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DOMESTIC POLICY COUNCIL

Date: 4/27/00

To: Dave Rossi

Telephone: _____ Fax: 401-2098

From: Eric Morse / Ann O'Leary

Telephone: ~~456-0122~~ 456-6275 Fax: 456-2878

Subject: _____

Pages: 9 (Including this cover sheet)

Comments: This is the document we hope to release with Education's Name, Please let us know if you have any comments ASAP

THE
NATIONAL
CAMPAIGN TO
PREVENT TEEN PREGNANCY

1776 Massachusetts Avenue, NW, Suite 200
Washington, DC 20036

PHONE: 202.478.8500

FAX: 202.478.8588

E-MAIL:

CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

FAX TRANSMISSION

TO: Ruby Shamir

DATE: April 27, 2000

FAX NUMBER: (202) 456-2878

FROM: Erica Greenstein

SENDER'S PHONE: (202) 478-8504

SENDER'S FAX: (202) 478-8588

NUMBER OF PAGES INCLUDING COVER: 8

MESSAGE:

Please fax to Alan at ONDCP immediately.

4/27/2000

Parents Matter: Tips for Raising Teenagers

CAMPAIGN FOR TOBACCO FREE KIDS

NATIONAL CAMPAIGN AGAINST YOUTH VIOLENCE

NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY

OFFICE OF NATIONAL DRUG CONTROL POLICY

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

U.S. DEPARTMENT OF EDUCATION

3 JK

PREPARED FOR THE WHITE HOUSE CONFERENCE ON TEENAGERS
MAY 2, 2000

Parents Matter: Tips for Raising Teenagers



Being a parent is one of life's most challenging – and rewarding – responsibilities. But the parents of teenagers may have the toughest job around. Adolescence is the journey from childhood to adulthood, from relying mostly on the judgment of others to learning how to make responsible decisions independently. It can be a difficult transition for both teens and their parents, especially in a society in which young people are confronted daily with the serious risks that come with sex, violence, drugs, alcohol, smoking, and school failure – risks that science and common sense tell us are often related. Because the various risks teens face are so closely connected, so too are the solutions.



It's easy for parents of teens to believe that they've lost their influence over their kids once they reach adolescence. The power of peers and the media can seem overwhelming. But research and experience both make clear: parents *do* matter in the lives of their teens. Teenagers need support, guidance, and caring from their parents as much as younger children do. And teens themselves say they want to hear from their parents about the challenges they face growing up, even if they don't always act like it.



While each of the organizations that have helped develop this publication has a different focus, we realize that much of the advice we offer parents and other adults overlaps. Parents can do so much to foster their kids' talents and skills and guide them toward healthy development. Parents can also shape the communities their children grow up in. Whether you're concerned about drinking, drugs, violence, trouble in school, smoking, or sex (or all of the above), the best advice for parents is the same: stay closely connected to your teenage sons and daughters. The following ideas can help parents make a difference in the lives of their teens.



Spend time with your children and teens.

Spend time with your kids, engaged in activities that suit their ages and interests. Shared experiences build a bank account of affection and trust that forms the basis for future communication. Eat together as often as you can. Meals are a great opportunity to talk about the day's events and to grow closer with your children. Use the time for conversation, not confrontation. Read, watch TV or movies, and surf the internet together. Exercise or play sports as a family. Get involved in community service with your kids.

Help teens gain a sense of confidence and self-esteem.

Self-esteem is earned, not given. Give kids opportunities to learn skills and gain confidence. Offer praise for jobs well done, accentuate the positive, emphasize the things your children do right. If they fall short, suggest ways to improve; don't criticize. Affection and respect will reinforce good behavior (and change bad) far more successfully than fear or embarrassment.

Encourage your teens to get involved in fun, safe, fulfilling activities.

Help your children to identify their strengths, talents, and interests and to find opportunities in which they can be developed. Encourage them to volunteer in the community, join a youth group, or participate in arts or sports. It'll give them a sense of accomplishment, connect them to positive peers and adult leaders, and – not least of all – keep them busy.

Help your teenagers to set goals and understand that they have options for the future.

Help kids understand how the choices they make now can affect their whole lives. Introduce them to successful people in your community who can explain what it took to succeed. Teens with long-term goals for education or work will be less likely to compromise their futures by engaging in risky behavior.

Let your kids know that you value education highly.

Stay involved in your children's education and let them know it is important to you. Explain to them how their education will reward them later in life and why it is so important for them to take it seriously now. School failure is often a warning sign of other problems. If you notice a drop in performance, talk to your teen and his or her teachers immediately.

Stay involved with your teens' schools.

Parents are often very connected to their children's elementary schools but disengage as the kids get older. Try to stay involved right through middle and high school. Pay attention to the classes your teens are taking and the homework they are being assigned. Join the PTA or another parent organization. Volunteer to be a tutor, mentor, or guest lecturer. Meet your teens' principals, teachers, counselors, and coaches. Attend back-to-school nights, student exhibitions, plays, band and chorus recitals, and sporting events.

Know where your kids are and what they're doing.

Set clear rules for your kids about what they may do and with whom they may spend time, and talk to them about why these rules are important. Establish curfews and make unchaperoned parties off-limits. Make a special effort to know where your children and teens are on the weekends and after school, since those are the "danger zones" when unsupervised young people may have many opportunities to use drugs, commit crimes, and engage in other risky behavior. The goal is to be an attentive parent without being authoritarian. Remember, knowing where your kids are and what they're up to doesn't make you a nag; it makes you a caring parent.

Get to know your children's friends and their families.

Friends have a strong influence on each other, so it is important to get to know your children's friends and their parents. Much peer pressure is actually positive. Encourage your teens to hang out with healthy, positive friends. Welcome their friends into your home and talk with them openly.

Talk with your children early and often about the pressures of growing up and the risks they may encounter: sex, drugs, alcohol, smoking, and violence.

Although it may be difficult to initiate a conversation, start when your children are curious and begin to ask questions. Make it clear that everyone experiences pain, fear, anger, and anxiety, and talk with them about the appropriate ways to deal with troubling emotions. Make sure your kids know the dangers of tobacco, drugs and alcohol, and risky sex. Frequent communication on such issues should begin early in childhood and continue throughout adolescence, as questions and situations continue to change. Of course, with teens in particular, you may have to take the initiative in keeping communication going. Create an ongoing two-way dialogue by respectfully answering each question or topic thoughtfully. Talk to kids, not at them.

Be clear about your own values and attitudes.

Communicating with your children about difficult issues is most successful when you, as a parent, are certain about your own feelings. By being open and honest, you can express your values in a caring way. Many parents worry about seeming hypocritical, particularly if they engaged in risky behavior as teenagers themselves but are now urging their children to take a different path. While most teens have a very well-tuned "hypocrisy radar," they are often sophisticated enough to realize that, in this age of AIDS, automatic weapons, and other dangers, new standards are appropriate. At the same time, parents shouldn't feel compelled to divulge all their past secrets.

Set the right example.

Be a living day-to-day example of your values and standards. Show the compassion, honesty, discipline, and openness you want your children to have. If you abuse drugs or alcohol, know that your kids are watching and what they observe may undercut your good intentions to keep them substance-free. Don't smoke or allow smoking in your home. Model non-violent behavior. If you want young people to shun violence, you need to demonstrate how. Parents who are dating should know that their kids see what they do, not just what they say.

Pay attention to kids before they get into trouble.

Programs and support for teens in trouble are great, but all kids benefit from encouragement, attention, and support. Don't focus attention on them only when there's a problem. Let your kids know you are proud of them for doing the right thing – even when it seems like no big thing.

Watch for signs that your teenager needs help.

Learn the signs of drug and alcohol use, school failure, depression, and violence. Here are some clues to watch for: large amounts of time spent alone in isolation from family and friends, sudden changes in school performance, drastic mood swings or changes in behavior, lack of interest in hobbies or social and recreational activities, and changes in your child's peer group or separation from long-time friends. Don't be afraid to step in and seek outside help. Most communities have resources to help parents help their kids.

Make your home safe and teach your kids the importance of safety.

If you own guns, make sure that they are kept locked up. Don't bring illegal drugs into your home, and keep your liquor cabinet locked. Don't smoke around your kids or allow others to do so. Make sure your teens wear seatbelts, get good drivers' education, and know the danger of drinking and driving.

Know what your kids are watching, reading, and listening to.

It is your role as a parent to serve as a filter between the media and your child. Even teens need guidance to become educated media consumers. Watch television or listen to music with your children and help them understand the difference between real life and what gets portrayed in the media. Look for teachable moments; characters and stories shown in the media often provide opportunities for talking about issues that concern you or your children.

Get involved in your community.

Parents can make a real difference in the lives of their children and teens, but parents can't fix all the problems their kids face. Parents must get involved in changing the environment in which teens face tough challenges and choices. The more your community supports the positive development of teens, the easier it will be for you to do your job as a parent. Encourage schools and other organizations to adopt and enforce tobacco- and drug-free campuses. Advocate for teen-friendly and safe places that are drug-free, alcohol-free, and smoke-free. Join community organizations that promote policies to help kids, like restricting the marketing of tobacco to children or reducing community violence. Patronize businesses that promote healthy choices by teens. Help other teens in your community by becoming a mentor or employing teens at your place of work. Get involved with the youth group at your place of worship or local community center.



DOMESTIC POLICY COUNCIL

Date: 4/27/00

To: Grace Peef

Telephone: _____ Fax: 602-3550

From: Eric Morse

Telephone: 456-0122 Fax: 456-2878

Subject: Fight Crime investia kids report

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Comments:

America's Child Care Crisis: A Crime Prevention Tragedy

A Report From

FIGHT CRIME: INVEST IN KIDS

by

Sanford Newman, J.D.
President, Fight Crime: Invest in Kids

T. Berry Brazelton, M.D.
Professor Emeritus, Harvard Medical School

Edward Zigler, Ph.D.
Sterling Professor of Psychology, Yale University

Lawrence W. Sherman, Ph.D.
Greenfield Professor of Human Relations, University of Pennsylvania

William Bratton
Former Police Commissioner, New York City

Jerry Sanders
Former Chief of Police, San Diego

William Christeson, M.H.S.
Research Director, Fight Crime: Invest in Kids

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Sanford A. Newman
President
Fight Crime: Invest in Kids

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FIGHT CRIME: INVEST IN KIDS web site
<http://www.fightcrime.org/>.

Copies may also be ordered by sending \$12 for postage and handling to FIGHT CRIME:
INVEST IN KIDS, Child Care Report, 2000 P Street N.W., Washington, D.C. 20036

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America's Child Care Crisis: A Crime Prevention Tragedy

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Key Findings:

1. **Federal, state and local governments could greatly reduce crime and violence by assuring families access to good educational child care programs for babies, toddlers, and pre-school children.**
 - Denying at-risk children quality child development programs may multiply by five times our risk that they will be chronic lawbreakers as adults.
 - Boosting government investment in the quality of child care and development programs for at-risk young children can cut almost in half the number of children experiencing more serious behavior problems when the children start school. This lets schools focus on teaching, and reduces the risk that these children will grow up to be delinquent or violent as teens or adults.
 - At-risk young children who attend high-quality child care programs wind up with no more behavior problems at age eight than children of college-educated parents.
2. **Low- and moderate-income working parents cannot pay what good child care programs cost any more than they could pay the full cost of sending their kids to public school.**
 - Adequate care for two children in a child care center easily costs over \$12,000 a year — about \$2,000 more than a full-time minimum wage worker earns.
 - In every state the cost for an infant to attend a good urban child care center is higher than the cost of tuition at a public university.
3. **Governments are dropping the ball.**
 - Head Start, the principal federal child development program for children in poverty, is so under-funded that it can serve only half the eligible children, and can serve most of these for only part of the time parents are working.
 - The Child Care and Development Block Grant, designed to help low-income parents pay for child care, can serve only one out of ten eligible children, and provides funds too meager to purchase adequate care.
 - Some state initiatives, like Kentucky's Family Resource Centers, Georgia's universal access to pre-kindergarten programs for 4-year olds, North Carolina's Smart Start, and Ohio's Families and Children First initiative, are making critical contributions. But no state is yet close to meeting the full need for quality child care programs.
4. **Investing now in quality child care and development programs will yield such crime reductions and other benefits that it will leave the government with more money for Social Security, tax cuts, or any other purpose in the years ahead.**

America's Child Care Crisis: A Crime Prevention Tragedy

A Report from

FIGHT CRIME: INVEST IN KIDS

JANUARY 2000

Introduction

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization led by hundreds of those on the front lines of the battle against crime and violence: police chiefs, sheriffs, police organization leaders, prosecutors, crime victims and those from whom murder has taken loved ones.

