

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Resume of Aine Donovan (partial) (1 page)	n.d.	P6/b(6)
002. list	RSVP list for Conference on Teenagers (partial) (2 pages)	04/26/2000	P6/b(6)
003. list	RSVP List for Conference on Teenagers (partial) (10 pages)	04/26/2000	P6/b(6)
004. note	Note re: phone number (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Teen Conference [2]

2011-0619-S

rc280

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]

New media

**UPDATE ON RESPONSE TO PRESIDENT'S CHALLENGES
TO THE MEDIA AND ENTERTAINMENT INDUSTRIES**

FTC Report:

Challenge: The President called for the Federal Trade Commission (FTC) and the Justice Department to jointly study the marketing of violence to children and, specifically, to evaluate the various rating systems.

Response: The FTC report will also evaluate the issue of enforceability of movie ratings. The FTC plans to complete the report by the fall of 2000.

Movies:

The President made a number of challenges to the motion picture industry.

Challenge #1: First, he challenged theater and video store owners to enforce more strictly the ratings systems on the movies they show, rent, and sell – a challenge that the theater owners accepted.

Response: The National Association of Theater Owners (NATO) accepted this challenge and has been working to promote enforcement of the ratings by disseminating information to its members on the importance of checking ID's, and contacting sellers or theaters when informed of a break with policy. NATO has had on-going consultations with educational associations such as the PTA to develop ways to better educate parents

Challenge #2: The President has challenged the whole industry to stop showing guns in any ads or previews children might see.

Response: The MPAA has since implemented a policy of heightened scrutiny on movie advertisements.

Challenge #3: The President challenged the movie industry to reevaluate its entire ratings systems, especially the PG rating, to determine whether it is allowing too much gratuitous violence in movies approved for viewing by children.

Response: At this point, we are not sure how far the industry has come to meet this challenge, but the FTC is including an evaluation of the movie industry ratings system in its report.

Television:

Challenge #1: The President fought for legislation that requires the V-Chip to be installed in all new television sets sold beginning January 1, 2000.

Response: This goal was accomplished on time so that all new televisions produced now are installed with the V-Chip. The technology of the V-Chip is based on the television ratings system

already developed and currently in use by the television industry. V-Chip is technology built into a TV set that “reads” the rating for a particular TV program and is used by parents to block out programs with these ratings. Currently, all programs on the broadcast networks are rated and encoded for V-Chip use (TV7, TV14, etc.), and all the networks, excluding NBC, use content descriptions in their ratings as well (S,V,L, etc.). Additionally, all cable channels, excluding the Black Entertainment Network (BET), encode their programming with the V-Chip ratings.

Challenge #2: In order to promote awareness and give parents tools they need to effectively use the V-Chip, the President called for two new initiatives to make sure the V-Chip becomes a useful tool for parents: the establishment of a V-Chip Task Force to ensure that the V-Chip law is implemented effectively and a major public awareness campaign about the V-Chip.

Response: The FCC established the V-Chip task force to: (1) ensure the V-Chip requirement is enforced; (2) promote parental awareness about the V-Chip; (3) encourage adoption of a standard label identifying television sets that contain the V-Chip; (4) study the use of the V-Chip; and evaluate the effectiveness of the industry's ratings system.

In addition, all four major networks have agreed to run PSAs on the V-Chip and the Kaiser Family Foundation in partnership with the Center for Media Education have produced a free booklet for parents on how the V-Chip works.

Computer Games:

Challenge: The President has also challenged the video game industry to widely inform the public of its ratings and enforce the ratings at the point of sale.

Response: In 1994, the Interactive Digital Software Association (IDSA) established an independent board, the Entertainment Software Ratings Board (ESRB) to develop and implement ratings for computer software. These ratings provide the most extensive and comprehensive ratings of any in the system and have been applauded by Senator Lieberman for their comprehensive nature. Recently, the IDSA accepted the President’s challenge and worked with ESRB to set tough standards in advertising to ensure that video game software makers are providing appropriate, responsible, truthful, and accurate advertising.

The industry also has developed guides for parents to be able to more effectively use the ratings on video games and has distributed these guides at the counter of video game stores over the holiday season. And, the industry has created a point-of-sale system to remind clerks to ask for identification from buyers to ensure that stores are not selling adult-rated games to minors.

Internet:

Challenge: The Administration has been actively working to encourage the Internet industry to self-regulate and to help give parents the tools they need to protect their children from inappropriate material.

the first time; 2) increasing the level of the credit; and 3) extending the credit to parents who stay at home with their children. Despite the Republican Majority's refusal to support these vital investments over the last two years, the President remains committed to address this critical need for America's working families.

Ensuring Job Protection for Parents

Signed Family and Medical Leave Act. In 1993, President Clinton signed the Family and Medical Leave Act (FMLA) – the first bill he signed into law – mandating that public and private employers with at least 50 workers provide their employees with 12 hours of unpaid leave without risking their jobs. This law enables parents to participate in school activities, such as parent-teacher conferences, or care for a sick child or elderly relative. In 1997, the Clinton Administration expanded the law to cover 24 hours of unpaid leave for federal workers. The FMLA currently provides protected leave to 90.7 million American workers, about 71 percent of the American workforce, and millions of American workers have taken advantage of it. The Administration's current proposal would expand FMLA to cover workers in businesses with 25 or more workers – reaching an additional 12 million American workers.

Making Parental Leave More Affordable. A 1996 study by the Commission on Family and Medical Leave found that the most significant reason why parents did not choose to take some leave during the important days after the birth or adoption of a child was because of the expected loss of income. To help address this problem, President Clinton has announced that his FY 2001 budget includes \$20 million in grants for states or regions to make parental and family leave more available and affordable for those who need it. Under the President's proposal, states will be able to: 1) identify workers who face the greatest financial barriers to taking family leave, and 2) use Unemployment Insurance, Temporary Disability Insurance, or other mechanisms to offer these workers paid leave. This proposal builds on a November announcement by the President and Labor Secretary Herman of a new proposed regulation allowing states to use their Unemployment Insurance systems to provide paid leave for new parents.

Expanding Paid Leave for Federal Workers. In an effort to set an example for all employers, President Clinton developed a proposal that would enable Federal workers to use up to 12 weeks of accrued paid sick leave each year to care for sick family members. Currently, the amount of sick leave that can be used to care for a family member who is ill is limited to 13 days each year for most federal employees. By enabling federal workers to use more of the sick leave they have earned, according to conditions established by the FMLA, this measure will remove a significant barrier to caring for an ill family member. The President previously has taken other actions to ensure that federal government is a model employer, including: allowing federal employees to donate annual leave to other employees; expanding flexible family-friendly work arrangements, such as job sharing, career part-time employment, alternative work schedules, telecommuting, and satellite work locations; and directing improvements in the quality of federally sponsored child care.

Prohibiting Discrimination Against Parents. The President proposed new federal legislation to protect parents from discrimination in the workplace. Building on laws in Alaska, Michigan, New Jersey and other states, this legislation would protect workers from unfair assumptions

Response: The Administration has worked with the Internet industry to encourage the 25 largest Internet providers to develop a comprehensive resource for parents. These companies developed "getnetwise" – a one-stop site where parents and teachers can learn how to provide kids with a safe, educational, and entertaining and age-appropriate online experience. Through this web site, parents can access more than 80 technologies that allow them to monitor the amount of time their child spends on the Internet, and provide them with tools to block inappropriate information, as well as links to report troubling or illegal material.

A number of large companies on the Internet have begun to use the ratings system for their products. One example is America On-Line which recently announced that it will require all games played on the AOL service to be rated by the Entertainment Software Rating Board (ESRB), and will work with others in the industry to press for wide adoption of game ratings across the Internet. Games which are rated adults-only or which are not rated will not be available for play on the AOL service. Beyond.com, CNET and eToys joined AOL in this announcement and have agreed that any games in their inventory which have been rated by the ESRB will have their ESRB rating prominently displayed wherever they are sold. Additionally, Amazon.com uses ratings on the music, DVDs and games sold on it web site.

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THE CLINTON ADMINISTRATION
Agency Commitment's to Teens in America

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The Clinton Administration has consistently demonstrated a strong record of support for teens and their families. This administration has worked to give parents the best tools possible to raise their teens and programs that reach out to strengthen teens and help hold communities together.

Corporation for National Service

The Corporation for National Service administers a variety of programs designed to strengthen and expand the reach of youth service and service-learning.

- ✓
service*
 - AmeriCorps: More than 150,000 Americans—mostly young people—have engaged in intensive, results driven national service through AmeriCorps, the domestic Peace Corps. Most AmeriCorps members are recruited, selected and administered by local and national organizations like Habitat for Humanity, the American Red Cross, and Boys and Girls Clubs. Others serve in AmeriCorps*VISTA and AmeriCorps*National Civilian Community Corps (NCCC). The NCCC is open to young people 18-24 years old. After their term of service, AmeriCorps members received an education award of \$4,725 to help finance college or pay back student loans.
- Service*
 - Learn and Serve America: More than 1,000,000 students from kindergarten through college are meeting community needs while improving their academic skills and learning the habits of good citizenship through programs supported by Learn and Serve America.
- service*
 - President's Student Service Awards: (www.student-service-awards.org) These awards honor youth ages 5 to 25 who perform at least 100 hours of service to the community in a 12-month period, or for those below age 15, at least 50 hours. All award winners receive a gold or silver pin, a presidential certificate, and a letter from the President. More than 20,000 Awards have been distributed thus far.
- Service*
 - President's Student Service Scholarships: (www.student-service-awards.org) So long as Corporation for National Service funds are available and matched by local contributors, each high school in the country may select up to two students—preferably one junior and one senior—to receive a \$1,000 President's Student Service Scholarship for outstanding service to the community (\$500 is provided by the Corporation).
- National Service Learning Leader Schools: (www.nationalservice.org) In its inaugural year, seventy high schools located in 41 states were selected through an annual competition and honored by the Corporation for national Service for their exemplary efforts to integrate student service into the curriculum and life of the school. This year the competition was extended to middle schools. Leader schools will play an active role in spreading service-learning to other schools in their districts or states.

Department of Health and Human Services

work w/ record FY01 child care acc'ts

The Department of Health and Human Services has proven its commitment to teens through the success of a broad range of programs designed to foster positive development of teenagers.

