support parents in helping their children read well. The grants will fund the expansion of successful programs such as the Home Instruction Program for Preschool Youngsters (HIPPY) and the Parents as First Teachers (PAT)

program. They will also fund national and regional networks to share information on how parents can help children to read.

Supported Nearly 95% of all Children's Research. In fiscal year 1995, the federal government spent an estimated \$2 billion on research and development directly related to children and youth. These funds were distributed among twelve federal departments, however The National Institutes of Health (NIH) and the Department of Education account for nearly half of the research. NIH now supports 32,000 grants in more than 1,700 universities, medical schools, and other research institutions. This research has contributed to the recent advances in understanding early learning and language development.

Maintained the Commitment to the Medicaid Guarantee for 10 Million Children Under 6 Years Old. This Administration has protected and, preserved, -- and now will improve on -- the guarantee of Medicaid coverage for 37 million Americans, including 10 million children under the age of 6. In 1995, the President vetoed the Republican Medicaid block grant proposal that would have ended the guarantee of coverage for up to 4 million children by 2002. At the same time, the President worked with States by granting 15 comprehensive Medicaid waivers and approving many more State plan amendments that improve and expand coverage for children.

Seeks to Extend Health Coverage to Up to 5 Million Children. Although this Administration has made great strides in protecting the health of America's neediest children, there is still much to be done. In 1995, more than 10 million American children, 80% of whom have working parents, had no health insurance. The President's budget takes three important steps to address the problem of children who lack health insurance coverage:

- 1) Provides annual grants to states to cover health insurance premiums for children whose parents are in-between jobs;
- 2) Utilizes State Partnership Grants to help working families, who are not eligible for Medicaid, to purchase private insurance for their children; and
- 3) Invests to expand Medicaid coverage by allowing states to extend one year of continuous coverage to children eligible for Medicaid, intensifying outreach to children who are currently eligible but not enrolled, and expanding coverage to reach poor children between the ages of 13 and 18.

Increased Child Care Funding. Since 1993 federal funding for child care has increased by 22%, providing quality services for over 660,000 children of whom 65% are under 5 years of age. The newly established Child Care and Development Fund (CCDF) has made available \$2.9 billion to States. This new program, authorized by the new welfare law, will assist low-income families and those coming off welfare to obtain child care so they can work or attend school.