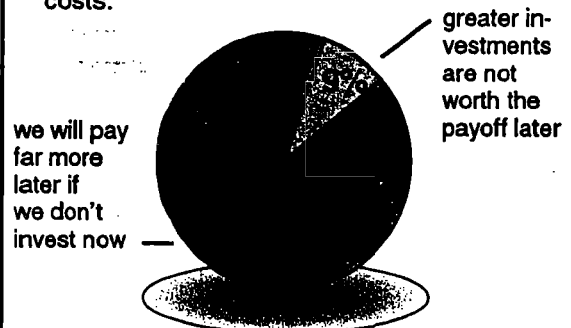
Our members are determined to put dangerous criminals behind bars. But we also know that no punishment after someone gets hurt can undo the agony crime leaves in its wake. When children don't get the right start in life, all of us are endangered. Good educational child care is one of our most powerful weapons against crime, while poor quality child care multiplies the risk that children will grow up to be a threat to every American family. Yet millions of eligible children are missing out on the help they need to get that right start in life.

In a recent survey of police chiefs conducted by George Mason University professors Stephen Mastrofski and Scott Keeter, nearly nine of ten police chiefs said America could greatly reduce crime by expanding educational child care programs and after-school programs. Nine out of ten said that if America doesn't boost investments in child care programs now, it will pay far more later in crime, welfare, and other costs.¹

When police chiefs were asked to rate various strategies "on their value as a crime prevention tool," educational child care was given the highest rating for effectiveness by three to ten times more chiefs than such alternatives as trying more juveniles as adults, building more juvenile detention facilities, or installing more metal detectors in schools.²

Police Chiefs Say Child Care Will Reduce Crime, Save Money

9 out of 10 agreed: "If America does not make greater investments in after-school and educational child care programs to help children and youth now, we will pay far more later in crime, welfare, and other costs."



George Mason University Survey

Just the Facts Please

'Failing to provide those youngsters with quality child care multiplied by five times the risk that they would become chronic law-breakers'

This report isn't about ideology or philosophy; it's about facts. Like other Americans, crime fighters hold a range of views on whether it would be desirable for more parents to leave the workforce to stay home with their children. The *fact* is most parents are working, and their children are in some form of child care.³ Their tender minds and emotions are being powerfully shaped by the quality of that care.⁴

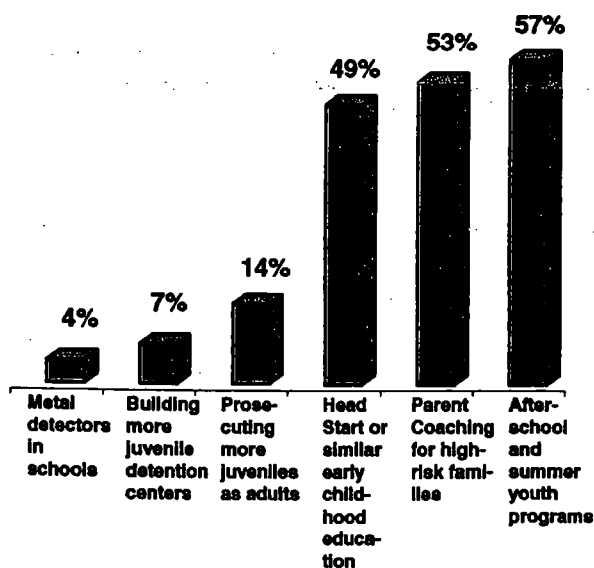
The issue for law enforcement is whether the care the children receive while their parents are working will be good enough to help the kids get a good start in life, or whether it will be care that damages their development and ultimately endangers the public safety. Wishful thinking won't save lives. Good educational child care will.

The time for philosophical debate about whether such investments "might work" is past. The proof is in, and the facts are clear.

The Good News: Educational Child Care Prevents Crime and Violence

Police Chiefs Give High Priority to Child Care and After-School Programs

The chiefs were asked to rate these strategies on a 1 to 5 scale as crime prevention tools. For each strategy, the chart shows the percentage of chiefs who gave it the highest rating.



George Mason University Survey

Educational child care yields extraordinary returns, saving lives and even saving tax dollars.⁵ Nurturing, stimulating child care teaches youngsters to get along with others, to care about others, and to start school ready to succeed, and helps them become the contributing citizens and good neighbors we all want them to be.

Powerful evidence from one study after another proves that quality educational child care in the first years of life can greatly reduce the risk that today's babies and toddlers will become tomorrow's violent teens and adults.⁶

For example, in one study, half of a group of at-risk 3- and 4- year-olds were randomly assigned to be in the High/Scope Perry preschool program until they started kindergarten. Twenty-two years later, those who had been left out were five times more likely to have become chronic law-breakers, with five or more arrests.

In other words, failing to provide those youngsters with quality child care multiplied by five times the risk — every American's risk — that they would become chronic lawbreakers.⁷

Not only are we missing the opportunity to pre-

vent crime, our child care policies may be creating conditions that will lead to greater crime in the future. Crucial new research shows that inadequate child care —the only kind millions of families can afford— can actually multiply the danger that at-risk children will grow up with problem behaviors that can lead to later crime and violence against you and your family.⁸

The Bad News: Millions of Working Families Can't Afford Adequate Child Care.

Today, millions of children are getting child care so inadequate it should be called child storage.

Even though many child care teachers are working for poverty wages, often with little training and high turnover, full day child care for two children can easily cost \$12,000 per year.⁹ That's way out of reach for parents making \$10,500 a year at full-time minimum wage jobs, and for millions of other struggling families.

These families —mostly young and still near the lowest earning levels of their working lives— can no more afford to pay for adequate child care during these years than they could pay the full cost of the education we provide in our public schools.

Protecting the Public Safety Requires Child Care Help for Families.

Just as government couldn't meet its responsibility to protect the public safety without providing public schooling, it can't protect the public safety without assuring that adequate educational child care is accessible to every family.

- The Head Start child development program remains so under-funded it can serve less than half of the three- and four-year-olds eligible for that program, and usually for just half of their parents' work day, for only part of the year.¹⁰
- Programs like Early Head Start, designed for kids under three, have funds to serve only a tiny fraction of the babies and toddlers who need them.¹¹
- The Child Care and Development Fund, which assists communities in helping working families afford adequate child care, can serve only one in ten of those families that are eligible,¹² and provides them with stipends so meager that adequate care usually remains out of reach.¹³ In addition, this money can be spent on unlicensed care, so there is even less assurance that this funding is being used for the type of quality child care that is needed for developing children.¹⁴

**'Inadequate child care
can actually multiply
the danger that at-risk
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iors that can lead to
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violence'**

'The Child Care and Development Fund can serve only one in ten of those families that are eligible, and provides them with stipends so meager that adequate care usually remains out of reach'

The Public Gets It.

Americans now realize that, if we want our families to be safe, we all have a stake in making sure that every working family has access to adequate educational child care programs. Polls conducted in July and August for FIGHT CRIME: INVEST IN KIDS by the Opinion Research Corporation showed:

- By a margin of nine to one, Americans said crime could be greatly reduced by boosting investment in child care, after-school programs, and other similar programs.

- By a margin of three to one they would be prepared either to pay more in taxes or pass up a tax cut to provide kids with access to such programs.

When the American public was asked to pick among national priorities including paying off the debt, new highways, and the military, providing access to child care and after-school programs was picked as one of the two top priorities, in a virtual tie with shoring up Social Security and Medicare.

The People on the Front Lines Get It.

For those of us in Fight Crime: Invest in Kids who are on the front lines in the battle against crime and violence, the once-quiet crisis in child care is now noisy, pervasive, insistent and tragic. It screams through our police sirens rushing to yet another crime that didn't have to happen. We hear it in the sobs of the thousands of victims of violence and their families.

It's time for Elected Officials to Get It.

America has a tremendous opportunity. It can greatly reduce crime and violence by making sure that when parents are at work, children have access to quality educational child care. If we continue to pass up that opportunity, we will pay a tragic price. Make no mistake about it: our nation's child care crisis is a crime prevention crisis.

Sanford A. Newman
President
Fight Crime: Invest in Kids

1: Quality Educational Child Care Prevents Crime

Rigorous behavioral studies, hard experience and brain research tell the same story: in the first several years of life, children's intellects and emotions are being powerfully shaped.

The kind of stimulation and interaction the child receives— touching, holding, rocking, talking, showing — determines the permanent development of the brain. While learning continues throughout life, this brain development proceeds at an astounding pace in the first several years.¹⁵

Recent brain research is confirmed by years of behavioral research comparing children who had good nutrition, stimulation, and nurturing when they were babies with others not so lucky. These nurturing factors have a substantial impact on brain function at age twelve, and an even greater impact by age fifteen.¹⁶

The child care programs which have proven most effective in preventing future delinquency and crime are those that supplement quality developmental day care with home visits to coach parents in child-rearing skills.¹⁷ For example:

High/Scope Preschool Program. In Ypsilanti, Michigan, the High/Scope Educational Research Foundation randomly divided low-income three- and four year-olds into two groups. Half received no special services, while the others were enrolled in a quality preschool program, including a weekly home visit, until they started kindergarten. When the children reached age 27, arrest records showed that those who had received quality preschooling were only one-fifth as likely to be "chronic offenders," with more than four arrests.¹⁸

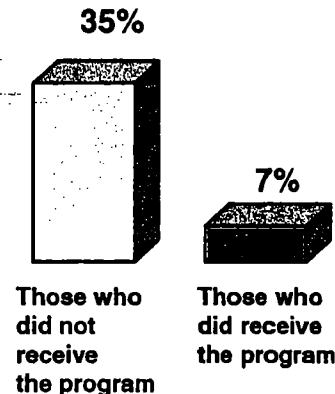
In other words, those who were denied the quality preschool and parenting education visitor program as preschoolers were five times more likely to become chronic lawbreakers in adulthood!

Syracuse University Family Development Program. Researchers found that subsequent delinquency was cut dramatically when families were provided educational child care, parenting-education home visits, and other services beginning prenatally and continuing until the children began elementary school. Ten years later:

Educational Child Care Reduces Future Crime

At-Risk 3 & 4 year olds who didn't receive the preschool and weekly home visits were five times more likely to become chronic offenders (more than 4 arrests) by age 27.

Chronic Lawbreakers at Age 27



High/Scope Perry Preschool Program

Kids Denied Quality Child Care Compiled Serious Criminal Records:

Crimes Committed* Ten Years After
the Program Ended, (Ages 13-16).

Those who did receive the program	Those who did not receive the program
Juvenile Delinquency	Juvenile Del. Juvenile Del. Juvenile Del. Juvenile Del. Criminal Mischief Violation of Probat. Petit Larceny Petit Larceny Burglary Attempted Assault Robbery Robbery Assault Sexual Assault

* Excludes non-crime "Ungovernable" cases where the juvenile court has ruled the child is out of the control of adults.

Syracuse University Family Development Program

• Among those children who had not received the early childhood services, nearly one in five had already been charged with offenses. Nearly 1 in 10 were already "chronic offenders," with more than four arrests or charges of being ungovernable. And, as the inset shows, many of these offenses were serious.

• Among those children who *had* received the extra services, only one in twenty had even been charged with being ungovernable, and only 1.5% had actually been delinquent.¹⁹

In other words, failing to provide these babies and toddlers with good educational child care and related services multiplied by ten times the risk that they would become delinquent as teens.

Of course, the benefits of these programs are not limited to crime prevention. When the High/Scope toddlers became adults, for example, they were far better able to support themselves and their families than those left out of the program. Among males, the children who received preschool and home visitor services were eight times more likely to earn over \$24,000 a year.²⁰

While earnings were lower for females, nearly three times as many of the pre-schooled females as of those

left out of the program (48% vs. 18%) were earning more than \$12,000 a year. Those who received preschool and home visits as toddlers were also 25% less likely ever to have received welfare or other means-tested social services as adults.²¹

Females who had participated in the preschool program were two and a half times more likely to earn a high school diploma (84% vs. 35%), five times more likely to be married at age 27 (40% vs. 8%) and had one-third fewer out-of-wedlock births than the control group.²²

High/Scope Perry Preschool			
Outcomes at age 27		Perry	Controls
All	Chronic Offending	7%	35%
Females	Earn > \$12,000/year	48%	18%
Females	High School Diploma	84%	35%
Females	Married at age 27	40%	8%
Males	Earn > \$24,000/year	42%	6%
Females	Receiving Gov. \$	26%	59%

But the bottom line for law enforcement is that providing these proven "right-start" services dramatically reduces the risk that children will grow up to become criminals. Failing to provide kids with these services sharply increases crime and costs lives.

Because it is difficult and expensive to follow toddlers for ten years after their participation in an early childhood program ends (as in the Syracuse study), and even harder to follow them for the 24

years of the High/Scope Perry study, few other studies have been able to directly measure the impact of early childhood investments on delinquency and arrests. But other studies do show that quality early education programs, especially when combined with a family support/parenting education component, have a positive impact on children's ability to get along with others and work to reduce other anti-social behavior.²³

These results are not limited to small, model programs. For example, North Carolina's pioneering Smart Start program is spending \$78 million a year on enhancing access to quality child care and other services for children under six. A new study by the University of North Carolina's Frank Porter Graham Center shows that children in the child care centers receiving substantial quality-improvement help from Smart Start were only about half as likely to have serious behavior problems in kindergarten.²⁴

The flip side of that statement is equally telling: Kids in centers not receiving the Smart Start services were nearly twice as likely to be disruptive in kindergarten.²⁵ This is important because research consistently shows that children who exhibit problem behaviors in the early grades are at far greater risk than other children of becoming teen delinquents and adult criminals.²⁶

A nationwide study of child care confirms the point that quality matters when it comes to problem behaviors later in life. *The Children of the Cost Quality Study Go to School!* research was conducted in four different states by a team from four different universities. The study first rated child care centers for quality. Years later, when the children who had been in the various centers were eight years old, their behavior was evaluated.