- **Girl Power:** Launched in November 1996, Girl Power! is a national public education campaign sponsored by the Department of Health and Human Services to help encourage and empower 9- to 14- year olds to make the most of their lives. Studies show that girls tend to lose a sense of self- confidence during this pivotal age, becoming less physically active, performing less well in school, and neglecting their own interests and aspirations. It's during these years that girls become more vulnerable to negative outside influences and to mixed messages about risky behaviors. Girl Power! is combining strong "no use" messages about tobacco, alcohol, and illicit drugs with an emphasis on providing opportunities for girls to build skills and self- confidence in academics, arts, sports, and other endeavors.
- **Safe Schools/Healthy Students Initiative:** Through this initiative, grants totaling more than \$180 million per year will be awarded to approximately 50 local educational, mental health, and law enforcement partners to promote healthy childhood development and prevent violent behaviors. The Initiative funds a variety of programs including school-based mental health preventive and treatment services, prevention and intervention programs, anti-drug curricula, safe school measures and policies, home visitation by nurses, after school activities, efforts to reduce truancy, and initiatives to strengthen families.
- **National Youth Sports Program:** This program is designed to provide low income youth, living in areas of urban and rural poverty an opportunity to benefit from academic and sports skills instruction, and sports competition, to improve their physical fitness and health habits, and to become acquainted with career and educational opportunities within a college or university environment.

Department of Education

The Department of Education has developed many youth programs that support and encourage parental involvement in the lives of teenagers. These programs include:

- **Safe and Drug Free Schools Programs:** LEA's may use their SDFS Grant funds for programs that involve parents in wide range of activities that help create safe, disciplined, and drug free learning environments.
- **Parent Centers:** These centers have been established in every state and in the territories (58 in total). These Centers provide training, information, and support for activities that will increase the involvement of parents in the education of their children.
- **21st Century Learning Centers:** This program promotes the development of after-school programs throughout the country.
- **Gear Up:** This program provides multi-year competitive grants to states and local partnerships between colleges, low income middle schools and high schools, and to other organizations. The program is designed to help middle school students to take and succeed

in difficult subjects, with the desired outcome being attendance in college.

- Title I compensatory Education Program: Schools served with Title I funds must develop and implement a parental involvement policy.

Department of Housing and Urban Development

The Department of Housing and Urban Development is involved with a wide variety of youth-related programs. Examples of these programs include: Partnerships in Public Housing (Boys and Girls Clubs, YMCA, and Girls Scouts of America); Providing Safe Environments through Gun Violence Reduction Initiatives; After School Program; and Tutoring and Mentoring.

Additionally, HUD partners with 3,400 housing authorities and CDBG block grant cities which enables funding for many programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people.

- School-to-Career (STC) Program: This is a national initiative designed to improve teaching and learning and to facilitate students' recognition of the connection between what they learn in school and the skills they need to be productive in the world outside of school.
- Tech Education Centers: **The** 100 Net Initiative is a family affair. The technology centers will provide education and technology training to entire families, including computer training for seniors. The regional chapter of 100 Black Men, a national organization of professional men whose goal is community enrichment, is developing a regional program with help from the Albany/Schenectady/Troy Enterprise Community; the Nation's only regional governed EC. The chapter will establish a \$1.5 million, regionally directed, community-based technology center in each city.
- Communities in Schools (CIS): The Nation's largest nonprofit stay-in-school network uses national and local partnerships to help students learn, stay in school, and prepare for life. The CIS Networking Academy equips high school students with computer information technology skills to prepare them for a work as computer networking engineers. This program demonstrates a unique partnership among the Cisco Foundation, HUD, and schools. All of the partners have expanded the programs to serve public housing, empowerment zones, and communities. By linking the education, business, and community development efforts of these organizations, the network reaches 500,000 youth in more than 1,000 schools in 34 States and the District of Columbia. More than 94 percent of the students participating in the CIS program stay in school and graduate.
- AmeriCorps/VISTA: Low income housing residents work with residents in three areas of concentration: literacy and English as a second language (ESL), youth development, and senior independence. ESL instructors work with 27 immigrant families to increase their language of English and assist families to become U.S. citizens.

Department of Justice

Many programs designed to strengthen families and provide support for teens have been

developed through the Department of Justice. In 1988 the office of Juvenile Justice and Delinquent Programs (OJJDP) launched a major parenting initiative entitled *Effective Parenting Strategies for Families of High Risk Youth*. Currently, the University of Utah, with collaborative funding from OJJDP and the Center for Substance Abuse Prevention, is working to further disseminate information on model family-based programs and to examine the process of program selection and implementation.

- **Parental and Early Childhood Nurse Home Visitation:** DOJ agencies are supporting the implementation of a number of programs in high crime urban areas to help promote healthy maternal and child functioning early in life, thereby reducing the likelihood that children will develop serious antisocial behavior. Evidence shows that nurse home visitation reduces juvenile offending. According to studies, adolescents whose mothers received nurse home visitation services over a decade earlier were 60 percent less likely than adolescents whose mothers had not received a nurse home visitor to have run away, 55 percent less likely to have been arrested, and 80 percent less likely to have been convicted of a crime, including violation of probation.
- **Parents Anonymous:** Parents Anonymous leads a network of affiliated community-based groups that hold weekly meetings led by parents and professionally trained facilitators. The organization works to strengthen families by promoting parental leadership, mutual support, shared leadership and personal growth. Programs that support positive development are also offered to children. OJJDP has partnered with Parents Anonymous since 1994 to promote ethnically and culturally diverse settings across the US.
- **The Families and Schools Together (FAST) Program:** The FAST Program focuses upon building and enhancing youth's relationships with their families, peers, teachers, school staff, and other members of the community. FAST works to: Enhance family functioning by strengthening the parent-child relationship and empowering parents to become primary prevention agents for their children; Prevent school failure by improving the child's behavior and performance in school, empowering the parents in their role as partners in the educational process, and strengthening the child's and family's affiliation with the school; Prevent alcohol and other drug abuse in the family by increasing the family's awareness and knowledge of substance abuse and its impact on child development and linking the family with appropriate assessment and treatment as needed; Reduce the stress that families experience from daily life by developing ongoing support groups for parents of at-risk children, linking the family with appropriate community resources, and building the self-esteem of each family member.
- **The National Center On Education, Disability, and Juvenile Justice (EDJJ).** EDJJ, jointly funded by the US Department of Education and the US Department of Justice. EDJJ is a 5-year project that has been structured as a collaborative research, training, technical assistance, and information dissemination program designed to understand and develop effective responses to the needs of youth with disabilities who are currently in the juvenile justice system or who are at high-risk for future involvement. The Center also focuses on addressing the needs of the parents of these youth.

Department of Labor

The Department of Labor focuses on youth by providing remedial education and training opportunities through the following programs:

- Youth Formula block grant: \$1 billion for year round and summer youth employment programs in over 600 communities around the country
- Job Corps: \$1.4 billion for 119 residential Job Corps Centers around the country, providing some 60,000 young people between the ages of 16--24 with a second chance to secure a high school diploma and acquire a vocational skill
- Youth Opportunity: \$250 million in competitive grants recently awarded (February 25 with POTUS) to 36 communities around the country (urban, rural and Native American, most in EZ's or EC's)
- School to Work: \$55 million this year for this Presidential initiative, jointly administered with the Department of Education; provides students with contextual learning through business partnership

USDA, Food and Nutrition Service

Through the Food and Nutrition Service, the Department of Agriculture has implemented and expanded upon programs and services benefiting young people and their families by promoting healthy eating patterns.

- Special Supplemental Nutrition Program for Women, Infants and Children (WIC): WIC's goal is to improve the health of low-income, pregnant, breastfeeding and non-breastfeeding postpartum women, and infants and children up to five years old. WIC provides supplemental foods, nutrition education, and access to health services. Furthermore, WIC Farmers' Market Nutrition Program (FMNP) provides WIC participants with increased access to fresh fruits and vegetables at local farmers' markets.
- Food Stamp Program: Food Stamps serves as the first line of defense against hunger for millions of families. Food Stamps provides benefits monthly for eligible participants to purchase approved food items at approved food stores. The Food Stamp program enables low-income families to buy nutritious food. Over half of all participants are children.
- National School Lunch Program: The National School Lunch Program provides cash reimbursements and commodity foods to help support non-profit food services in elementary and secondary schools, and in residential child care institutions. Every school day, more than 26 million children in 94,000 schools across the country eat a lunch provided through the National School Lunch Program. More than half of these children receive the meal free or at a reduced price. Regulations require school meals to meet nutritional standards and comply with Dietary Guidelines for Americans, the Federal policy on what constitutes a healthful

Schools.

PRESIDENT CLINTON AND VICE PRESIDENT GORE:

Investing in Education: Investing in Our Future

January, 2000

HELPING CHILDREN LEARN TO HIGH STANDARDS:

More High-Quality Teachers for Smaller Class Sizes. Last year President Clinton and Vice President Gore won a second installment of \$1.3 billion for the President's plan to hire 100,000 well-prepared teachers to reduce class size in the early grades. \$1.2 billion was provided in FY99, helping states put almost 30,000 new teachers in America's classrooms.

Turning Around Failing Schools. 11 million low-income students now benefit from Title I-Aid to Disadvantaged Students, and all our children are benefiting from higher expectations and a challenging curriculum geared to higher standards. The FY00 budget provides an additional \$134 million accountability fund to help turn around the worst performing schools and hold them accountable for results.

Raising Academic Standards. Communities in every state receive Goals 2000 funds and are using these funds to upgrade the curriculum, improve teaching, increase parental involvement in schools, make better use of computers in the classroom, and set higher academic standards for public schools.

Expanding Choice in Public Schools. President Clinton and Vice President Gore have supported the growth of public charter schools, which have increased from one in the nation in 1993 to more than 1,200 in 1998. With at least 1,700 charter schools expected to operate this year, the nation is more than halfway to the President's goal of establishing 3,000 quality charter schools by 2002.

Supporting Local Education Reform Efforts. The President signed the Education Flexibility Partnership Act of 1999 (Ed-Flex), giving all states the ability to use federal resources in ways that best complement local efforts and innovation.

QUALITY EDUCATION FOR ALL:

✓ **Largest Investment in Education in Thirty Years.** The Clinton-Gore Administration enacted the largest investment in education in 30 years – and the largest investment in higher education since the G.I. Bill.

Providing Early Education to Nearly 900,000 Children with Head Start. The President and Vice President have expanded Head Start funding by 90 percent since 1993. Head Start will reach approximately 880,000 low-income children in FY 2000 and, with the President's proposed increase for the program, will be on the way to reaching the President's goal of serving 1 million children and their families by the year 2002. The Administration also created Early Head Start, bringing Head Start's successful comprehensive services to families with children ages zero to three, and set high quality standards for both programs.