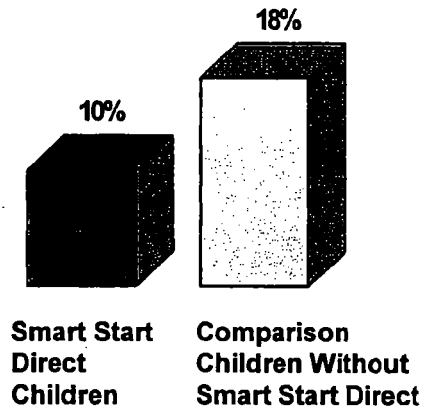
Children of high school-educated mothers who received *good* quality child care had no more behavior problems than the children of college-educated mothers. But, children of high school-educated mothers from *poor* quality child care had significantly more behavior problems.²⁷

Taken as a whole, these research breakthroughs make clear that "early care and nurture have a decisive, long-lasting impact on how people develop, their ability to learn, and their capacity to regulate their own emotions."²⁸ It is to our distinct advantage to put the teachings of this science to work.

Problem Behaviors Cut in Half By North Carolina's Smart Start:

Comparison children were almost twice as likely to score poorly on behavior problems in Kindergarten as kids who attended Smart Start centers that received all the quality supports (Smart Start Direct).

Children with High Scores for Problem Behaviors

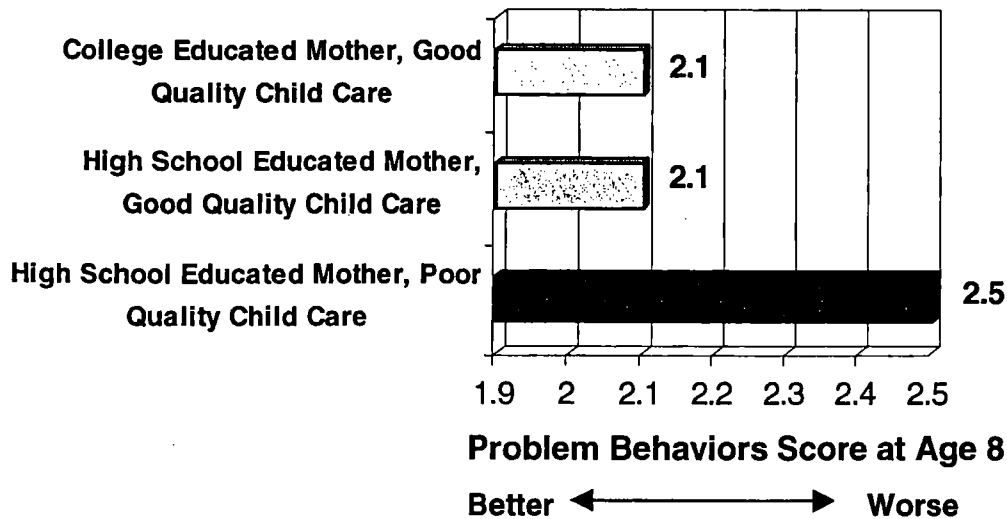


Frank Porter Graham Center

'Children who exhibit problem behaviors in the early grades are at far greater risk than other children of becoming teen delinquents and adult criminals'

Quality Child Care Prevents School Behavior Problems:

At age 8, at-risk children who had been in *good* child care centers in the years before they started school had no more behavior problems than children of the best-educated mothers. But those at-risk kids who had been in *poor* quality child care centers had significantly higher behavior problems.



The Children of the Cost, Quality and Outcomes Study Go to School

2: Child Storage Isn't Child Care

High quality, educational child care programs cut crime. Mediocre child care doesn't, and research strongly indicates that poor quality care actually increases crime.

Of course, when their parents are working, nearly all preschool children will receive some kind of care, of whatever quality. Marriott Corporation executive Donna Klein reports that every day she finds children of service workers in hotel lobbies and dangerous cleaning supply rooms, because their low-wage working parents are unable to find decent child care at an affordable price.²⁹ Other parents may take their children to family day care homes in which a provider trying to make a living while keeping fees down is caring for too many babies and toddlers, or knows too little about child development to provide the nurturing and stimulation they need. As children reach school age, and sometimes even before, desperate parents may reluctantly leave them to "take care of themselves."

Recent research makes clear that "quality child care" must do far more than keep children safe from immediate physical injury. Good child care stimulates and nurtures children to maximize their healthy intellectual and emotional development.³⁰

We can no more afford to accept child care that is merely "custodial" than we could accept assigning some children to public schools that are "custodial" rather than "instructional".³¹

As the Committee for Economic Development, a group of business executives from major corporations, said, "All programs for children from birth to age five — whether designated as child care, early childhood education or preschool — should focus on their educational and developmental needs and take into account what children will need to succeed in school and in life."³²

The programs which have been proven to have the most substantial impact in reducing antisocial behavior, delinquency, and adult crime were quality programs. Staff-child ratios in such quality educational child care programs were one adult for every three or four infants and toddlers, or one adult for every six preschoolers; staff were well-trained and supervised;³³ and the programs included parenting-education components.

Just as high-quality care can markedly reduce the risk of delinquency and other unhappy outcomes, low-quality care leads to increased risk of such results.³⁴

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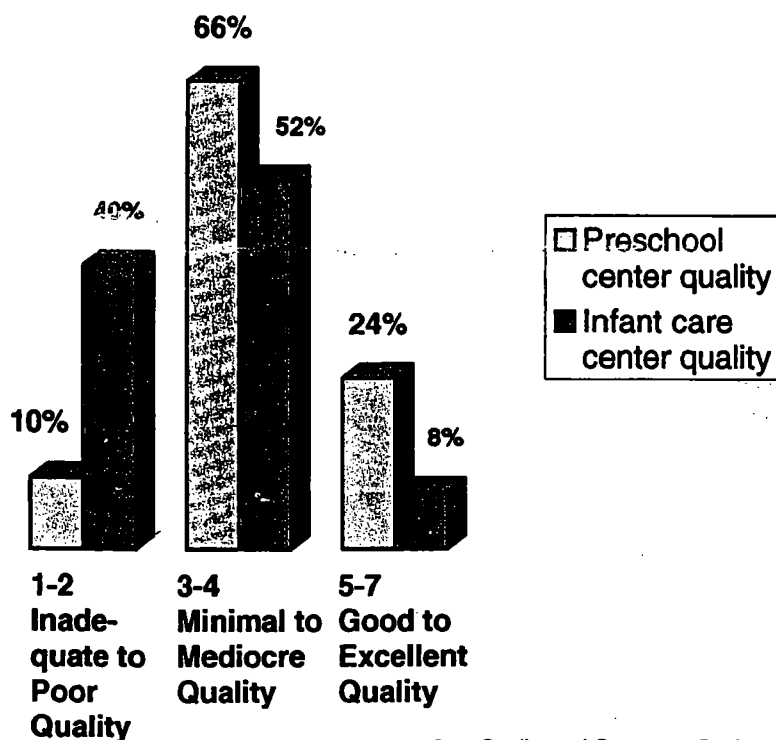
Unfortunately, much of the child care America's children are receiving is substandard. *The Cost, Quality, and Outcome Study* rated 400 randomly selected child care centers on a scale of 1 to 7 for the following characteristics: 1) Inadequate – children's need for health and safety are not met, there is no observed warmth or support from adults, and no learning is encouraged. 3) Minimal – children's basic health and safety needs are met, a little warmth and support is provided by adults, and a few learning experiences are provided; 5) Good – health and safety needs are fully met, warmth and support is provided for all children, and learning is encouraged in many ways through interesting, fun activities. 7) Excellent – all of the characteristics of good care are present, and children are encouraged to become independent, teachers plan for children's individual learning needs, and adults have close, personal relationships with each child."³⁵

The study found that 1 in ten preschool centers and fully 4 in ten infant care centers were of such poor quality (scoring 1-2 on their scale) that they may jeopardize the children's development. In contrast, on average only 14% of all the centers studied achieved developmentally adequate quality (scoring 5-7).³⁶

Of *unregulated* family day care, 3% is of good quality, and of regulated family day care, 12% is of good quality.³⁷

A Critical Shortage of Quality Child Care

Quality ratings of preschool and infant child care centers. (The quality ratings are explained in the text).



Cost Quality and Outcomes Study

3: Too Many Families Can't Afford Adequate Child Care

Today, in large part because so many parents cannot afford quality care, millions of children are in child care so inferior in quality that it not only fails to produce positive results but may actually damage their development.³⁸

As this decade began, the Committee for Economic Development declared, "The lack of availability of quality child care that is developmentally appropriate, has educational value, and is affordable has created a crisis of national proportions that affects most families but hits low-income families the hardest."³⁹

Into the new millennium, that crisis has escalated.

Today, only 23% of all families with children younger than age 6 have one parent working and one at home.⁴⁰ One out of four children lives with only one parent,⁴¹ and half of all children can now expect to live an average of at least five years in a single-parent family.⁴²

Child care is expensive. In fact, a survey by the Children's Defense Fund and the National Child Care Resource and Referral Agencies found that: "The average annual cost of child care for a 4-year-old in an urban center is more than the average annual cost of public college tuition in almost every state. In some cities child care costs *twice* as much as college tuition."⁴³

The report concluded, "The average annual cost for a 4-year-old in a child care center exceeds \$4,000 in over two-thirds of 47 cities surveyed and is more than \$5,000 in one-third of the cities... The cost of care for infants is even higher. The average cost of center care for a 12-month-old is above \$5,500 in half the cities surveyed, including 11 urban areas where child care center costs for an infant average more than \$7,000 per year."⁴⁴

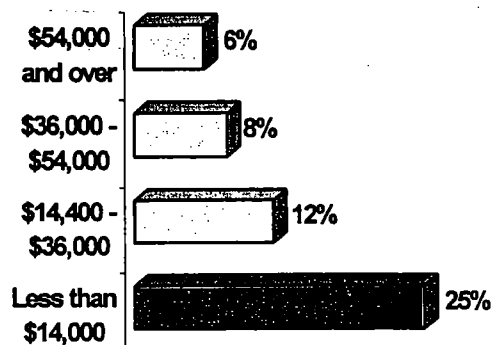
These are average costs. Experts estimate that quality care for infants and toddlers in many cities can rarely be found for less than \$10,000 a year.⁴⁵

Especially at the lower end of the average range, the quality of much of the care provided is woefully inadequate.⁴⁶ It is nearly impossible for child care centers to provide necessary staff-to-child ratios and group sizes, and pay enough to retain appropriately trained staff, without

'The average annual cost of child care for a 4-year-old in an urban center is more than the average annual cost of public college tuition in almost every state'

Low Income Families Pay One Quarter of Their Income for Child Care

The percentage of family income going for child care (of families who pay for any type of care).



The Census Bureau

**'How can a single
parent with two
children working full
time at \$10,500 a year
pay for child care that
can easily cost \$12,000
a year?'**

charging higher fees.⁴⁷

Census Bureau data show that, of families paying for child care, families with incomes over \$54,000 a year are spending 6% of their income on child care. But families with less than \$14,000 annual income are spending on average fully 25% of their income on child care. Even with that huge portion of their income going to child care, poor families are able to spend only half as much on child care as families with incomes over \$54,000 per year.⁴⁸

How can a single parent with two children, working full time at \$10,500 a year pay for child care that can easily cost \$12,000 a year?⁴⁹ Even two parents making \$21,000 a year, cannot afford that. Clearly, unless government helps, quality child care is simply not an available option for most of the families whose children are most at risk.

Today, quality child care and after-school programs are financially out of reach for millions of America's most at-risk children and youth. Young families, most of whom are still near the lowest earning levels of their working lives, can no more afford to pay for quality child care than they could afford to pay the full cost of the education we provide through public schools.

High-quality child care and child development programs are least available to those who derive the most benefit from them — poor children.⁵⁰

Research shows that children whose mothers have lower levels of education receive the greatest benefits from high quality child care, and are most sensitive to the negative effects of poor quality care. For example, one study shows that, when they start first grade, middle-class children have been exposed to an average of 1,000 to 1,700 hours of one-on-one picture book reading, but that the average for low-income children is only 25 hours!⁵¹

Among those children from low- and moderate-income families who are enrolled in child care programs, the services their families are able to afford are typically inadequate. As the Carnegie Corporation's Task Force on Learning in the Primary Grades concluded: "With the notable exception of Head Start and some exemplary state-funded programs, programs attended by lower-income children do not ordinarily provide the full range of child development, health, and parent services that help children get ready for school."⁵²

With 35% of America's children reaching school unprepared to succeed,⁵³ schools and teachers too often are overwhelmed, jeopardizing the development and education of even those children who are adequately prepared.⁵⁴

From a law enforcement perspective, the child care crisis is especially severe because it strikes hardest at those most vulnerable — at-risk children. When we shortchange their child care, we increase the risk they will grow up to pose a threat to the rest of us.

4: Federal and State Governments Fall Short of the Investment Needed to Protect Public Safety

State and local governments long have shouldered the cost of public schools from kindergarten to high school and much of the cost of state university systems. But when it comes to child care, parenting education, and after-school programs, government help for struggling working parents has been disastrously inadequate.

The federal government assists families in obtaining child care primarily through:

1. The Federal Child Care and Development Block Grant (CCDBG), provides states with funds which can be used to help families making less than 85% of the state's median income pay for child care. Most states, in practice, set an eligibility ceiling lower than 85% of median income. In order to receive the full federal CCDBG allocation, states must match a portion of the funding, and they may add additional funding. The resulting pool of federal and state funds is the **Child Care and Development Fund (CCDF)**

Families receiving this assistance are free to choose child care provided by a relative or neighbor, a child care center, or someone who provides child care in the provider's home. The average federal subsidy for the children served is about \$66 per week.⁵⁵

States design their own programs to spend these funds as each sees fit, with virtually no federal requirements attached.⁵⁶ All states currently have established a sliding scale, under which the parents pay a greater portion of the cost of child care as their income approaches the eligibility ceiling, but the scale itself varies widely from one state to another.

Federal CCDBG and state funding for CCDF are woefully inadequate. A recent study by the Department of Health and Human Services found that nine in ten eligible children with working parents — 13.2 million of the 14.7 million eligible — get nothing from the Child Care and Development Fund, and the need is far from being met by other state or federal programs.⁵⁷

An Urban Institute study of child care for low-income families in six communities (Bath, NY; Birmingham, AL; Boulder, CO; Chicago, IL; Dallas, TX; and San Francisco, CA) found that a low-income family with no welfare history, despite eligibility for child care subsidies, would find no funds available to them in five of the six communities.⁵⁸ Although families moving from welfare to work must be provided with transitional child care assistance, that assistance ends after one year, at

'Nine in ten eligible children with working parents — 13.2 million of 14.7 million eligible — get nothing from the Child Care and Development Fund, and the need is far from being met by other state or federal programs'

which point they may be unable to get assistance from any other source.⁵⁹ A recent Center for Law and Social Policy review of available state surveys found that, "In all of the states with data on this topic, less than 50% of the responding families that have left welfare and are now working are receiving child care assistance. In most of the study sites, utilization is 30% or less." The review also found that in the few studies that asked these families about awareness, 40% or more of the families were unaware the subsidies were even available."⁶⁰

2. Head Start. The Head Start program, which began in 1965, provides comprehensive education, social and emotional development programs, physical and mental health and nutrition services, and parent involvement for children whose families are below the poverty line. It serves primarily 3- and 4-year-olds. The federal government sets minimum standards, but funds hundreds of community-based grantees — nonprofit organizations and school systems—to provide services.

'Because of

inadequate funding

Head Start today can

serve only half of the

three- and four-year-

olds eligible for the

program'

Because of inadequate funding, Head Start today can serve only half of the three- and four-year olds eligible for the program.

The latest figures for 1999 show that approximately two thirds of Head Start families had at least one parent working, and almost half are working full time. About half of those who rely on Head Start indicate they need full time, full year child care.⁶¹ Nevertheless, Head Start programs have been forced by inadequate funding to continue providing less than the nine-hour-a-day programs that full-time working parents typically need. In fact, only about 13% percent of Head Start programs provide full day programs.⁶²

3. Early Head Start was created to provide comprehensive child development and family support services to low-income babies and toddlers from birth to age three. Its first 68 grants to community-based service providers were awarded late in 1995. In Fiscal Year 1999, Early Head Start served 39,000 children, out of a total of nearly three million eligible youngsters.⁶³

4. Tax Credits. The Dependent Care Tax Credit (DCTC) allows parents who need child care in order to work to claim an income tax credit for a part of their child care expenses for children younger than thirteen. While well-intentioned, the program that costs the government \$2.5 billion a year in forgone revenue has two serious flaws. While this credit is of value, it provides very little help to those families who most need it.

- The amount that went to families with under \$40,000 in household income in 1996 averaged \$409 a family.⁶⁴ In most cities, that's less than the cost of one month's child care for one child.⁶⁵

- The poorest families (those with income so low they owe no income

tax, or little tax) get no or little benefit from a tax credit. Consequently, of every \$100 in federal tax credits, only \$2.40 helps families with incomes under \$15,000, and \$97.60 goes to families with incomes higher than \$15,000.⁶⁶ In fact, about \$40 of every \$100 goes to families making over \$50,000.⁶⁷

The other substantial federal tax provision subsidizing child care, the Dependent Care Assistance Plan, allows an employee to set aside up to \$5,000 per year in non-taxed income for child care expenses. These credits, totaling \$890 million in fiscal year 1998,⁶⁸ were even more heavily tilted toward upper-income taxpayers.⁶⁹

5. State Funded Preschool Programs and State Funded Head Start.

Some states have made important commitments to early childhood care and development programs. Kentucky's statewide Family Resource Centers, based on the Schools of the 21st Century model, provide all-day educational child care for 3, 4, and 5-year olds. North Carolina's pioneering Smart Start program initiated by Governor Jim Hunt; Ohio's Families and Children First Initiative, launched by former Governor George V. Voinovich; and Georgia's universal access pre-kindergarten program for 4-year olds are all making critical contributions to helping children in those states get a solid start.

Still, the amount spent by states nationwide on Pre-K and state funded Head Start programs is just \$1.7 billion and reaches only about 700,000 kids.⁷⁰ Since many of the children served by these often more universal programs are not from low-income families, the number of low-income children served is even less. So despite such pathbreaking work by some states, both state and federal investment has fallen lamentably and tragically short of what America's children and the public safety demand.

A Growing Crisis

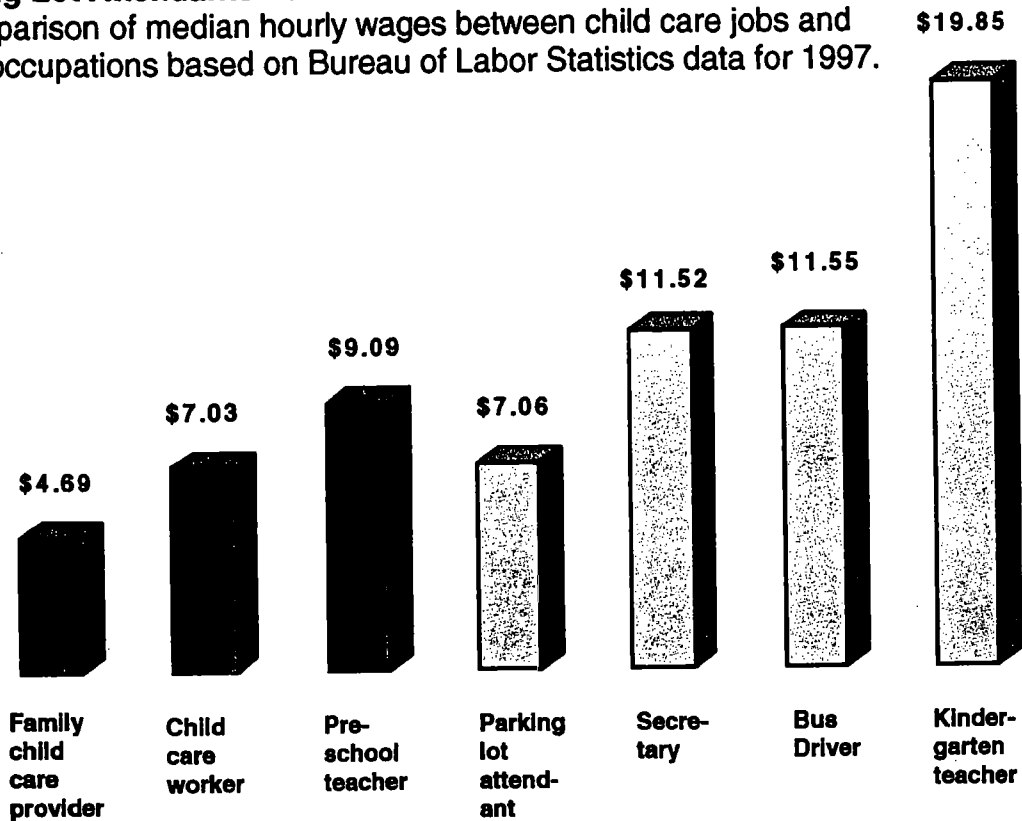
Even with modest efforts on the state and federal level to increase funding, America faces a child care crisis. Fueled by the welfare-to-work-movement and an expanding economy, demand for child care is booming just as experienced workers are quitting to take higher-paying jobs in other fields.

Salaries for child care workers in centers fall below those for parking lot attendants. Income for providers working in their homes is even lower.⁷¹ As a consequence, workers are quitting in droves.⁷² The Center for the Child Care Workforce reports that turnover among workers was 30% in 1997.⁷³ Compounding the problem is the fact that many of the workers leaving child care have a high level of education much in demand in the soaring economy. This is not just an economic problem, "What we experience as turnover, children experience as loss."⁷⁴

**'What we experience
as turnover, children
experience as loss'**

Parking Lot Attendants Paid More Than Child Care Providers

A comparison of median hourly wages between child care jobs and other occupations based on Bureau of Labor Statistics data for 1997.



Center for the Child Care Workforce

5: Penny-Wise, Pound-Foolish Policy Choices: Wasting Money and Lives

Do investments like these in quality early-childhood education bust budgets — or save money?

Rutgers University economist Steven Barnett has estimated that the High/Scope Perry Preschool Program produced nearly \$150,000 per participant in savings from reduced crime alone.⁷⁵ Even after discounting these savings to take into account interest which could have been earned on the preschool investment while the High/Scope toddlers were growing up, Barnett concluded that the net savings were more than \$70,000 per participant in crime-related savings alone, and a total of \$88,000 once welfare, tax and other savings are included.⁷⁶

In short, every dollar invested in the High/Scope Perry program returned \$7.16 to the public. These savings count only the benefits to the public at large — in reduced costs of crime, welfare and remedial education and in added revenues from taxes paid when the preschoolers became adult workers—without even taking into account the enormous direct benefits to the kids themselves.⁷⁷

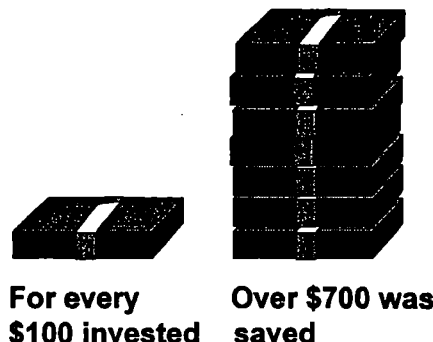
Barnett estimates that the cost to society of failing to provide at least two years of quality early-childhood care and education to low-income children is approximately \$100,000 per child, totaling about \$400 billion for all poor children now under five.⁷⁸

A recent RAND Corporation study found that even after excluding all benefits to crime victims and other citizens, and discounting to account for alternative investments, savings to government alone from providing the High/Scope services would come to twice the program's costs.⁷⁹

Economists, looking at this, other research and their own analyses have concluded that spending on early childhood programs are the best investments government can make in education. As James Heckman at the University of Chicago puts it, "Skills [including social skills] acquired early on make later learning easier."⁸⁰ William Gale and Isabel V. Sawhill of the Brookings Institution, write that investing in early childhood education provides government and society "with estimated rates of return that would make a venture capitalist envious."⁸¹

Educational Child Care Saves Taxpayers' Money

Even after accounting for inflation, over seven dollars was saved by the public for every dollar invested in a preschool and home visitation program.



High/Scope Perry Preschool

**'Investing in early
childhood education
provides government
and society with
estimated rates of
return that would make
a venture capitalist
envious'**

A 1997 study by Professor Mark A. Cohen of Vanderbilt University estimates that each high-risk youth prevented from adopting a life of crime could save the country between \$1.7 million and \$2.3 million.⁸²

The Committee for Economic Development summed up the bottom line this way as it called for a greater investment in educational child care programs:

"Education is an investment, not an expense. If we can ensure that all children are born healthy and develop the skills and knowledge they need to be productive, self-supporting adults, whatever is spent on their development and education will be returned many times over in higher productivity, incomes, and taxes, and in lower costs for welfare, health care, crime, and myriad other economic and social problems."⁸³

The bottom line: investments in quality child development and after-school programs are money-savers, not budget-busters.

"The question is not whether we can afford these programs, it is whether we can afford to jeopardize the safety of millions of Americans and saddle future generations with the cost of failing to make these proven investments today. When child care and after-school programs save dollars and cut crime, why shouldn't our federal and state governments provide the funding that will enable communities to get the job done?"