✓ **Modernizing Our Schools.** At least 2,400 new public schools will be needed nationwide by 2003 to accommodate rising enrollments and relieve overcrowding. This year, the President and Vice President have proposed federal tax credits to pay the interest on nearly \$25 billion in state and local bonds to modernize and rebuild up to 6,000 public schools that are overcrowded, out-of-date, and unsafe. In addition, the budget includes a new \$13 billion school urgent/emergency renovation loan and grant proposal.

✓ **Keeping Guns Out of Our Nation's Schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive to enforce "zero tolerance" for guns in schools. Nearly 4,000 students were expelled from public schools for bringing a firearm to school in the 1997-98 school year under zero tolerance policies.

✓ **Providing Safe After-School Opportunities for 850,000 Students Each Year.** The President and Vice President substantially increased our investment in the 21st Century Community Learning Centers program

to enable schools to stay open longer, providing safe and educational after-school opportunities for 850,000 school-age children in rural and urban communities each year.

✓ **Expanding Access to Education Technology.** Under the Vice President's leadership, the Clinton-Gore Administration created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. The President and Vice President have increased overall investments in educational technology by thirty-fold, from \$23 million in 1993 to \$769 million in 2000. And the Administration secured low-cost connections (the E-Rate) to the Internet for schools, libraries, rural health clinics and hospitals.

Teaching Every Child to Read by the 3rd Grade. The President challenged Americans to unite to be sure that every child can read well and independently by the third grade. In response to his America Reads challenge, more than 1,100 colleges have committed Work Study students to tutor children in reading, and more than 2 million children have been taught, tutored or mentored by national service programs like AmeriCorps, VISTA, and Foster Grandparents.

OPENING THE DOORS OF COLLEGE TO ALL AMERICANS:

✓ **Making 13th & 14th Grades as Universal As High School.** The first two years of college are now universally available for nearly six million students with the \$1,500 HOPE Scholarship tax credits to help defray tuition and fees.

Increasing College Opportunity with Tuition Tax Credits and Education IRAs. The 20 percent Lifetime Learning tax credit helps offset tuition costs for college or lifetime learning. More than seven million students and adults who want to upgrade their skills will benefit from the lifetime learning tax credit. And the new expanded Education IRA allows penalty and tax-free withdrawals for college tuition.

New Tax Incentives to Make College More Affordable. This year President Clinton has proposed the College Opportunity Tax Cut, which would give families the option of taking a tax deduction or claiming a 28 percent credit for tuition and fees to pay for higher education. When fully phased in, this proposal would provide up to \$2,800 in tax relief annually to help American families pay for college.

Expanding Work Study and Pell Grants. One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly four million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study, and an increase in the maximum Pell Grant to \$3,500.

Helping Students Finish College. The President has also proposed new College Completion Challenge Grants to help reduce the college drop-out rate, with pre-freshman summer programs, support services and increased grant aid to students. This \$35 million initiative will improve the chances of success for nearly 18,000 students.

Paying for College Through Community Service. Since 1994, AmeriCorps has allowed more than 150,000 young people to serve their communities while earning money for college, repaying student loans, or getting important skills training.

✓ **Establishing the GEAR-UP Mentoring Program for Middle School Children.** President Clinton created and expanded GEAR-UP, a mentoring initiative, to help over 750,000 low-income middle school children finish school and prepare for college. This year the President has proposed a 62.5 percent increase in FY01 to serve 1.4 million students.

Foster Care Independence Act: Nearly 20,000 young people leave foster care each year when they reach age 18 without an adoptive family or other guardian. Without the emotional, social and financial support that families provide, many of these youth find themselves inadequately prepared for life on their own. Studies show that within two to four years of leaving foster care, only half have completed high school, fewer than half are employed, one-fourth have been homeless for at least one night, 30 percent do not have access to needed health care, 60 percent of the women have given birth, and less than one in five are completely self-supporting.

The Foster Care Independence Act of 1999 provides additional funding to the Independent Living program which offers older youth in foster care educational, vocational and employment training, daily living skills, substance abuse prevention, and connections to dedicated adults as mentors. The bill based on the Administration's plan, enables the program for the first time to include support for room and board, and provide states with the option to offer these young people Medicaid until their 21st birthday. In addition, the bill increases the asset limit and allows youths to have \$10,000 in savings and still be eligible for foster care payments, so that they can save for college, an apartment or other needs that are critical for successful independence. Finally, the bill establishes accountability for states in implementing their programs by requiring data collection and evaluation.

diet. Additionally, the School Breakfast Program—As in the school lunch program, low-income children may qualify to receive school breakfast free or at a reduced price, and States are reimbursed according to the number of meals served in each category. Meals must meet nutritional standards similar to those in the National School Lunch Program.

- Summer Food Service Program: More than 2 million low-income children receive meals during school vacation periods through the Summer Food Service Program. All SFSP meals are served free, and the Federal government reimburses local sponsoring organizations for meals served.
- Commodity Supplemental Food Program (CSFP): CSFP distributes food directly to pregnant, postpartum and breastfeeding women, infants and children up to 6 years of age and the elderly.

① Family work

FMCA-

CDCTC - (Childcare tax credit) ⑥ Service - Service

② New media (New Media)

① Challenge to marketers - challenge to media on kids

② Alternative ^{Get} Net wise ③ Human Health

④ Summer Schools
Afternoon after school
evening gear up

⑤ CBO BK
Afternoon after school
WS - youth opportunity
SW - school to work
JCS -
work

⑥ At-risk youth
youth build
at risk youth build
OJJDP

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.

DRAFT THEMES AND POLICY DELIVERABLES
White House Conference on Teenagers and the American Family
May 2, 2000

Opening Session

- Video -- showing parents, teens, adult mentors all talking about struggles, hopes, and what has worked for them (YMCA has agreed to help with video)

Themes of Conference: Debunking the Myth of the American Teenagers, Parents and Families Matter in the Lives of Teens, Re-Capturing Time is Essential, Renewing Our Commitment to Civil Society, and Teens Need Pathways to Success

I. Debunking the Myth of the American Teenager

Research:

- Longitudinal look at teens 20 years ago, 10 years ago, TODAY, 10 years out, 20 years out -- demographics (who are we talking about), risk behavior (e.g. teen pregnancy, youth violence, tobacco use), positive behavior (e.g. community activism, high school graduation, etc.) -- (sources: ADHealth study, what else?)
- Brain research -- brains still growing in early teen years (some have warned us that this research is not yet ready to be highlighted -- we should discuss)
- General adolescent development -- specific health issues related to adolescent development (e.g. puberty, sleep, nutrition, etc.)
- Portrayal of youth in media (are there any researchers who study how youth are portrayed in media and the effects this portrayal has on a range of issues from self-esteem to adult attitudes?)
- Examining realities -- where are there real problems and real risks (e.g. suicide rate up for black male teens, teen pregnancy up for Hispanic girls, "huffing" up for white suburban kids, crisis in suburb outside Atlanta with teens practicing sex with multiple partners, etc)
- Positives and negatives of peer influence
- Research on youth as resources (dispelling the myth that young people cannot be actors in their own pathways)

Deliverables:

- Polls outlining attitudes of adults versus reality (AD Council/Public Agenda)
- Kris Moore issues brief on debunking the myth ??
- Teen pregnancy numbers down, tobacco, youth violence ?
- EO on youth "cabinet member" or official youth advisory to keep the Federal government "real"
- Specific strategies for dealing with high-risk behavior in certain populations?
- Announce Surgeon General's report on Youth and Mental Health

Breakout Session:

Why portrayal of youth in the media matters – affects the myths have on resources, attitudes, etc.
(e.g. investment in problem-based programs instead of prevention)

II. Parents and Families Matter in the Lives of Teens

Research:

- Portrayal of the American Family yesterday, today, and tomorrow (CEA could potentially help based on American Family chapter they did for budget book)
- Research on parent connectedness??, research on importance of parental involvement in teen years?
- Highlight research on importance of parenting styles – Larry Steinberg, Temple University
- Highlight barriers to parental involvement, parental communication (what do we know in this category?)

Policy Deliverables:

- OJJDP parenting website (can we gear part of the web site towards teens??), also promote parenting information on ivillage or oxygen.com
- Bring back family meal time – challenge to families and employers
- Major campaign in supermarkets, 7-11s, public housing on importance of parent involvement in teen years (middle, too)
- Push for parental involvement in high schools – ED campaign with NEA/AFT/NASSP?
- Resources on effective communication for adults and teens, parenting tips, checklists – including HHS guide for youth, “Express Yourself”
- adults guide - announce?

III. Re-Capturing Time is Essential

Research:

- Focus on increase in parents’ work – more parents working more hours (Bureau of Labor Statistics info.)
- Examine what teenagers think of their parents working and implication on work and raising teens – Ellen Galinsky
- Examine hours that teenagers are working (BLS)
- Impact teen work has on teen development – highlight Katherine Newman’s work – problem with low-end jobs are not jobs, but lack of social network; also look at work of “Great Transitions” and their recommendation of restricting teenage employment

Policy Deliverables:

- YMCA poll on time-use of teens
- Other graphical display of how parents and teens spend time -- life size figures spit into chunks of time??
- Push FMLA agenda – 24 hours for parent-teacher conferences, anything else specifically teen focused?
- Federal campaign to encourage parents to take flexi-time to attend to teen needs – e.g. attending extracurricular activities, visiting school, etc.
- Challenge to employers to take responsibility for overall development of teens and highlight model employers (e.g. Burger King) – possible guide for employers??
- Summer jobs – DOL?? – guidance to communities to ensure that they can still offer summer jobs programs

IV. Renewing Our Commitment to a Civil Society: Culture/Civil Society/Media

Research:

- Kids & Media report from Kaiser
- Technology use by teens and implications for family (Stanford study, work at MIT media lab)
- Community service/service-learning, civic education
- Research on importance of modeling good adult behavior – mentorship

Policy Deliverables:

- Uniform Rating System -- get parents/family groups to sign on and layout a process for getting to a uniform rating system that will be accessible to parents
- More adult actors taking pledge to only do “family friendly” work – who are the leading actors on this one? Chevy Chase?
- Challenge web owners of “teen.com” and “teenagers.com” to put warning labels on web sites that the sites are not for teens or teenagers
- Push for national service, mentoring in budget