Elliot L. Richardson:
Former U.S. Attorney General and Secretary of Health, Education and Welfare

6: From Experts in Child Development and the Front Lines of the Battle Against Crime: A Call for Action

The people on the front lines fighting crime are less concerned with political ideology than with hard-nosed practical solutions. They insist on doing what really works to fight crime.

Everyone agrees, of course, that dangerous criminals need to be locked up. But the people who work day-in and day-out to track down, arrest, and prosecute criminals know that this vital defense is only a stop-gap measure. So do crime victims.

Today, hundreds of our nation's most distinguished police chiefs, sheriffs, prosecutors and crime victims have joined with experts in child development in calling on all public officials to protect the public safety by providing all infants, toddlers and preschool children access to quality child care at a price their parents can afford.

National and state law enforcement organizations have joined in the call for educational child care for all children. The Major Cities (Police) Chiefs organization, the Police Executive Research Forum, the National District Attorneys Association, The National Sheriffs Association, and law enforcement associations in Illinois, Iowa, Maine, New York, North Carolina, Rhode Island, Texas, Arizona and California have called on government to guarantee all kids access to child care as a necessary step to reduce crime.

That means child care with enough well-trained staff to ensure that young children receive the nurturing and stimulating environment they need to start school ready to succeed and to learn the core values that begin to develop in the first years of life. To be most effective in reducing crime, quality child care and development programs for at-risk families should be linked to parent education and family support.

At the federal level, this means we should be assuring that our most at-risk babies and toddlers receive the care they need from birth to age three through Early Head Start and other quality programs. It means we should be assuring that Head Start has enough funding to serve all the low-income children who need it, and provide full-day, high-quality, year-round care for the children of working parents. And it means sufficient increases in funding for educational child care programs so that all families will have the help they need to access quality care.

It means states should sharply increase their own investments in educational child care and development programs to help their children get the right start.

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Conclusion

**'A gaping crime
prevention deficit'**

Our federal and state governments are falling far short of the investments in child care needed to meet their responsibility to protect the public safety. That shortfall is part of a gaping crime-prevention deficit that jeopardizes the safety of every American.

It is time that leaders at the state and federal levels lay out a plan to eliminate that deficit. No responsibility of federal and state governments is more fundamental than protecting the public safety.

That responsibility simply cannot be met without providing communities with the resources to assure that all families, especially those whose children are most at risk of going astray, have access to quality child care at a price they can afford.

"We need to start fighting crime in the high chair, not the electric chair."

George Sweat:
former Police Chief of Winston-Salem, North Carolina

Endnotes:

22

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WHAT

FIGHT CRIME: INVEST IN KIDS is a bipartisan, nonprofit anti-crime organization led by America's best-known police chiefs, sheriffs, prosecutors and victims of violence.

WHO

FIGHT CRIME is led by National and State Advisory Committees that include over six hundred police chiefs, sheriffs, prosecutors, and victims of violence. One of the founding members was former Attorney General Elliot Richardson. Present leaders include the presidents of the Fraternal Order of Police, the International Union of Police Associations, and the Police Executive Research Forum. The victims of violence include Marc Klaas, whose daughter Polly was abducted and murdered in California, and Jean Lewis, president of the National Organization of Parents of Murdered Children.

FIGHT CRIME: INVEST IN KIDS' Crime and Violence Prevention Resource Council includes leading experts in criminology, child development and law enforcement.

HOW

FIGHT CRIME: INVEST IN KIDS:

- Develops policy recommendations and analyzes the crime-prevention impact of public policy proposals.
- Conducts local, state and national public education efforts about effective crime prevention programs.
- Builds national, state and local leadership committees of police, prosecutors and crime survivors as well as resource councils of experts in fields such as child and youth development, criminology and law enforcement.
- Builds grassroots networks of individuals committed to educating their own neighbors and public officials.
- Serves as an information clearinghouse for journalists, policy-makers and the public.

BACKGROUND

FIGHT CRIME: INVEST IN KIDS was launched in July, 1996.

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RUSH!

Says Politics Hurt P.D.

Scotto: Mayor May Not Finish Run for Senate

Detectives' Endowment Association President Thomas J. Scotto, who has become Mayor Giuliani's most prominent police union critic, last week predicted the Mayor would drop his U.S. Senate bid because of the fallout from the Patrick Dorismond case.

"I believe he will fall so far in the polls that eventually he'll say, 'I did not announce that I was running for the Senate,'" Mr. Scotto remarked during a March 30 interview on cable station New York 1's "Inside City Hall" show.

"I don't think he'll be a candidate."

Set Off 'Toxic' Storm

Mr. Scotto offered the first sign of internal Police Department discontent about the Mayor's response to the Dorismond shooting two weeks ago when he stated on the DEA's phone hotline that relations between the police and the minority communities had become "toxic."

In a subsequent interview with this newspaper, the DEA leader claimed that Mr. Giuliani rather than Police Commissioner Howard Safir was running the NYPD and that the Mayor "completely disregards the need for maintaining community relations."

This had resulted, Mr. Scotto said, in the sole interactions between cops and the public being the issuance of summonses and the making of arrests. "The so-called zero tolerance of everything must end... You have to make the image of a police officer understandable; that he's a human being."

When the Mayor was asked about Mr. Scotto's comments last week, he dismissed them, claiming they were made to further the DEA leader's ties to President Clinton and Hillary Clinton as she campaigns against Mr. Giuliani.

But Mr. Scotto countered in the television interview that he had enjoyed good relations in the past with the Mayor as well. Both men, he noted, worked closely with President Clinton in 1994 to secure passage of the National Crime Bill that provided billions of dollars for more police officers and greater anti-crime resources.

And, Mr. Scotto added, the DEA endorsed Mr. Giuliani's re-election run in 1997.

But, he told New York 1's Andrew Kirtzman, "It's undeniable that the New York City Police Department is



THOMAS J. SCOTTO: Expects Giuliani to drop out.

politically operated at the moment. Morale is nonexistent in this department. It's off the radar screen."

When Mr. Kirtzman responded by asking whether Mr. Giuliani's actions and comments regarding Mr. Dorismond's past hadn't been intended as a defense of the officers involved in his shooting, Mr. Scotto replied, "The average police officer does not accept that as standing up for the actions of police officers as much as it is a defense of his policies."

He said he believed both Mr. Safir and ex-Commissioner William J. Bratton would have accomplished more "had there not been interference from City Hall."

"As long as you have politics," Mr. Scotto contended, "you are bound to have trouble sooner or later." R.S.

THE CHIEF LEADER, FRIDAY, APRIL 7, 2000

THE CHIEF-LEADER, FRIDAY, APRIL 7, 2000

Razzle Dazzle**For Rudy, Truth No Object**

By RICHARD STEIER

"Why should students coming late to school be police business?" someone asked Mayor Giuliani March 30 after it was revealed that two students at Springfield Gardens H.S. were arrested by cops assigned to the NYPD's truancy unit in February.

"I think in this particular case, this was a request of the Principal or the Assistant Principal," Mr. Giuliani said.

Truancy, he continued, "leads to lots of problems, sometimes to crime. Parents should know if their children are truant."

Civil liberties activists were making an issue of the arrests, the Mayor continued, because the mood in the air was, "Let's pile on the Police Department."

A few minutes later, Police Commissioner Howard Safir picked up that theme, telling reporters, "Let's have the ACLU figure out a way to slam the police, and you guys bite."

Principal 'Knew Nothing About It'

Efforts to contact Springfield Gardens High Principal Robert Hickson led to a conversation with Norman Sherman, the director of the high school division of the Council of Supervisors and Administrators.

Told that the Mayor said school officials had asked that the truancy unit be detailed outside the high school, Mr. Sherman replied, "Not so. I spoke to the Principal; he knew nothing about it. If they stationed themselves outside of Springfield Gardens, it wasn't at his request."

So it appears that the Mayor, ahem, mis-spoke. One can only speculate that he did so because, if it became apparent that the NYPD took its own initiative in stationing truancy cops outside a primarily black high school to nab late-comers, white parents might also be moved to ask why.

The truancy unit, after all, based on previous descriptions of its mission by the Mayor, was supposed to patrol areas like Times Square, malls and video arcades, where it would be reasonable to wonder about teenagers' presence during school hours.

Instead, we have a unit sitting outside a high school, stopping students on their way into the building, and locking up a



couple of teenagers, one of them because she refused to produce an I.D. card.

That teen, Janell Boyd, is the daughter of an NYPD Detective, Evidelia Boyd. She told the arresting officer that her mother knew she was late for school, something Detective Boyd confirmed. A Lieutenant at the stationhouse where Janell Boyd was booked told her mother that the teen had "some attitude."

No wonder the Mayor lied about there having been a school request for the truancy unit. This particular encounter underscored just why there is what Detectives' Endowment Association President Tom Scotto characterized as "a toxic atmosphere" between police and the minority community.

Lateness Not a Police Issue

There is no good reason for cops to be concerning themselves with students arriving at school late; once they are there, that's a matter for school officials and parents to deal with. In the same way, there is no good reason for undercover cops to be approaching someone about buying drugs when nothing that individual has done constitutes suspicious behavior.

But the Police Department, apparently at Mr. Giuliani's direction, has been engaged in just such conduct, and the Mayor now finds himself besieged by the fallout on a daily basis.

When he was asked March 28 about Mr. Scotto's "toxic atmosphere" comment, Mr. Giuliani replied, "He is a big, big supporter of President Clinton and Mrs. Clinton."

When it was pointed out that Mr. Scotto also represents the Detectives involved in the Patrick Dorismond shooting that spurred the DEA leader's comment, the Mayor simply repeated his charge that Mr. Scotto was carrying water for the Clintons, adding, "It's really a shame."

But while it's true that Mr. Scotto has ties to President Clinton, he's got an election of his own to worry about in May. It's hardly likely that he would have made his comments if he believed they were sufficiently out of step with his members' sentiments to cause him re-election problems.

Two days later, after a New York Times story stated that 12 of 18 cops who were interviewed said the aggressive policing ordered by the Mayor and his harsh statements about Mr. Dorismond had made patrolling minority communities increasingly difficult, Mr. Giuliani asserted, "It's

(Continued on Page 6)

THE CHIEF-LEADER, FRIDAY, APRIL 7, 2000

Rudy Stretches the Law and the Truth

(Continued from Page 4)

a story driven by one person who is a very big supporter of Hillary Clinton.

Oh. So last week everyone was following a Tom Scotto script. A week earlier, it was an Al Sharpton script Mr. Giuliani was claiming had put words in the mouths of his detractors. Now that the NCAA tournament is over, maybe the next big office pool on Wall Street should involve bets on who writes this week's "script."

The fact is, Mr. Giuliani has a growing army of critics, and he got them the old-fashioned way.

Demon and Demonizing

He will continue to rage about Mr. Dorismond's relatively minor arrest record as if it was the rap sheet of an outlaw destined to die violently. He will claim there is significance to the traces of marijuana found in Mr. Dorismond's system—traces so small it can't be said for sure that they resulted from actually smoking weed—and wonder why neither the media nor the public gives those matters much weight.

He will continue to proclaim that he is proud of releasing the sealed juvenile record of Mr. Dorismond's arrest for beating up a friend at age 13, oblivious to the fact that doing so did greater damage to his own reputation than to the dead man's.

"His record is relevant to his propensity for violence," Mr. Giuliani insisted. "All of those facts are relevant as to whether the police officers are telling the truth when they say he punched them."

But that argument steps right past one basic fact: Mr. Dorismond was minding his own business when an undercover cop approached him looking to buy drugs.

A Troubling Trend

Unarmed man, doing nothing wrong, winds up dead at the hands of a cop. It's become too familiar a refrain, with only the names changing, from Baez to Diallo to Dorismond.

Anthony Baez's death was largely a consequence of a systems failure: a disturbed cop who would have been taken off the street except for a powerful protector in the upper levels of the Police Department. The two more recent killings fall into a grayer area, because the cops involved apparently were reacting to what they perceived as danger, rather than using deadly force as an assertion of their wills.

But taken together with the since-discontinued stop-



MAYOR GIULIANI: A growing army of critics.



HOWARD SAFIR: 'Must address race problem.'

and-frisk blitzes of the Street Crime Unit, and the stationing of the truancy unit outside a high school, they are emblematic of an overly aggressive policing style in which unnecessary confrontations are bound to happen.

To the Mayor, matters like careful training and screening of the officers involved in special units seem secondary to piling up arrest numbers. And far too often, the efforts are concentrated in areas where people of color live or hang out.

Would undercover cops have been trying random drug stings outside bars on the Upper East Side or in Bay Ridge? Have truancy cops been sitting outside Bayside H.S. or the Bronx High School of Science, waiting to hassle white students who show up late?

Commissioner Safir was unusually candid in talking about the schisms that exist after he decided to allow religious leaders to address police roll calls to ease some of the tension.

'Face It, It's Race'

"Let's face it," he told reporters. "This is, if we're all honest, this is about race. It's something we all have to fix, it's something we all have to talk to each other about. It's less about police than it is about race."