V. Teens Need Pathways to Success

Research:

- Assets Teens Need to Succeed (Peter Benson, America’s Promise, etc.)
- Community based organizations can help teens on pathways -- release of Milbrey McLaughlin's Community Counts
- Great Transitions research on importance of strong institutions – schools, health care providers, community based organizations
- Highlight importance of collaboration between schools, health, and community that includes strong parent/family involvement
- Schools – highlight research on reforming the American High School

- Health – highlight research on importance of adolescent-specific health care, access – including school-based health care
- Research on difficult transitions – e.g. middle school to high school to post-secondary work or education

Policy Deliverables:

- National Campaigns (in partnership with HHS?) produce collaborative guide to prevention for parents that includes assets, risk behaviors, etc.
- 211 – National resource for teens to get information on services, hotlines, volunteer opportunities – could also set up national web site with local links to do same thing – *if number?* major public relations campaign to push for 211 and www.teens.gov for available resources
- Parents guide (checklist?) for what to look for in a quality community based program, high school, etc.—Karen Pittman
- Highlight Models of Successful Collaborations – Children's Aid Society, Beacon Schools
- Push for Education legislation – focus on small high schools, more afterschool opportunities, new bill on integrated services?? (Congresswoman Lynn Woolsey has wanted to expand integrated services for some time)
- Children's Health bill?
- Push for FY2001 budget for Youth – GearUp, Youth Opportunity Grants, etc.
- Call to Action for foundations, state and local governments on investing in integrated strategies for youth development

Post Conference Deliverables

- CNS Youth Summit
- Education Conference on "Reforming the American High School"
- Cabinet Members day of focusing on youth

- teens.gov site?

*- Fatherhood
- Faith Based
- Youth Voices
- Race/Ethnicity Issues*

*- Parents
- Communities/schools
- Communities at large
- Intergenerational*

SUGGESTED AGENDA- **MaryEllen 3/23**

I. VIDEO Montage:

Get out key messages: time piece, kids don't feel listened to, kids don't feel connected, kids are stressed, parents feel powerless, parents don't know how to talk to their kids/make them listen, parents are stressed and don't know when it will end or where to go for health, parents are worried about the world their kids are growing up in

II. HRC Speaks:

Paint a portrait of today's teen, the reality of teens today; shatter myths while framing problems. Underlying Message: kids are more potential than problem.

III. POTUS Speaks:

Frame the roles of parent, schools, communities, youth and society at large (media, policymaker) in shaping today's youth. End with responsibility of policymakers: to provide more resources, more money to cbo's that work to give parents and kids the tools they need [could plug census here – get them in so you're counted and get the resources you need]

Underlying Message: kids are the hope of today not tomorrow, don't waste anymore time.

IV. THE RESEARCH: WHAT DO WE KNOW? Mind, Body & Spirit

- Mind: Brain piece. The brain is still developing, it's not too late, what happens now does matter and can set the stage for later successes. Cognitive development- different kids learn in different ways. Social Development
- Body: Puberty. Development issues and the differences in girls and boys when developing. Sexuality.
- Spirit: Mental health, emotional needs, hormones affect on mood. Need for independence, "personal growth"

V. WHAT DO TEENS NEED TO SUCCEED/Assets (First five are America's Promise)

- A Caring Adult: parents/mentors, get out some positive feelings kids have about adults/parents. Celebrate good things adults are currently doing. Get out the message that kids need to be nurtured, still need their parents/caregivers. Free flowing communication and feedback.
- A Health Start/Healthy Habits: Physical fitness, prevention piece.
- Safe Places: Time- what are kids doing with the time versus what could they be doing. Afterschool, community orgs, need for programs, resources.
- Marketable Skills: education, opportunity, training
- Opportunity to Serve: To develop values, empathy, character, citizenship.
- Independence: to search for identity. How do parents set limits, how do you know when enough is enough?
- Connections/Community: need to be connected to as many institutions as possible starting with the institution of family, small schools initiative, need to get to know adults, etc, know people care.

VI. OPTIMUM ROLES: PARENTS, SCHOOL, COMMUNITY, WORK, TEENS & SOCIETY AT LARGE (POLICYMAKERS & MEDIA)

- Parents: communicate, set limits and boundaries, first teacher and mentor [teach by example], advocate in community for resources, instill values, nurturer, unconditional love [Deliverables: A series of how to talk to your kids pamphlets (about drugs, sex, etc); General parenting tips; Pamphlet on how to tell if kid is in trouble?; List of parent resources/orgs]
- School: Educate and enlighten, teach the whole child- including arts piece, prepare child for careers & college opportunities, social skills and character building (don't allow for bullying, labels), extend the day (afterschool programming), outreach (immigrant parents), a race piece [Deliverables: Tips for parents to work w/educators and vice versa; Guide on how to identify kids in need]
- Community: Provide venues for parents and kids to come together, facilitators, resource providers, outreach (immigrant parents, disenfranchised)
- Work: Provide family friendly workplaces (not just about little kids), provide workplace mentoring programs, provide teens with meaningful employment/opportunities [Deliverables: A best employers list? How to evaluate your child's workplace?]
- Teens: Take responsibility for yourselves, you are resilient, are a resource, do matter, get involved, be an active citizen, a good friend, volunteer, communicate your needs [Deliverables: A guide to development- what's normal? – kids love to read about themselves, why do you think magazines are such a big part of a young girl's life; list of resources, a teen clearinghouse?]
- Media/Technology: Consider your impact on teens, portray them fairly and responsibly, provide useful and meaningful information [Deliverables: parent guide to internet/media; youth poll on media consumption]
- Policymakers: provide more money for community based resources, technical assistance/models for collaboration

*Throughout all talk about how society/communities/schools are and are not investing in the development of our youth

VII. LUNCH

Could be showing excerpts from teen dramas

VIII. BREAKOUTS/Concurrent sessions

- Preparing Youth for the World of Work: What opportunities do youth believe they have in terms of education, training and work? What motivates young people to seek out careers and take steps to make them a reality? What concern youth about inequalities in the labor market? How can one evaluate teen workplaces? Host: DOL
- Building Local Capacity for Community Youth Development: What is role of community as a whole? How can faith based, community based and volunteer organizations work together to provide for youth? How do we break through bureaucracies to get results for our youth? Host: HUD, A Member [with some ideal EZ in their district]

- Communicating with Youth: How to Talk with Today's Teens: How can parents learn to speak and listen to their children in ways that allow them to be heard and understood? Are kids ready to talk? How can kids cross the bridge- learn to talk to their parents about drugs, sex, etc. HOST: HHS
- Prevention in Place: Stopping High Risk Behavior Before it Starts: prevention piece HOST: DOJ/ONDCP
- The Values We Teach: How do young people develop their values? What values are they learning and from who? Role of media and community at large. HOST: Tipper, Member, ED
- Opportunities to Serve: Bringing Young People into the Community: What is considered to be meaningful service? How can kids contribute? Where do they start? HOST: CNS

IX. CLOSING SESSION

-Come to a shared sense of community between parents, schools, work, teens, media, policymakers. Underlying message: help young people grow roots and wings

WHITE HOUSE CONFERENCE ON RAISING RESPONSIBLE TEENS

Agency Response

I. Themes

Agriculture Department: Food and Nutrition Service

- Healthy eating patterns for teens and their families
- Childhood obesity and overweight issues
- Educating teens about nutrition information and services
- Teen pregnancy-low birth weight and infant mortality

Agriculture Department: Cooperative Research Education and Extension Service

Corporation for National Service

- Youth as Resources: we must ask more of teens

Education Department

- Hope: How does society give teens hope
- Early Childhood
- Critical transitions [from junior high to high school]; reforming the HS
- Search for Identity: especially among boys with the lack of responsible definitions of manhood
- Growing up alone: lack of parental involvement and supervision in teen years
- Parental adult substitutes
- Creating a responsible values system with character education and religion

Health and Human Services

- **Healthy Habits: Setting the Course for Adulthood** (What are the social dimensions of health and fitness as kids grow into adulthood? How can we work with young people to help them make wise choices about their bodies and their behaviors? Highlight the Healthy People 2010 indicators around adolescent health.) [Sec. Shalala, DHHS]
- **Mental Health and Adolescents** (What do we know about the mental health needs of young people? What do young people say are their main mental health issues/needs? How do we provide supports to help young people develop a positive sense of self and belonging, and help them avoid violence against themselves or others?) [Surgeon General Satcher]
- **Joining a Community: Effective Ways to Engage Youth** (How can we enlist youth as committed partners in building communities and their own futures? [Gen. Colin Powell, *America's Promise*])

Other suggested topics:

- **Aiming High: Helping Teens Set Goals and Achieve Them** (What motivates young people to aim high? How do we get youth involved in community building, educational and career pursuits, creative expression, athletics, and developmental experiences in and beyond the classroom?) [Sec. Riley, ED]
- **Preparing Youth for the World of Work: Concerns and Opportunities** (what opportunities do youth believe they have in terms of education, training and work? What

motivates young people to seek a career and take the steps necessary to make it a reality? What concerns youth about inequalities in the labor market?) [*Sec. Herman, DOL*]

- **Building Local Capacity for Community Youth Development** (What is the role of community, faith-based, and volunteer organizations in building up youth's responsibility and commitment? How do we break through bureaucracies to get results for our kids?) [*Sec. Cuomo, HUD*]
- **Conflict Resolution and Alternatives to Violence** (How do young people learn to resolve conflicts? How can parents, mentors and other adults involved with teens build a positive foundation of social skills that will enable youth to deal with anger or conflict productively?) [*Attorney General Reno, DOJ*]
- **Communication: Valuing the Perspectives of Youth** (Are kids ready to talk? Are adults ready to hear them? How can parents and other adults who work with teens learn to speak and listen in ways that allow youth to express themselves and be understood?) [*Member of Congress/Youth Organization Leader/Foundation Leader*]
- **Peer Learning** (What can low-risk and high-risk youth learn from one another? How can young people resist learning negative habits from peers?) [*Member of Congress/Youth Organization Leader/Foundation Leader*]
- **The Values We Teach** (How do young people develop their own values? What values are kids learning today and who is teaching them? How do family values, customs and conversations make a difference in a youth's maturation?) [*Member of Congress/Youth Organization Leader/Foundation Leader*]

Housing and Urban Development

- Partnerships in Public Housing (Boys and Girls Clubs, YMCA, Girl Scouts of American, etc.);
- Providing Safe Environments through Gun Violence Reduction Initiatives;
- After School Program;
- Tutoring and Mentoring;
- Government and Private Partnerships

Justice Department

- **Developing Positive Youth/Adult Partnerships.** It is important to focus on the development of positive communication skills between youth and adults, parents and children. For your information, two promising youth/adult partnership curriculums have been developed: one by the National 4-H Council and another by the National Boys and Girls Clubs.
- **Recognizing What Parents Do Right.** Though the conference needs to highlight the difficulties that parents face, it will also be important to focus on how parents are successful.
- **Highlighting Effective Programming.** The conference should be utilized as a vehicle to educate parents, practitioner and other conference attendees about the availability of effective programming which strengthens families.

Labor Department

- At-risk youth
- Partnerships, i.e. DOL/DOJ on youth offender
- Coordination of resources

NICHD

- Adolescent sexual behavior.
- Youth violence is much in the news these days. Different interest groups point to different possible causes of the seeming increase in such violence. The NIH has recently set aside several million dollars of funding and issued a call for research on this topic.
- Help young people grow both roots and wings: A continued investment in research-based, theoretically grounded and culturally appropriate intervention studies designed to help youth avoid risky behaviors and maintain healthy ones, with appropriate evaluation and long term follow-up will provide guidance to parents, schools, churches and other community organizations.

II. Deliverables

Agriculture Department: Food and Nutrition Service

- Joint statement of Medical Associations on the role of schools in the promotion of healthy eating behaviors.

Agriculture Department: Cooperative Research Education and Extension Service

Corporation for National Service

- Announce National Youth Summit in June
- Recognize recipients of President's Student Service Awards and/or President's Student Service Scholarships
- Recognize newly named National Service-Learning Leader Schools
- Highlight recently signed Youth Service Compact

Education Department

- Growing Up Drug Free: A Parents Guide to Prevention. The publication is being printed in Spanish and will be ready for distribution in April.

Health and Human Services

- **State-by-state birth rates broken down by ethnicity.** Every May, DHHS works with the White House to create an event commemorating teenage pregnancy prevention month. As in past years, CDC will have new state-by-state birth rates broken down by ethnicity to announce. It is expected that this will be the seventh year in a row that teen birth rates will have gone down. Additionally, the Administration has worked with the Campaign to Prevent Teenage Pregnancy to recognize their annual award recipients --- national and community leaders from a variety of fields who have made a real difference in helping teens avoid pregnancy. This conference would be a natural venue for these announcements.
- **Preliminary announcement Surgeon General's Report on Youth Violence.** Although the Surgeon General's Report on Youth Violence will not be complete until December 2000, there may be a way to make a preliminary announcement about this project.

Although the following may not be substantial enough to constitute announcements, we would suggest that the White House may want to consider making available for the first time (in either the morning session or an appropriate break-out):

- A pamphlet for adult community members on *Preventing Tragedies Involving Young People: How You Can Help*.
- A handout for youth called *Express Yourself*, which will be available in both English and Spanish.
- A small handout with anecdotes about vulnerable youth who have been helped by youth programs operated through the runaway and homeless youth system.

Housing and Urban Development

- HUD issued its Super Notice of Funding Availability (SuperNOFA) on February 24, 2000. The SuperNOFA contains a wide variety of programs relating to children. Contract awards will not be made until later in the year. HUD would be willing to provide training on the SuperNOFA to conference participants.
- HUD partners with 3,400 housing authorities and CDBG block grant cities through and fund a wide variety of programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people. Provided is a list of programs/services offered to teens through HUD.

Justice Department

- **Parenting Website.** OJJDP and the Coordinating Council on Juvenile Justice and Delinquency Prevention are developing a national website for parents. Similar to the children with disabilities website, the parenting website will provide a catalog of information currently available for parents through the Internet and will provide links to all the major Federal agencies for accessing this information. This website will also provide Internet links to various foundations, private and public organizations, and other groups which provide information for parents through the Internet. This website is under production. It will not be fully available by the date of the conference (early May). However, the development of the website and its pending availability could be announced at the conference.
- **Juvenile Justice Journal.** OJJDP produces a publication entitled the "Juvenile Justice Journal". OJJDP would like to offer the September edition for focusing on issues related to parenting. As a lead article for the September edition, we propose to highlight the conference and its proceedings, perhaps with an article lead-in from the First Lady or the President.

Labor Department

- At-Risk Youth Grant competition announcement of winners (\$9 million total)
- Numbers day on youth (5/5) – (trying to figure out what this is)
- Herman/Reno day together around the issues of youth
- violence/reentry/job training [are there grants?]

NICHD

- Ann Siegal at DHHS/ASPE has a number of copies of the booklet produced from the early findings of the AddHEALTH Study. "Reducing the risk: Connections that make a difference in the lives of youth." This is an appropriate, interesting and useful contribution from NIH-funded research.



THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

National Academy of Sciences
National Academy of Engineering
Institute of Medicine
National Research Council

Institute of Medicine
Commission on Behavioral and Social Sciences and Education
Board on Children, Youth, and Families

MEMORANDUM

DATE: November 12, 1999

TO: Melanne Verveer
Ann O'Leary
Nicole Rabner

FROM: David Hamburg
Michele Kipke

For your consideration, attached please find a suggested agenda for a White House conference on youth development. Our goal was to share with you our thoughts regarding how to organize the day, as well as capture some of the points discussed at the planning meeting last week. We do hope this will be useful as you consider next steps.

Please do not hesitate to call on us for further assistance. We will messenger over background materials about the activities of the Forum on Adolescence and the National Academy of Sciences, including a soon to be published synthesis of reports on adolescence published by the National Research Council and Institute of Medicine.

Preliminary Draft

Toward a Comprehensive Strategy to Promote Youth Development

Opening Remarks

President and First Lady (in whatever sequence they determine)

1. Importance of topic. What administration has done.
2. What are the essential needs of adolescents?
3. What risks do adolescents face, and what are the opportunities to promote youth development?
4. How can we move toward a comprehensive strategy to promote youth development?
5. How does recent research help us to answer these questions?

Session 1: Reducing Risks and Enhancing Opportunities: Essential Requirements for Healthy Adolescent Development

- ◆ Puberty & Neuroendocrine Development - Melvin Grumbach, Professor of Pediatrics, University of California, San Francisco
 - ◆ Psychosocial Development - Michele Kipke, Director, Forum on Adolescence, National Academy of Sciences
 - ◆ Health Risks and Opportunities - Michael Cohen, Chair, Department of Pediatrics, Montefiore Medical Center, or Iris Litt, Director, Division of Adolescent Medicine, Stanford University
 - ◆ Sleep Needs and Patterns During Adolescence - William Dement, Professor, Dept. of Psychiatry, Stanford University
1. What does the research tell us about biological, psychological, and social developmental needs of adolescents?
 2. How do social, environmental, and hormonal factors influence adolescent development?
 3. How do peers influence adolescents in both positive and negative ways?

4. How do we think about ensuring that adolescents grow to become healthy, learning and productive adults?

Session 2: Meeting the Educational Needs of Adolescents

- ♦ Science Education for the Modern Economy, Bruce Alberts, President National Academy of Sciences
- ♦ Lessons of Turning Points Schools - Anthony Jackson, The Learning Center of Disney Foundation
- ♦ After School Programs and Community Service - Jane Quinn, Children's Aid Society

Full time study, then school

Session 3: Opportunities for Bridging Research, Policy, and Practice

- ♦ Duane Alexander (NICHD's portfolio + discussion of ADD HEALTH study)
- ♦ Marshall Smith (DoEd's efforts, include small schools and 21st Century Learning Centers)
- ♦ Margaret Hamburg (ASPE's efforts; policy analysis on youth development)

Session 4: Successful Targeted Prevention Approaches

- ♦ Adolescent - Pregnancy - Sarah Brown, National Campaign to Prevent Teen Pregnancy
- ♦ Tobacco - Matt Myers, Campaign for Tobacco Free Kids
- ♦ Alcohol and Drug Use - Joseph Califano, President, Center on Addiction and Substance Abuse, Columbia University

What are efforts together

Session 5: Promoting the Constructive Potential of Frontline Institutions

- ♦ Families - Steven Small, Professor, University of Wisconsin
- ♦ Communities & Community-based Organizations - Jacque Eccles, Professor, University of Michigan
- ♦ Religious Institutions - Kenneth Smith, President, Chicago Theological Seminary

- ◆ Business - to be determined
 - Media - Laura Sessions Stepp, Washington Post
1. What do adolescents need from their families and how can we strengthen parents' role during the adolescent years?
 2. How are pivotal/frontline institutions meeting essential requirements of adolescents, and how might they do a better job?
 3. How can we ensure that adolescents' connect with these institutions and other social supports to facilitate learning, health-promoting behavior and pro-social actions.

Session 6: Putting the Pieces Together: Toward a Comprehensive & Integrated Strategy for Youth Development

Ruby Takanishi, President, Foundation for Child Development

Jeanne Brooks-Gunn, Professor, Center for Children and Families, Columbia University

Darnell Hawkins, Professor, African-American Studies, University of Illinois – Chicago

1. How can the nation move toward a comprehensive and integrative approach to promoting youth development?
2. How can we foster curiosity and creativity among youth?
3. How can we encourage and foster meaningful roles in communities and society?
4. How can we ensure that adolescents acquire the technical and analytic capabilities to participate in a world-class economy?
5. How can we ensure that adolescents master social skills, including managing conflict peacefully?
6. How can we promote peaceful, respectful relations among diverse youth?
7. How can we encourage and support youths' active participation, community service, and responsible citizenship?

Concluding Remarks: First Lady

*Youth centered
— every sense*

*We have
youth joining*

Frameworks for Designing and Evaluating Community-Level Programs for Youth

Working Outline
03/13/00 draft

Chapter I

A. Preface

1. Committee background
2. History of committee and report
3. Thanks to funders, advisors, friends, etc.

B. Introduction

1. Report grows out of new view of young people
 - a. Our future economic well-being depends in large part on our raising a whole new generation of skilled, competent adults
 - b. Our social fabric (perhaps even our democracy) requires an educated public that holds a number of civic values in common, particularly in a diverse country
 - c. Looking at the present, rather than the future, young people are a resource in of themselves that we can enjoy, benefit from, and rely on in the present, if they are given the opportunity to do meaningful things
2. Who are we talking about: the demographics of "young people"
 - a. Numbers of young people, within different age groupings
 - b. How many are in school?
 - c. How many are in higher education?
 - d. How many are in vocational education?
 - e. How many are employed?
 - f. What are the ethnic and cultural demographics of this group?
 - g. Where do they live?
 - h. What is their economic status?
 - i. Etc.