The role that race plays is not as simple as blatant bias, however. The undercover cops involved in the Dorismond shooting, as Mr. Giuliani has pointed out, are all Latino.

But there is the perception that, up to a certain point, police can come down harder on minorities and be less observant of their rights without suffering adverse consequences. Justin Volpe went well past that point and is paying a richly deserved price for it, but the routine indignities of the stop-and-frisk, the arrest of a girl because she had enough "attitude" to object to cops demanding identification when she was heading into her

siderable extent, been drafted into the role of local licensors for the City of New York."

There is, in those words, a measured anger at Mr. Giuliani's decision to force those with whom he disagrees to take even open-and-shut cases through the court system to have their rights affirmed.

It is the conduct of a man who believes he should not be constrained by the law, or that it is worth challenging that law if the political benefit outweighs the judicial rebuffs he is likely to sustain.

But the Mayor's act is wearing thin. More and more, he seems like someone who has been cornered and is trying to alibi his way out of the mess—the Principal requested that van—while at the same time pointing fingers at all those whose intentions, he is convinced, are no purer than his.

school late, are more likely to be tolerated by this Mayor.

If you're a cop playing the percentages and under pressure to meet arrest quotas, you know that minorities commit more crimes in this city than whites. And so if you come swooping through a predominantly black neighborhood, you know your chances of finding someone who's a wrong guy are better than in a white one, no matter how many innocent people you disrespect in the process. You also know you have less to fear about abusing a black kid's rights than you do getting rough with a white kid from Park Slope or Forest Hills whose parents are more likely to demand redress in a way that assures action.

Strange Priorities

And if you've got a Mayor who seems to care more about padding arrest statistics with tick-tack collars than maintaining decent relations with all the communities he serves, there's no real strong incentive for cops to play by the rules as spelled out under the law. Unless, of course, the blatant unfairness with which Mr. Giuliani's policing policies are applied bothers their consciences, too.

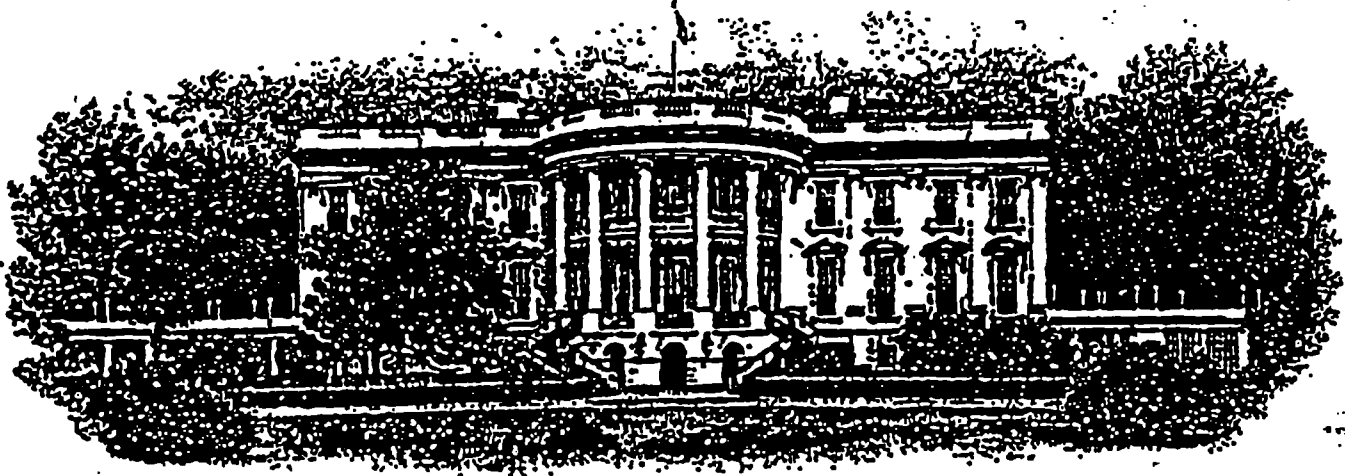
In ruling against the city last week in a case involving a photographer's attempt to shoot nude models on a deserted Manhattan street, U.S. Court of Appeals Judge Guido Calabresi stated for a three-judge panel, "We would be ostriches if we failed to take judicial notice of the heavy stream of First Amendment litigation generated by New York City in recent years."

Referring to the nearly two dozen free-speech rulings that have gone against the Giuliani administration, Judge Calabresi noted in his opinion, "Some of the parties' names reappear on this list ... As a result of this relentless onslaught of First Amendment litigation, the Federal courts have, to a con-

TO
invite teen
Conference letters

—

THE WHITE HOUSE
WASHINGTON, DC 20500



FAX COVER SHEET

DATE: 4/24/00 TIME: _____

TO: Kathy Burton

PHONE: 202-456-1234 FAX #: 202-771-4964

FROM: Ann O'Leary

PHONE: (202) 456-_____ PAGES AFTER COVER: _____

COMMENTS: _____

THE WHITE HOUSE

WASHINGTON

April 24, 2000

Judith McHale
President and Chief Operating Officer
Discovery Communications, Inc.
7700 Wisconsin Avenue
Bethesda, Maryland 20814

Dear Ms. McHale:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

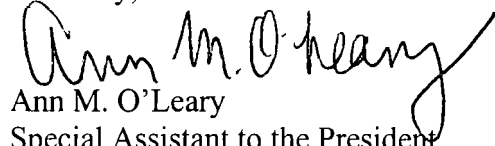
- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

The opening session of the one-day conference will take place in the East Room with an audience comprised of parents and teens, educators, youth workers, foundation leaders, researchers, and policymakers. The opening session will be followed by lunch, breakout sessions hosted by Administration officials and members of Congress, and a closing reception.

We would like you to speak as part of the breakout session on the topic of how the information age is shaping youth today. Your remarks should be no more than 4 minutes and should cover the issue of providing tools for teenagers on how to better understand and use media by highlighting the media literacy work Discovery is doing in partnership with Maryland schools.

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,



Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Ken Casfield

From: Ann O'Leary

Telephone: 913-384-4661 FAX 384-4665

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

THE WHITE HOUSE

WASHINGTON

April 19, 2000

Mr. Ken Canfield
National Center for Fathering
10200 West 75th Street, Suite 267
Shawnee Mission, KS 66204

Dear Mr. Canfield:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

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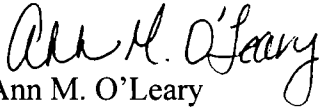
We would like you to speak as part of the breakout session on the topic of the importance of parents and teenagers spending time together. Your remarks should be no more than 4 minutes and should cover the following topics:

- Your work on the importance of fathers in the lives of teenagers; and
- How the Administration's Fatherhood initiative is a positive step towards supporting the role of fathers in their children's lives.

It would be helpful if you could provide a bio and an outline of your remarks so we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email to maryellen_mcguire@who.eop.gov or by fax to (202) 456-6244.

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann M. O'Leary". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO 3615
CONNECTION TEL 919133844665
SUBADDRESS
CONNECTION ID
ST. TIME 04/24 15:03
USAGE T 00'58
PGS. SENT 3
RESULT OK



DOMESTIC POLICY COUNCIL

Date: 4/24/00To: Ken GarfieldFrom: Ann O'LearyTelephone: 913-384-4661 FAX 384-4665

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

*** TX REPORT ***

TRANSMISSION OK

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SUBADDRESS
CONNECTION ID THE MARKLE FOUND
ST. TIME 04/24 14:27
USAGE T 01'00
PGS. SENT 3
RESULT OK



DOMESTIC POLICY COUNCIL

Date: 4/24/00To: Zoe BairdFrom: AM O'LearyTelephone: 212-489-6655 FAX 765-9690

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. fax	Ann O'Leary to Jay Engelin (partial) (1 page)	04/24/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Subject Files)
OA/Box Number: 21191

FOLDER TITLE:

Faxes Sent

2011-0619-S
rc270

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

*** TX REPORT ***

TRANSMISSION OK

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CONNECTION ID
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USAGE T 00'51
PGS. SENT 3
RESULT OK



DOMESTIC POLICY COUNCIL

Date: 4/24/00To: Mr. Jay EngeliaFrom: Ann O'LearyTelephone: [REDACTED] [601a]

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

*** TX REPORT ***

TRANSMISSION OK

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SUBADDRESS
CONNECTION ID
ST. TIME 04/24 14:23
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PGS. SENT 2
RESULT OK



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Ang Swisher

From: Ann O'Leary

Telephone: 802-447-7704 FAX 802-442-6603

Subject: _____

Pages: 2 (Including this cover sheet)

Comments:

*** TX REPORT ***

TRANSMISSION OK

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CONNECTION TEL 93317841
SUBADDRESS
CONNECTION ID
ST. TIME 04/24 14:26
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PGS. SENT 3
RESULT OK



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Katherine Montgomery

From: Ann O'Leary

Telephone: 331-7833 FAX 331-7841

Subject: _____

Pages: 2 (Including this cover sheet)

Comments:

*** ERROR TX REPORT ***

TX FUNCTION WAS NOT COMPLETED

TX/RX NO 3610
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SUBADDRESS
CONNECTION ID
ST. TIME 04/24 14:28
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PGS. SENT 0
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DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Ken Casfield

From: Ann O'Leary

Telephone: 913-384-4661 FAX 384-4665

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. fax	Ann O'Leary to Jay Engelin (partial) (1 page)	04/24/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Subject Files)
OA/Box Number: 21191

FOLDER TITLE:

Faxes Sent

2011-0619-S

rc270

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)]

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b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: MR. Jay Engelin

From: Ann O'Leary

Telephone: [REDACTED] [0016]

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

SECOND FLOOR WEST WING ♦ WASHINGTON, DC 20502
TELEPHONE (202) 456-6515 ♦ FACSIMILE 456-2878

THE WHITE HOUSE

WASHINGTON

April 19, 2000

Mr. Jay Engelin
Palmer High School
301 North Nevada Avenue
Colorado Springs, CO 80903

Dear Mr. Canfield:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

The opening session of the one-day conference will take place in the East Room with an audience comprised of parents and teens, educators, youth workers, foundation leaders, researchers, and policymakers. The opening session will be followed by lunch, breakout sessions hosted by Administration officials and members of Congress, and a closing reception.

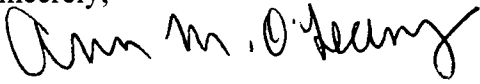
We would like you to speak as part of the second panel in the morning session. Your remarks should be no more than 4 minutes and should cover the following topics:

- the role of schools in supporting teenagers; and
- the importance of parental involvement in middle and high school.

It would be helpful if you could provide a bio and an outline of your remarks so we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email to maryellen_mcguire@who.eop.gov or by fax to (202) 456-6244.

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann M. O'Leary". The signature is fluid and cursive, with the first name "Ann" being the most prominent.

Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Amy Swisher

From: Ann O'Leary

Telephone: 802-447-7704 FAX 802-442-6603

Subject: _____

Pages: 2 (Including this cover sheet)

Comments:

SECOND FLOOR WEST WING ♦ WASHINGTON, DC 20502
TELEPHONE (202) 456-6515 ♦ FACSIMILE 456-2878

THE WHITE HOUSE
WASHINGTON

April 19, 2000

Ms. Amy Swisher
First Day Foundation
P.O. Box 494
North Bennington, VT 05257

Dear Ms. Swisher:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

The opening session of the one-day conference will take place in the East Room with an audience comprised of parents and teens, educators, youth workers, foundation leaders, researchers, and policymakers. The opening session will be followed by lunch, breakout sessions hosted by Administration officials and members of Congress, and a closing reception.

We would like you to speak as part of the breakout session on the topic of what can we do to make it easier for parents and teenagers to spend time together. Your remarks should be no more than 4 minutes and should cover the following topics:

- The First Day Foundation's work with businesses, schools, and parents; and
- How this project emphasizes continued parental involvement in middle and high school.

It would be helpful if you could provide a bio and an outline of your remarks so we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email to maryellen_mcguire@who.eop.gov or by fax to (202) 456-6244.



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Katherine Montgomery

From: Ann O'Leary

Telephone: 331-7833 : FAX 331-7841

Subject: _____

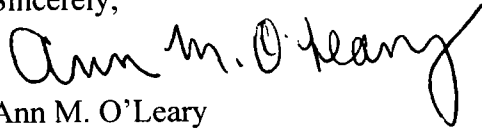
Pages: 2 (Including this cover sheet)

Comments:

SECOND FLOOR WEST WING ♦ WASHINGTON, DC 20502
TELEPHONE (202) 456-6515 ♦ FACSIMILE 456-2878

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,

A handwritten signature in black ink that reads "Ann M. O'Leary". The signature is fluid and cursive, with the first name "Ann" being the most prominent.

Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady

THE WHITE HOUSE
WASHINGTON

April 19, 2000

Ms. Kathryn Montgomery
Center for Media Education
2120 L Street, NW, Suite 200
Washington, DC 20037

Dear Ms. Montgomery:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

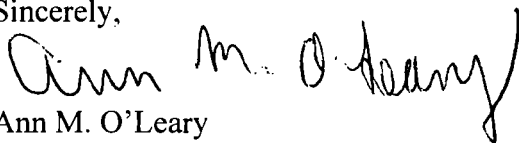
The opening session of the one-day conference will take place in the East Room with an audience comprised of parents and teens, educators, youth workers, foundation leaders, researchers, and policymakers. The opening session will be followed by lunch, breakout sessions hosted by Administration officials and members of Congress, and a closing reception.

We would like you to speak as part of the breakout session on the topic of how the information age is shaping youth today. Your remarks should be no more than 4 minutes and should cover the research on the positive and negative uses of media by teenagers.

It would be helpful if you could provide a bio and an outline of your remarks so we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email to maryellen_mcguire@who.eop.gov or by fax to (202) 456-6244.

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,



Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady



DOMESTIC POLICY COUNCIL

Date: 4/24/00

To: Zoe Baird

From: AM O'Leary

Telephone: 202-489-6655 FAX 765-9690

Subject: _____

Pages: 3 (Including this cover sheet)

Comments:

THE WHITE HOUSE
WASHINGTON

April 19, 2000

Ms. Zoe Baird
The Markle Foundation
10 Rockefeller Plaza, 16th Floor
New York, NY 10020

Dear Ms. Baird:

On behalf of President and Mrs. Clinton, I am writing to invite you to speak at the White House Conference on Teenagers, to be held Tuesday, May 2, 2000, from 10 am to 5 pm. The conference, subtitled "Raising Responsible and Resourceful Youth," will explore:

- Evidence that the preteen years are as important as the first three years of life and set patterns for adult behavior and success;
- Perceptions and realities about the role parents play in the lives of their teenage children;
- The risks, challenges and anxieties faced by today's teens;
- The impact of new media on youth and parenting; and
- What parents, communities, and young people themselves can do to avoid risk behaviors to build a safe and successful path to adulthood.

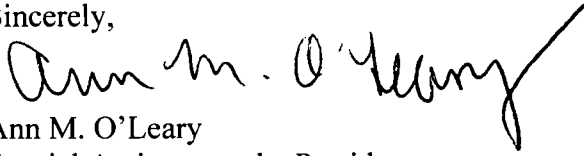
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We would like you to speak as part of the breakout session on the topic of how the information age is shaping youth today. Your remarks should be no more than 4 minutes and should cover the topic of the importance of using the new media for civic engagement by focusing on the work of the Markel Foundation.

It would be helpful if you could provide a bio and an outline of your remarks so we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email to maryellen_mcguire@who.eop.gov or by fax to (202) 456-6244.

Thank you very much for your willingness to speak at the conference. Please call with any questions. I can be reached at (202) 456-6275.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann M. O'Leary", with a long, sweeping flourish extending from the end.

Ann M. O'Leary
Special Assistant to the President
for Domestic Policy &
Senior Advisor to the First Lady

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO 3649
CONNECTION TEL 917032652803
SUBADDRESS
CONNECTION ID
ST. TIME 04/26 15:08
USAGE T 02'53
PGS. SENT 10
RESULT OK

[Click here and type return address and phone and fax numbers]

**The White House
Domestic Policy
Council**

Fax

To: Kathy Bushkin

From: Ann O'Leary

Fax: 703/265-2803

Pages: 10

Phone:

Date: 04/26/00

Re: White House Conference on Teenagers

CC:

☒ **Urgent**

☐ **For Review**

☐ **Please Comment**

☐ **Please Reply**

☐ **Please Recycle**

● **Comments:**

Kathy – I am glad that we were all able to speak today and very glad that AOL will help as we move forward with our efforts to provide parents with more information and tools to understand and monitor media usage by their children.

Attached please find the nearly final agenda for the WH Conference on Teenagers. We would like to be able to have Steve Case highlighted as part of the second panel to speak on the issue of parenting and the new media. We hoped that he might be able to speak both as a parent and a leader in the industry who wants to make sure that the industry takes responsibility to provide tools and resources for parents as the media industry continues to progress.

**The White House
Domestic Policy
Council**

Fax

To: Kathy Bushkin

From: Ann O'Leary

Fax: 703/265-2803

Pages: 10

Phone:

Date: 04/26/00

Re: White House Conference on Teenagers

CC:

☒ **Urgent**

☐ **For Review**

☐ **Please Comment**

☐ **Please Reply**

☐ **Please Recycle**

● **Comments:**

Kathy – I am glad that we were all able to speak today and very glad that AOL will help as we move forward with our efforts to provide parents with more information and tools to understand and monitor media usage by their children.

Attached please find the nearly final agenda for the WH Conference on Teenagers. We would like to be able to have Steve Case highlighted as part of the second panel to speak on the issue of parenting and the new media. We hoped that he might be able to speak both as a parent and a leader in the industry who wants to make sure that the industry takes responsibility to provide tools and resources for parents as the media industry continues to progress.

The Conference is already receiving quite a bit of press – Newsweek will be doing a special issue on Teenagers and highlighting the conference to come out the day prior to the conference, MSNBC will cover the conference live, and many of the morning shows will be covering it as well.

Please let me know as soon as you can on whether Mr. Case may be able to participate.

Thank you, Ann O'Leary (202/456-6275)

White House Conference on Teenagers: Raising Responsible and Resourceful Youth

Despite many positive developments in the last seven years – including declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access – parents of today’s teenagers express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future. And recent tragedies have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Teenagers will respond to these concerns by:

- Providing a snapshot of today’s teenagers, based on the latest statistics;
- Bringing to the public cutting edge research, including new brain research, about teenagers and their development;
- Acknowledging the challenges and opportunities presented by new technology, the changing workplace, and the increasing diversity of the youth population;
- Presenting advice from the nation’s leading experts on youth development about what works and offering tools for healthy development to parents and teens;
- Focusing attention on ways that families and communities together can teach good values, promote healthy behavior, and support positive youth development; and

When will the conference occur?

Tuesday, May 2, from approximately 10:00 am to 5:00 pm. The opening session, featuring the President and First Lady will take place from approximately 10:00 a.m. to Noon. This session may be followed by lunch, breakout sessions hosted by Cabinet Members and Members of Congress for focused discussion on themes, and a closing reception.

Who will attend the conference?

Approximately 150 individuals will attend the conference. The on-site audience will include a diverse group of parents, teenagers, policymakers, youth workers, educators, and representatives of faith-based organizations, media, business, and foundations. Additional individuals may participate via satellite at locations around the country. We encourage organizers of satellite locations to show the opening session and then host interactive discussions among participants.

WHITE HOUSE CONFERENCE ON TEENAGERS

Program Draft 4/25/00 am

9:58 **Melanne Verveer** welcomes audience and explains how the program will work, introduces video

10:00 **Opening Video:** Montage of a diverse group of parents and teens speaking about their lives.

POTUS and HRC announced into room **Edd and Edwin Speaker, Cabinet members, and members of Congress.** All take seats in the audience except POTUS and HRC. HRC proceeds to lectern. POTUS sits next to lectern. Panel I is already seated on stage.

HRC speaks. HRC introduces POTUS and then sits with panel.

POTUS speaks. Introduces Ed and Edwin Speaker. [TBD]

Edd Speaker: Talks about his own struggles and how important it has been for him to be there for Eric, also his efforts to get Eric into a good school. [TBD]

Edwin Speaker: Talks about his life as an African American teenager growing up in LA and his relationship with his father and a local club they belong to. [TBD]

POTUS makes closing remark and departs.

10:30 **HRC** introduces topic of panel (who are today's teens and what do they need) and introduces panel members Jacqueline Eccles, Jay Giedd, and Karen Pittman. She calls on Jacqueline Eccles from the University of Michigan to speak first.

Jacqueline Eccles discusses adolescent development, including the stages, peer cues, behavioral pressures, and the need for independence.

HRC comments and introduces Dr. Jay Giedd, a scientist at the National Institute of Mental Health.

Jay Giedd presents his recent research that suggests that an important phase of brain development occurs around puberty and what happens at that time matters and can set the stage for later successes or failures.

HRC comments and introduces Dr. Susan Bales, President of the Frameworks Institute, who will speak from the audience.

Susan Bales discusses research on the media's treatment of teens and how it differs from reality.

HRC comments and introduces Dr. Karen Pittman, of the International Youth Foundation.

Karen Pittman lays out the assets that all teenagers need – a caring adult, healthy habits, safe places, a good education, and the opportunity to give back.

HRC comments and introduces Dr. Angela Diaz, a doctor with the Mt. Sinai Center on Adolescence, who will speak from the audience.

Angela Diaz discusses the health care needs of teens she sees in her work and the challenges serving them.

HRC comments and introduces Danny Devito and Rhea Pearlman, parents of teenagers and spokespersons for the After School Alliance.

Danny Devito and Rhea Pearlman talk about their struggles as working parents of teenagers and the campaign they are waging for more after school opportunities for teenagers.

11:00 **HRC** comments, thanks panel, and invites panel II to take the stage. Panel I leaves the stage and panel II, consisting of Laura Sessions Stepp, Robert Blum, Geoff Canada, and Gabriella Contreras are seated.

HRC introduces the topic of the second panel – what parents can do to help teens and what communities can do to help teens and parents – and introduces first panelist, Laura Sessions Stepp, author of *Our Last Best Shot* and Washington Post families reporter.

Laura Sessions Stepp outlines what we know about good parenting of teenagers.

HRC comments and introduces Ellen Galinsky, President of the Work and Family Institute, who will speak from the audience.

Ellen Galinsky speaks about the need for employers to think creatively about ways to help parents of teens connect with their children.

HRC comments and introduces Dr. Robert Blum, University of Minnesota and Add Health study.

Robert Blum discusses research that underscores the importance of teens being connected to their families and the community.

HRC comments and introduces Emily McDonald, age 17, who is involved in community service in her hometown in Appalachia. She will speak from the audience.

Emily McDonald describes her community, her classmates, her involvement in service, her relationship with her parents and grandmother.

11:30 **HRC** comments and introduces Geoff Canada, author of *Fist, Stick, Knife, Gun* and founder of the Rheedlan Centers for Children and Families.

Geoff Canada speaks about the role of community in the life of a teenager, particularly in the inner city.

HRC comments, then, *if time permits*, calls on several additional members of the audience to speak, beginning with Rev. Jeff Brown, with the Ten Points Coalition in Boston.

Jeff Brown speaks about the importance of religion and values in raising teens and the program he works on with the Boston Police Department.

HRC comments and *if time permits*, introduces Bob Davis, CEO of Lycos, who will speak from the audience.

Bob Davis discusses the new media and the need for tools for parents to help safeguard their children.

HRC comments and introduces Jay Engelin, Principal of the Year, *if time permits*.

Jay Engelin discusses the importance of parent involvement in middle and high school, high school reform, and afterschool programs.

HRC comments and introduces Ben Casey, director of the Metropolitan Dallas YMCA, *if time permits*.

Ben Casey speaks about his innovative efforts to involve parents with their teens through the YMCA.

HRC comments and introduces Harvard anthropologist Dr. Katherine Newman, author of No Shame in My Game: The Working Poor in the Inner City, *if time permits*.

Katherine Newman speaks about the responsibility of employers of youth to do more to help them succeed.

12:00

HRC comments and introduces Gabriella Contreras, age 14.

Gabriella Contreras speaks about her own experience with youth violence in her community and ways youth can be resources for other youth.

HRC comments and provides closing comments. Mentions breakouts and lunch, invites satellite downlinks to continue talking and let us know what they conclude.

Break for lunch.

WH CONFERENCE ON TEENAGERS DRAFT ON BREAKOUTS

BREAKOUT #1

Family time: What can we do to make it easier for parents and teenagers to spend time together?

Sub-Themes and Discussion Leaders:

- Parents and Families Matter in the Lives of Teenagers
Dr. Larry Steinberg, Temple University (parenting styles)
Ken Canfield, President, National Center for Fathering
- Work-family issues and spending time together – business perspective
Stanley Botts, Bell Atlantic
- Parent perspective
Donnie & Fonda Malone (parents in the video)
- Highlight policies to support parent leave for educational activities
Amy Swisher, First Day Foundation (works with businesses, schools, and parents to allow parents to take the first day of school off from work and go to school with their children – emphasizes continued parent involvement in middle school and high school)

Moderators: Janice LaChance, OPM Director
Senator Patty Murray (D-WA) - invited

BREAKOUT #2

The New Media: How is the information age shaping youth today?

Sub-Themes and Discussion Leaders:

- Positive and Negatives of Media Use by Teens
Kathryn Montgomery, Center for Media Education
- Providing parents with tools to better understand and monitor the media used by their teenagers
Jim Browne, GetNetWise.com
- Providing Tools for Teens on Media Literacy
Judith McHale, COO of Discovery
- Civic Values in the Media Age
Zoe Baird, Markel Foundation
- Youth perspective on media and youth violence
Justin Newland (age 18) from Kansas, member of the Youth Advisory Council of the National Campaign Against Youth Violence.

Moderators: William Kennard, FCC Chairman
Senator Arlen Specter (R-PA) - invited

BREAKOUT #3

School: How can we build school climates that work for teenagers?