3. How are we doing in raising children through adolescence? How are young people faring, both as assets for today and potential tomorrow?

a. Answer is mixed

1) Assets

- a) High rates of literacy
- b) Reasonably good health
- c) Etc.

2) Problems

- a) Increased violence
- b) Increased tobacco and drug use
- c) Increased sexual risk-taking
- d) Evidence of racism and persistent poverty
- e) Sense of alienation
- f) Increased homelessness / runaway youth
- g) Increased mental illness
- h) Etc.

4. Importance of Adolescence

- a. Adolescence is an important time for young people to learn to negotiate critical transitions, such as from school to work, from childhood to adulthood, in the formation of self-identity and the selection of life options
- b. Understanding youth assets and problems take on importance as we've come to understand how critical it is that adolescence be used to build skills, develop independence and the ability to make good decisions, learn how to work and learn
- c. In our economy it is especially important not to be left behind; an adolescent sacrificed to violence or disaffection from school may never be turned around
- d. Need has never been greater to educate, support, guide, train young people

5. Assets and problems of adolescence also capture our attention because we know that the world young people live in is different from that which shaped their parents

a. Young people spend less time with parents and adults other than teachers

★ 1) Increases in working parents

★ 2) Media saturation and increased hours spent watching television / on the Internet

- 3) Primacy of peer group
- 4) Increases in young people growing up with language and cultural experience different than their parents
- b. More “empty,” often unsafe hours in the day
6. Youth programs / activities as a response to this environment and these conditions
 - a. Increased interest in programs and activities that we hope might:
 - 1) build skills
 - 2) keep young people out of trouble
 - 3) supplement formal schooling
 - 4) fill “empty” hours with valuable activities
 - 5) provide adult mentoring and support
 - 6) etc.
 - b. Long history of programs that have been around for years
 - 1) Little League
 - 2) Boy and Girl Scouts
 - 3) 4-H
 - 4) Religious programs
 - 5) non-affiliated programs
 - 6) etc.
 - c. As need for programs grows and the prospect looms that such activities might be increasingly supported by tax dollars, questions arise around these programs
 - 1) What do they accomplish?
 - 2) Who do they serve?
 - 3) How much do they cost?
 - 4) Who is staffing them?
 - 5) How are the staff trained?
 - 6) Etc.
7. These issues and questions have launched this report – lay out organization of report and its “intellectual architecture,” audience, etc.

**National Center for Fathering**

10200 W. 75th Street, Suite 267
Shawnee Mission, Kansas 66204
913.384.4661

Date: May 1, 2000

To: Anne O'Leary

Fax: 202.456.2878

From: Ken Canfield/Terry Holdren

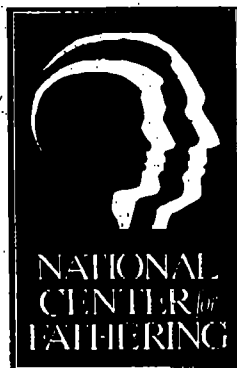
Fax: 913.384.4665

Ms. O'Leary

Attached are Dr. Canfield's remarks for the conference tomorrow. Please feel free to contact me at 913.384.4661 if I can be of further assistance.

Respectfully,

TERRY



Dr. Ken Canfield
The National Center for Fathering
Remarks, Tuesday, May 2, 2000
The White House

We can strengthen America's youth by encouraging America's fathers to reach out and support their children. A plethora of studies have confirmed this fact: responsible fathering makes a significant difference in positive outcomes for adolescents. Where there are no fathers or father figures, children suffer. Children who have little or no contact with their fathers are more likely to be poor, drop out of school, join gangs, be sexually active and become teen parents, use drugs and alcohol, commit crimes, and have lower earnings as adults.

New studies on the negative consequences of fatherlessness appear in the press with increasing regularity. While the focus in the past has been on *physical* fatherlessness, the impact of *emotional* fatherlessness is beginning to receive attention as well. In August, 1999 for example, former Health Education and Welfare Secretary Califano cited a new survey showing that children living in two-parent families who have a fair or poor relationship with their father are at a 68% higher risk of smoking, drinking and using drugs compared to all teens living in two-parent households.

Beginning in 1994 with the third annual Family Re-Union Conference, this administration has played a key role in elevating the crisis of fatherlessness, and jump-starting a nation-wide movement to reconnect fathers and their families. Federal agencies began a concerted effort to reach and equip fathers after President Clinton's 1995 Executive Memorandum, and his conference of federal agencies in 1996. Many states have followed suit, initiating their own effective fatherhood campaigns since 1995 (VA - 1995; FL - 1996; IL - 1997; WI - 1998; NC, PA, & TX - 1999).

Substantial legislative achievements have encouraged dads to become actively involved in the lives of their children. In 1996, the President signed the Personal Responsibility and Work Opportunity Act, providing support to non-custodial parents and strengthening child support enforcement laws. Welfare-To-Work legislation, enacted in 1997 provided the first ever-funding stream specifically targeted at helping low-income non-custodial fathers. And, the Fathers Count Act, which passed the House of Representatives last November, promised congressional support to fatherhood programs across the nation.

The Departments of Education and Health and Human Services and the Office of Child Support Enforcement have played a major role in supporting the responsible fatherhood movement through programs like, "They're your kids, Be their dad," and the "Fathers Matter" teleconference. Additionally, the Fathers Work/Families Win initiative contained in the Presidents FY2001 budget will provide fathering advocates even greater ability to reach men with the message that their involvement is critical in the lives of children.

The administration is to be commended for giving leadership to policies, which support responsible fathering. They have done much to raise the level of awareness about the need for fathers at every level. Today the strategic discussions link two important groups, which are essential to America's future, adolescents and fathers. Undoubtedly, the resources and wisdom of fathers can be an asset to the development of our youth. The question is how, when and what specific issues should we as fathers raise with our youth. Perhaps these essays, written by adolescents will guide fathers in providing a consistent reference point to their children who are changing physically, forming their own identity, trying to be accepted and feeling a wide range of emotion.

Hear the pain and promise of how fathers play an essential role to our teens:

"I don't know what it is to have a father. I see people that have one and wish I had mine. I've always wanted to feel the love of a father. Sometimes my days are bad and I cry because I need someone there to talk to, to share my troubles, my fears, and most of all my dreams.... I feel empty inside."

11th grade girl, Minnesota

"If I had a dad I would feel like the luckiest kid in the whole world. A dad could help you build model airplanes or help you make a doghouse. He would give you hope for challenges in your life, and if you're lucky, he will give you help on your homework. It's just too bad that I don't have a dad."

6th grade boy, Kansas

"I see my father a lot in my dreams, but never does he turn around. I call for him but he just keeps walking away. I'd like to believe he misses me, but how can he miss a stranger? Everytime I blow the candles out on my birthday cake, I wish the same wish that I have for the past 13 years. I wish that a stranger would turn around and look at me. Maybe if he saw all the pain and suffering in my eyes from living without him, he would become a part of my life. For now all I can do is to wish and never give up hope, for hope is all I have to hold on to."

9th grade girl, Illinois

"I admire my dad more than anyone else I know. He's not rich, he's not a pro athlete, he's not famous. None of these things matter, because my dad has and is everything important to me. In my eyes the perfect father should love his family, do what is right, put his family before his job, and most of all, love God. My dad fits this description perfectly... Whenever I need help or advice he is who I go to. We have gone through

the good and bad times together...My relationship with my dad is worth more than anything else in the world. I just wish every kid could say the same."

7th grade boy, Illinois

"As far back as I can remember, my dad has been there for me. He taught me to throw my first ball, ride my first bike and now he'll be teaching me to drive. When I'm disappointed in myself, he always tells me how I can improve. He's positive and does not pick on my faults...He never seems too tired to spend time with me.

9th grade boy, Kansas

BRIEF CURRICULUM VITAE

Angela Diaz, M.D.

Dr. Diaz received her medical degree from Columbia University College of Physicians and Surgeons in 1981 and her postdoctoral training from the Mount Sinai School of Medicine from 1981 through 1985. She is presently a Professor at Mount Sinai School Of Medicine and Vice Chair of the Department Of Pediatrics where she is responsible for the Division of General Pediatrics and the Division of Adolescent Medicine.

Dr. Diaz completed a very successful year as a White House fellow (Class of 1995) where she examined health care policies in the U.S. Territories in the Pacific and the Caribbean. She has been involved in International Health in Asia, Central and South America and is very involved in advocacy and policy in the United States. She is also Director of Health Services for the Childrens Aid Society in NYC.

FF

Principal Investigator/Program Director (Last, first, middle): Diaz, Angela, M.D.**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME		POSITION TITLE	
Angela Diaz		Associate Professor	
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
City College of New York, NY, NY	M.D.	1977	Pre-Med
College of Physicians and Surgeons, Columbia University, NY, NY		1981	Medicine
Residency, Mount Sinai Medical Center		1984	Pediatrics
Fellowship, Mount Sinai Medical Center		1985	Adolescent Medicine
Harvard Medical School of Public Health		taking courses	Quantitative Methods

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list, in chronological order, previous employment, experience, and honors. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. If the list of publications in the last three years exceeds two pages, select the most pertinent publications. **DO NOT EXCEED TWO PAGES.**

1985 - 1986	Instructor of Clinical Pediatrics, Mount Sinai School of Medicine, New York, NY
1986 - 1991	Clinical Assistant Professor, Department of Pediatrics, Mount Sinai School of Medicine, New York, NY
1987 - 1990	Touro College, Physician Assistant Program, Adjunct Clinical Professor, Immunology and Pediatrics,
1989 - Present	Chief, Division of Adolescent Medicine, Director of Adolescent Health Center, Mount Sinai School Of Medicine, New York, NY
1991 - 1993	Assistant Professor of Pediatrics, Mount Sinai School of Medicine, New York, NY
1993 - 1999	Associate Professor of Pediatrics, Mount Sinai School of Medicine, New York, NY
1996 - Present	Director of Health and Dental Services, Children's Aid Society New York, NY
1998 - Present	Chief, Division of General Pediatrics, Mount Sinai School of Medicine, New York, NY
1998 - Present	Vice Chair, Department of Pediatrics, Mount Sinai School of Medicine, New York, NY
1999 - Present	Professor of Pediatrics (Tenure), Mount Sinai School of Medicine, New York, NY

RESEARCH

- Comparison of direct specimen and tissue cell culture methods for chlamydia trachomatis
- Comparison of Amplicor PCR and Gen-Probe PACE II for diagnosis of chlamydia infection
- Reproductive health/Abnormal papsmears/colposcopy in Adolescents
- Teen pregnancy prevention
- Adolescents in the Juvenile Justice System
- Adolescents with a history of childhood sexual victimization and rape
- Ethnic differences in alcohol use prior to date rape (COPI AA12704)

HONORS

- No Time to Lose Award for Outstanding Community Service, New York State Department of Social Service, Nov. 1991
- Society for Adolescent Medicine's Young Investigator Semi-Finalist Award, March 1991 and March 1992
- Harlem Week '93 Community Service Award, New York, NY 1993
- Chair of the Committee on Adolescents, American Academy of Pediatrics, 1992-1994
- White House Fellow, 1994-1995
- AMWA Gender Equity Award, Selected by the student body of Mount Sinai School of Medicine, 1996
- Board Member of the Year, Board of Trustees, Child Welfare League of America, Florida, 1996
- National Hispanic Woman Leadership Fellows, 1996
- Pediatrician of the Year Award, National Children's Miracle Network, 1996
- White House Fellowship Commission to select the New York regional White House Fellow Candidates, 1996
- Elected Vice-President, Children's Aid Society of New York, 1996
- Selected to Harvard Visiting Committee, 1997
- Federal Center for Substance Abuse and Prevention award-winning teen substance abuse prevention program, Washington, DC 1997

FF

Principal Investigator/Program Director (Last, first, middle): Diaz, Angela, M.D.

- Honoree, Women's Federation for World Peace, Latin American Chapter, New York, NY March 7, 1998
- Selected as one of the Most Prominent Hispanic Women, by El Diario La Prensa, March 1999
- Hedwig Van American Executive Leadership in Academic Medicine (ELAM) Program for Women, 1999
- Children's Aid Society Trustees' Award, 1999
- Academy of Women Achievers of the YWCA of the city of New York, Award November 1999
- Association of Hispanic Healthcare Executives Award for exemplary achievement and executive leadership, 2000
- Manhattan Borough President Award February 2000
- New York Civil Liberties award 2000

PUBLICATIONS: ORIGINAL PEER-REVIEWED REPORTS AND BOOK CHAPTERS & EDITORIALS

- Jaffe, L.R., Siqueira, L.M., Diamond, S.B., Diaz, A. And Spielsinger, N.A. Chlamydia Trachomatous Detection in Adolescents: A comparison of Direct Specimen and Tissue Cell Culture Methods. *Journal of Adolescent Health Care* 7:401-403:1986.
- Jaffe, L.R., Siqueira, L.M., Diamond, S.B., Diaz, A. And Spielsinger, N.A. Sexually Active Teenager: Their Health Care Problems and Needs: Special Publication: *Journal of Adolescent Health Care* 2:102-105:1998.
- Diaz, A., Jaffe, L.R., Leadbetter, B.J. and Levin, L. Frequency of Use, Knowledge and Attitudes Toward the Contraceptive Sponge Among Innercity Black and Hispanic Adolescent females. *Journal of Adolescent Health Care* 11:125-127:1990.
- Linares, L.O., Leadbetter, B.J., Jaffe, L.R., Kato, P. and Diaz, A. Predictors of Repeat Pregnancy Outcome Among Black and Puerto Rican Adolescent Mothers. *Journals of Developmental Behavior Pediatrics* 13:89-94:1992.
- McCabe, E., Jaffe, L.R. and Diaz, A. Immunodeficiency Virus seropositivity in Adolescents with Syphilis. *Pediatrics* 92:695-697:1993.
- Diaz, A. Modern Breast and Pelvic Examinations, ed.: Lila A. Wallis, M.D., M.A.C.P. National Council on Women Health, Inc.:1993.
- Hsiuh, T.C.H., Guichon, A., Diaz, A., Bottone, E.J., Sperling, R., Zhang, D.Y. Chlamydial Infection in a High-Risk Population: Comparison of Amplicator PCR and Gen-Probe PACE II for Diagnosis. *Adolescent and Pediatric Gynecology*. 8:71-76:1995.
- Diaz, A. The Health Crisis in the U.S. – Associated Pacific: Moving Forward. *Pacific Health Dialog* 4:116-129: March 1997.
- Diaz, A. Educating the Adolescent Patient About Prevention. *Textbook of Women's Health*, ed.: Lila A. Wallis, M.D., M.A.C.P. Lippincott-Raven Publishers: 1998: 155-160.
- Diaz, A. The Adolescent Partnership. *Textbook of Women's Health*, ed.: Lila A. Wallis, M.D. M.A.C.P. Lippincott-Raven Publishers: 1998: 39-42.
- Diaz, A. Comprehensive Examination of the Adolescent Girl. *Textbook of Women's Health*, ed.: Lila A. Wallis, M.D. M.A.C.P. Lippincott-Raven Publishers: 1998: 167-174
- Diaz, A. The Life-Cycle Transitions: Puberty. *Textbook of Women's Health*, ed.: Lila A. Wallis, M.D. M.A.C.P. Lippincott-Raven Publishers: 1998: 105-110.
- Pastore, D. and Diaz, A. Cultural and Medical Issues of Latino Adolescents. *Adolescent Medicine State of the Art Reviews*. 9 (2): June 1998.
- Diaz, A. Mongolia: A transitional Society and the Consequences for Adolescent Health. *Pacific Health Dialog*. 5 (2): 350-356: 1998.
- Diaz, A. and Manigat, N. The Health Care provider role in the disclosure of sexual abuse: the medical interview as a gateway to disclosure. *Children's Health Care Journal*. 28 (2): 141-149: 1999.
- Diaz, A. Addressing the Health Needs of Adolescents in Modernizing Countries. *JAMWA* vol.54, number 3 158-160: 1999.
- Diaz, A. Programme De Prevention Et De Traitement De La Violence (Violence Prevention and Treatment Program) Institute European Post- Universitaire De Formation Des Professions De Sante VIII Journes 73-86: 1999.
- Pierrepoint, M., Braigan, M., Navas, M., Diaz, A. Style and substance: examining the space between patient an therapist in the cross-cultural clinical encounter. *Journal of Social Work Practice*, vol. 13, No. 1, 1999.
- Diaz, A. Questioning Adolescent Patients About Sexual Abuse (editorial). *Journal of Adolescent Health*, vol.25, No. 1, 1999.
- Edwards, S., Diaz A. Immunization Infantil (Childhood Immunization update). *Medico InterAmericano*, vol.19 No. 3. 130-134: 2000.
- Mogilner, Diaz, A. L., Rickert, V. The Immigrant experience of some Latinos in the US (accepted for publication) *Medico Interamericano*.

THE WHITE HOUSE
WASHINGTON

4/21

~~Back,~~

Amy said this should come back to you since this is a WH conference. But, from my proclamation days, the folks in Domestic Policy might know about this? I don't know if Nicole Rahner (Children + Families issues) or Leanne Shimabukuro (Crime) are still on staff? This is a good place to start. Thanks.

Jana Dickey
X6-5504



DEPARTMENT OF THE NAVY

UNITED STATES NAVAL ACADEMY

121 BLAKE ROAD

ANNAPOLIS, MARYLAND 21402-5000

April 17, 2000

Office of the President of the United States
Washington, DC

Dear Mr. Clinton:

I read of your plans to host a May 2nd conference on teenagers and violence, and I would like to ask for consideration to be a participant in that conference. I am currently a Professor of Moral Philosophy at the United States Naval Academy, but I also have eleven years of experience as a high school teacher, and am the parent of a 17 year-old son.

My dissertation research (1999) set the course for my inquiries as an academic scholar: the difficulties of "raising moral children". I have presented work at conferences, written various articles, and am currently undertaking a book-length project on this topic. My interest in this area is not simply academic, I have worked with school districts as a curriculum development volunteer (Elk Grove, CA) as well as serving as a volunteer on the California State Department of Education's Curriculum Board. The issues identified for discussion during the conference are exactly what is needed as a first step in helping teenagers (and their parents) to regain the moral/psychological footing for maneuvering in the 21st century. I realize that only a limited number of concerned citizens can participate in this effort, but I hope you will take my request into consideration!

Sincerely,

A handwritten signature in cursive script that reads "Aine Donovan".

Aine Donovan

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Resume of Aine Donovan (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Teen Conference [2]

2011-0619-S

rc280

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]
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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[001]

AINÉ DONOVAN

P6/(b)(6)

P6/(b)(6)

EDUCATION

Ed.D. University of San Francisco, 1995
Dissertation: The Philosophy of Moral Education
and the Cultivation of Virtue
M.A. University of San Diego, 1983
Religious Studies
Thesis: Normative Values and Pedagogical Literature
B.A. California State University, San Diego, 1979
Philosophy
Senior Thesis: Proudhon's Philosophical Utopia

FELLOWSHIPS

1995 - *The Moral Underpinnings of Rousseau's Philosophy*
National Endowment for the Humanities; Chambéry, France
1990 - *Freud and Jung: The Psychology of Religious Experience*
National Endowment for the Humanities; Yale University
1987 - *Aristotle's Philosophy of Science*
National Endowment for the Humanities; Harvard University

EXPERIENCE

United States Naval Academy
Annapolis, MD 1997 - present
Assistant Professor of Philosophy
Acting Section Head - 1999
Associate Director of the Center for
Professional Military Ethics 1997 - 1999

California State University, Sacramento
Sacramento, CA
Assistant Professor of Philosophy and Humanities 1986 - 1996

PROFESSIONAL
AFFILIATIONS

Association for Moral Education
Association for Professional and Applied Ethics
Philosophy of Education Association
American Philosophical Association

PROFESSIONAL

Educational and Business Consulting

EMPLOYMENT

Primary areas of specialization:

- supervision and evaluative program analysis
- staff development and hiring techniques
- ethics in the workplace

ACADEMIC COMMITTEES

Faculty Senate Library Subcommittee, USNA 1998
Chairperson, Curriculum 21 review for ethics curriculum, USNA, 1998
Faculty Representative, *Ethics Bowl*, USNA, 1997 - present
Vice Admiral Cooley Leadership Award Committee, USNA 1997-98
Search Committees: (USNA)
Executive Secretary, Ethics Center Director Search 1998
Psychology professor search, 1998
Senior Staff Assistant search, Ethics Center, 1998
Distinguished Chair in Ethics, 1998-99
Curriculum Board of Review, California State Department of Education
Sacramento, CA 1993-1996