- Reforming the American High School to Meet the Needs of 21st Century Teens
Gene Bottoms, *Vice President, Southern Regional Education Board*
- Importance of Teacher-Student Connections in High School
Larry Hurt, 1999 Indiana Teacher of the Year
- Young person who can talk about staying in school
- Community Schools – importance of school as learning environment that support social, academic, and emotional growth
Susan Greene, Dance Teacher at I.S. 218
- Supporting students in their pathway to the future
Robert Rivera, *Director, Project GRAD, Houston, Texas*

Moderator: Secretary Richard Riley
Senator Edward Kennedy (D-MA) - invited

BREAKOUT #4

The Village: How can the community better support parents and teenagers?

Sub-Themes and Discussion Leaders:

- Importance of community based organizations for Youth Development, including importance of involving parents in community organizations
Dr. Milbrey McLaughlin, Stanford University professor and author of recently released report *Community Counts*
- Expanding Opportunities for Teenagers in the Non-School Hours
Ken Gladish, YMCA of the USA, Executive Director
- Young person active in community
LaToya Gardner, Nashville's Citywide Teen Leadership Council
- Work places that help young people grow
Dr. Katherine Newman, Harvard University, recent book on teens and work

Moderators: Deputy AG Eric Holder
Rep. Ellen Tauscher (D-CA) - invited

BREAKOUT #5

Closing the Gap: How can we provide positive opportunities for ALL teenagers?

Sub-Themes and Discussion Leaders:

- Basic Assets Needed to Help All Teens Grow into Responsible & Resourceful Youth
Peter Benson Search Institute, Minnesota
- What works and what does not for our most vulnerable youth
Kate Sylvester, Second Chance Homes expert
Talmyra Hill, Annie E. Casey Foundation
- Youth perspective

Lan-Ahn Phan, refugee youth

- Engaging at-risk youth in community service
Dorothy Stoneman, Executive Director of YouthBuild

Moderator: Secretary Alexis Herman
Rep. Ruben Hinojosa (D-TX) - invited

BREAKOUT #6

Youth as Resources:

Can teenagers be resources in their own development and for their peers?

Sub-Themes and Discussion Leaders:

- Youth serving other youth/youth social entrepreneur/philanthropist
Andrew Shue, Do Something
- Expert on peer to peer learning/development or research on positive developmental effects of youth service
Gary Walker, Public/Private Ventures
- Service-learning in the schools
Kathleen Lee, Turner Middle School teacher in Philadelphia
- Using the arts to help youth find their own solutions to problems
- The importance of civic engagement for youth
Bob Putnam

Moderators: Harris Wofford
Rep. Chris Shays (R-CT) - invited

Policy Deliverables:

- Highlight youth service budget

BREAKOUT #7

A Healthy Start: How Can We Help Teenagers Stay Healthy?

Sub-themes and discussion leaders:

- What is the state of the health of teens? (Access to care, suicide, risky behaviors: drugs, alcohol, sex. Importance of health promotion and prevention: nutrition and exercise. Also, mention Administration's initiatives on teen smoking and refer to Matt Myers.)
Secretary Donna Shalala
- Add Health Study: the home environment and school can positively influence the health behavior of youth.

Dr. Michael Resnick, University of Minnesota

- How to get kids to avoid risk behavior. Talk about collaborative guide.
Sarah Brown, Director of Campaign to Prevent Teenage Pregnancy
Brandi Chapple, Anchor on BET Teen Show who has worked with Sarah Brown and the Campaign to Prevent Teenage Pregnancy (youth voice)
- What works? A community based care example: care that is confidential, non-judgmental, relevant to teen life-styles and behavior, at minimal cost, with appointments after hours, and with a focus on health (prevention), rather than disease.
Carole Morris, Mt. Vernon Neighborhood Health Center
- Mental Health in Adolescence: adolescence is a critical time – their brains are growing and they are more at risk for depression and other mental and behavioral problems.
Harold Koplewicz, M.D., NYU Child Study Center, Dept. of Psychiatry

Moderator: Secretary Donna Shalala
Rep. Shiela Jackson Lee (D-TX) - invited

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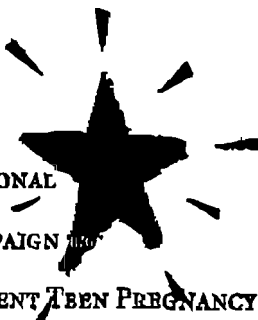
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THE
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PREVENT TEEN PREGNANCY



Shirley Chessen
6-0720
Please deliver ASAP

ERICA A. GREENSTEIN
PHONE: 202.478.8504
FAX: 202.478.8588
WEB: WWW.TEENPREGNANCY.ORG
EMAIL: EGREENSTEIN@TEENPREGNANCY.ORG

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THE
NATIONAL
CAMPAIGN
PREVENT TEEN PREGNANCY



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FAX: 202.478.8588
WEB: WWW.TEENPREGNANCY.ORG
EMAIL: EGREENSTEIN@TEENPREGNANCY.ORG

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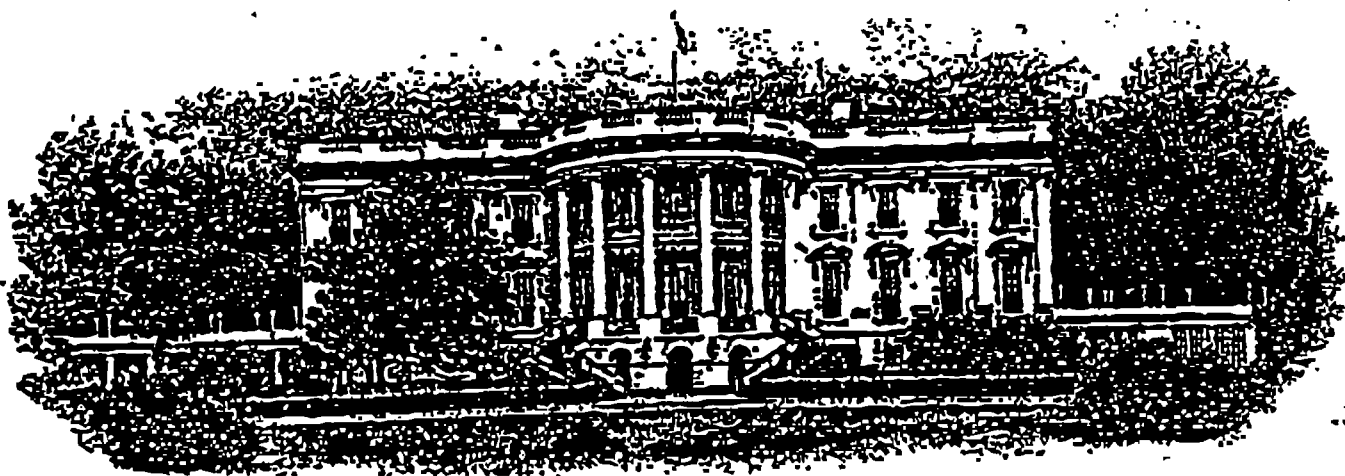
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THE WHITE HOUSE
WASHINGTON, DC 20500



FAX COVER SHEET

DATE: 4/27/00 TIME: 12:12
TO: Senia Chesson
PHONE: 67020 FAX #: 67020
FROM: Eric Morse / Ann O'Leary

A detailed black and white woodcut-style illustration of the White House. The building is shown from a frontal perspective, highlighting its neoclassical architecture with a prominent portico supported by tall columns. The roofline is adorned with a balustrade and a central flagpole flying a flag. The building is flanked by dense, leafy trees, and a low fence runs along the base of the property. The entire scene is rendered with fine lines and cross-hatching for texture and shading.

DATE: 4/27/00 TIME: 12:12
TO: Sonia Chesson

FROM: Eric Morse / Ann O'Leary

PHONE: (202) 456-_____ PAGES AFTER COVER: 3

COMMENTS: _____



April 14, 2000

To: ANN O'LEARY

Fax: 202-456-2878

From: DAVID LEAVY

Fax: 301-771-4056

Phone: 301-771-3653

Judith McHale biography attached

Total # of pages: 2



BIOGRAPHY

Judith A. McHale
President and Chief Operating Officer
Discovery Communications, Inc.

As President and Chief Operating Officer of Discovery Communications, Inc. (DCI), Judith McHale is responsible for the overall strategic direction, business development and operations of all DCI resources and properties in the United States and around the world. McHale was named President in 1995, and under her leadership, DCI has grown from its core property, the Discovery Channel, first launched in 1985, to become the leading global real world media company. DCI now operates 23 networks in 149 countries with a worldwide staff of over 4,000 employees and 1999 revenues of \$1.4 billion.

McHale has led DCI's development in television, advanced media, online and retail services. Her leadership in expanding DCI's television services has included the acquisitions of The Learning Channel (TLC) in 1991 and Travel Channel in 1997, the launches of Animal Planet in 1996 and Discovery Health Channel in 1999, and the development of six digital channels in the United States and internationally. She spearheaded DCI's global alliance with BBC Worldwide Ltd., completed in 1998, which is focused on developing programming and channels across the globe. McHale also expanded DCI's on-line presence by launching Discovery.com, Inc. in 2000 and increased DCI's retail services by acquiring The Nature Company stores in 1996, bringing DCI's total retail operations to 171 Discovery Channel Stores.

McHale is committed to building a workplace that helps employees combine work and personal life. In 1999, she created the company's work/life initiative designed to provide better opportunities for striking that balance, an effort that has been recognized nationally for its innovative approaches.

McHale has also led DCI's extensive efforts to fulfill its social responsibilities. McHale created the Discovery Channel Global Education Fund, which provides advanced satellite technology to deliver free educational programming to over 40,000 students at 43 schools and community centers throughout rural Africa and Latin America. In 1999, following the tragic shootings in Littleton, Colorado, she committed DCI to provide media literacy training to every public school in Maryland which was delivered upon in the spring of 2000.

McHale has served since 1997 as an appointee of Governor Parris Glendening on the Maryland State Board of Education. She was recently named Chair of the board of directors of Cable in the Classroom and Co-Chair of the National Campaign Against Youth Violence. McHale also serves on the board of the Children's National Medical Center Campaign Trustees Group and the Honorary Advisory Council of the Children's Inn at National Institute of Health.

McHale is a member of the board of directors of The John Hancock Company, the Potomac Electric Power Company and Crestar Bank (Greater Washington Region).

Before joining Discovery in 1987 as its General Counsel, McHale served as General Counsel for MTV Networks, where she was responsible for legal affairs for MTV, Nickelodeon and VH-1. McHale began her career as an attorney at the New York law firm of Battle, Fowler. McHale graduated from Fordham Law School and earned her undergraduate degree in politics from the University of Nottingham in England.

4-26-2000

04/25 '00 15:27 NO.560 01/01

TO Ann O'Leary

Tue, Apr 25, 2000 3:33 PM

From: Jim Browne <jbrowne@getnetwise.org>
To: Ann O'Leary <ann_o'leary@opd.eop.gov>
Bcc: Michael Clark <mclark@cdt.org>
Date: Tuesday, April 25, 2000 12:00 PM
Subject: Jim Browne's Resume (Short)

*To: Julie: Office of the First Lady
For # (202) 456-6244.*

Ann,

If you need anything else please let me know.

Jim Browne, Director, GetNetWise;

Mr. Browne has served in a number of capacities prior to directing GetNetWise. At the Communications Consortium Media Center (CCMC) he served as Director of New Initiatives. The Consortium serves to make both electronic and print media available to nonprofit organizations and collectively help them use "strategic media" to advance common issues. At CCMC Mr. Browne managed development activities, worked with other senior staff to coordinate projects, and to launch the Coordinated Campaign for Learning Disabilities, a major effort to recognize and address learning disabilities in children. He also served as director of the Projects Program of the Tides Foundation and the first director of its eastern office. Previously, Mr. Browne as the senior program office of the Field Foundation of New York where he focused on youth development, voter participation, and issues of civil liberties. Mr. Browne was also a senior fellow at the Robert F. Kennedy Memorial where he helped to conduct an inquiry in the state of high school journalism for the Memorial.

Jim Browne, Director
GetNetWise
1634 Eye Street NW, Suite 1107
Washington, DC 20008
voice: (202) 638-4370
fax: (202) 637-0968
e-mail: jbrowne@getnetwise.org
<http://www.GetNetWise.org>

[Click [here](#) and type return address and phone and fax numbers]

**The White House
Domestic Policy
Council**

Fax

To: Eric Liu (guest arriving tonight)

From: Ann O'Leary

Fax: 206-264-6100

Pages: 5

Phone:

Date: 04/30/00

Re: White House Conference on Teenagers

CC:

☒ **Urgent**

☐ **For Review**

☐ **Please Comment**

☐ **Please Reply**

☐ **Please Recycle**

● **Comments:**

Eric – Please fax back comments to Anna or to me at 202/456-2878 or please page me with comments/questions/concerns. I also emailed this doc to your home and work emails.

Thanks.

-Ann