PUBLICATIONS

Celestial Navigation with a Moral Compass in Journal for Just and Caring Education, Corwin Press,
October 1999

Moral Education and Teacher's Self-Perceptions in Catholic Education: A Journal of Inquiry and Practice, [manuscript accepted for publication, October, 1999]

The Case for Ethics Education in Shipmate, January 1999

Leading by Example in Character Quarterly, Fall 1997, Vol. 2, No.3

Ethics for Military Leaders (1997) American Heritage Press
Edited by: Aine Donovan, David Johnson, George Lucas, Paul
Roush and Nancy Sherman

Ethics for Military Leaders (1998) Simon and Schuster Publishers
Edited by: Aine Donovan, David Johnson, George Lucas and
Paul Roush

PAPERS PRESENTED

*The Shaping of a Few Good Men and Women: The Military Community
As a Moral Force in Adolescent Development*
[peer reviewed proposal]
Presentation at the Annual Conference of the Association of Moral
Education
Dartmouth College, Hanover, NH
November 1998

Lessons Learned From Tailhook - Ethics for Naval Aviators
Presentation to the Annual conference of Reserve Naval Aviators
Key West, FL November 1998

Valuation and the Conditions Necessary for Inculcation
[peer reviewed proposal]
Presentation at the World Congress of Philosophy
Boston, MA August 1998

The Ethical Implications of Law Enforcement as a Career Choice
Invited Presentation to the Chicago Police Department
Chicago, IL August 1998

Ethics for Today's Retailers
Invited Presentation to the International Mass Retailers Association
Annual Conference .
Tampa, FL March 1998

*The Right to Philosophy of Education: from Critique to
Deconstruction*
Chair of Session at the Philosophy of Education Society Annual
Conference
Cambridge, MA March 1998

Ethical Dimensions of the Role of the Chief Petty Officer
Presentation for Chief Petty Officer Initiation
USS Constitution, Boston, MA September 1997

The Teacher as Moral Educator
Staff Development Conference of Episcopalian Day Schools
Carmichael, CA September 1996

The Woman's Bible - a Reflection on Elizabeth Cady Stanton
Invited Presentation, International Women's Peace Forum
Sacramento, CA March 1995

Applications of Adolescent Moral Development
Invited Presentation, Moral Development Symposium
San Francisco, CA January 1995

DONOVAN

DEPARTMENT OF THE NAVY

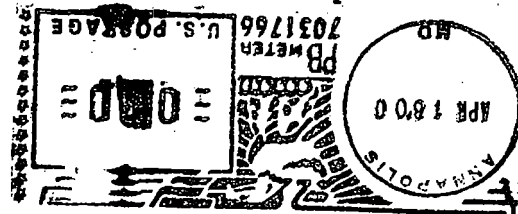
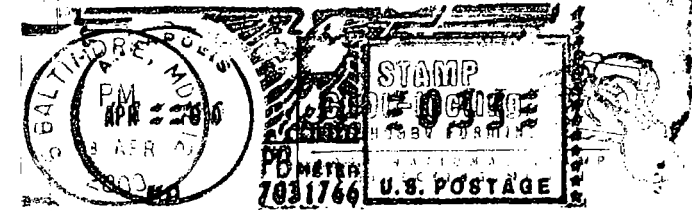
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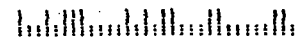


OFFICE OF THE PRESIDENT

COORDINATOR OF TEEN VIOLENCE CONFERENCE
THE WHITE HOUSE
1600 PENNSYLVANIA AVE.

WASHINGTON, D.C.

- 20500 -

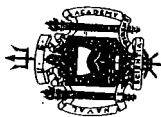


AINÉ DONOVAN

Assistant Professor of Philosophy

(410) 293-6018
FAX (410) 293-4896
adonovan@nadn.navy.mil

U.S. Naval Academy
Department of Law, Ethics & Leadership
112 Cooper Rd.
Annapolis, MD 21402



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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	RSVP list for Conference on Teenagers (partial) (2 pages)	04/26/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Teen Conference [2]

2011-0619-S

rc280

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]

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RR. Document will be reviewed upon request.

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

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PM April 26, 00

RSVP LIST

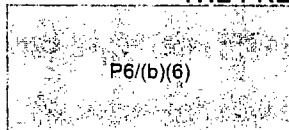
NW GATE - CONFERENCE ON TEENAGERS - Tuesday MAY 2 2000 - 9:30 AM State Floor - Business - North West Entrance

Accepts, Regrets and No Responses

THE PRESIDENT

Page 1

REPORT DATE: April 26, 2000
REPORT TIME: 6:18 PM



[002]

NAME	A/R	CLEARANCE TYPE	SSN	DOB
------	-----	----------------	-----	-----

BALES, Susan (Ms.)
(B) (202) 638-5770

A

BLUM, Robert W. (Dr.)
(B) (612) 626-2820

A

BROWN, Jeffrey L. (Rev.)
(B) (617) 524-4331

A

CANADA, Geoffrey (Mr.)
(B) 212/866-0700

A or R

CONTRERAS, Gabriella (Ms.)
(H) P6/(b)(6)
Guest: CONTRERAS, Grace B. (Ms.)

A

CONTRERAS, Grace B. (Ms.)

A

DEVITO, Danny (Mr.)
(B) (310) 288-4545
(B) (310) 203-1000
(B) 310-477-7704
Spouse: PERLMAN, Rhea (Ms.)

A or R?

DIAZ, Angela (Dr.)
(B) (212) 423-2900

A

ECCLES, Jacquelynne S. (Ms.)
(B) (734) 647-5282

A

GALINSKY, Ellen M. (Ms.)
(H) P6/(b)(6)
(B) 212-465-2044, x201 Diane

A

GIEDD, Jay (Dr.)
(B) (301) 435-4517

A

MCDONALD, Emily (Ms.)
(H) P6/(b)(6)
Guest: MCDONALD, Veronica (Ms.)

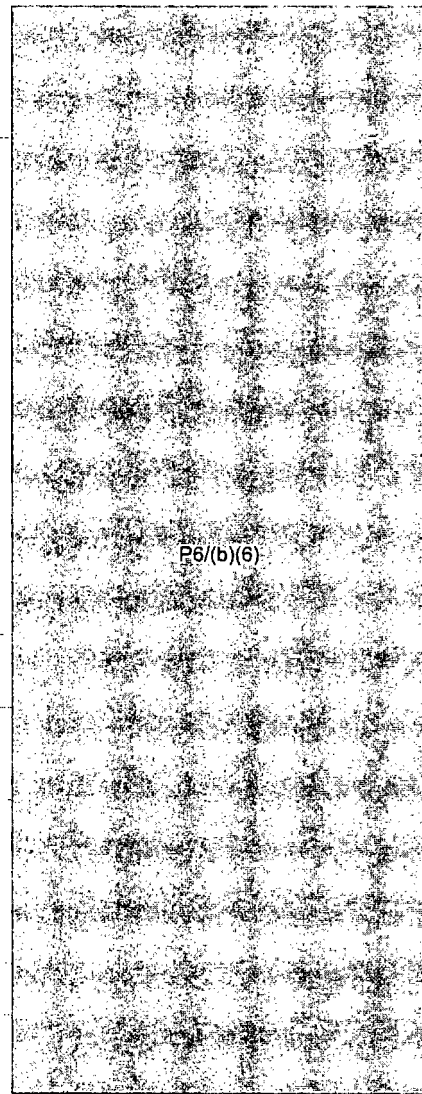
A

MCDONALD, Veronica (Ms.)

A

NEWMAN, Katherine (Ms.)
(B) (617) 495-0868 Brandy
(B) (617) 495-4844

A



REPORT DATE: April 26, 2000
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NAME	A/R	CLEARANCE TYPE	SSN	DOB
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PERLMAN, Rhea (Ms.)

A or R?

PITTMAN, Karen (Ms.)
(B) (301) 270-6250

A

SPEAKER, Edd (Mr.)

A

(H) P6/(b)(6)
(B) (213) 346-5223

Guest: SPEAKER, Edwin (Mr.)

SPEAKER, Edwin (Mr.)

A

STEPP, Laura Sessions (Ms.)

A

(H) P6/(b)(6)

Jay Engle
Ben Casey

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. list	RSVP List for Conference on Teenagers (partial) (10 pages)	04/26/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Teen Conference [2]

2011-0619-S

rc280

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]

PM April 26, 00

RSVP LIST

CONFERENCE ON TEENAGERS - Tuesday MAY 2 2000 - 9:30 AM White House - Business - East Visitors Entrance

THE PRESIDENT

Accept and Regrets

[003]

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NAME	A/R	CLEARANCE TYPE	SSN	DOB
ADCROFT, Patrice (Ms.) (B) (212) 407-9715	A			
AMOS, Kent B. (Mr.) (H) P6/(b)(6) (B) 202-234-5437	A			
ARONS, Bernard S. (Dr.) (H) P6/(b)(6)	A			
AUSTIN, Karen (Ms.)	A			
AUSTIN, Sarah (Ms.) (H) P6/(b)(6) Guest: AUSTIN, Karen (Ms.)	A			
BAIRD, Zoe E. (Hon.) (H) P6/(b)(6) (B) (212) 489-6655 x310 Amy	A			
BALLARD, Susan Cockerham (Ms.) (B) (828) 464-4221** (B) (828) 464-3191	A			P6/(b)(6)
BARRETT, Elizabeth (Mrs.)	A			
BARRETT, William (Mr.) (H) P6/(b)(6) Spouse: BARRETT, Elizabeth (Mrs.) Guest: HICKS, MaryGrace (Ms.)	A			
BEARINGER, Linda Holm (Dr.) (B) (612) 624-5157	A			
BENENSON, Lisa R. (Ms.) (B) (212) 445-6241	A			
BENSON, Peter L. (Dr.) (B) (612) 376-8955	A			
BILCHIK, Sheldon (Mr.) (B) (202) 638-2952	A			
BLANK, Martin J. (Mr.) (B) (202) 288-8405 (B) (202) 822-8405 x17**	A			

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BLEICH, Jeffray (Mr.) (B) (415) 512-4007	A			
BLUMENTHAL, Susan J. (Dr.) (H) P6/(b)(6) (B) (202) 720-3804 (B) 202-690-7650	A	HOUSE SP		
BOTTS, Stanley (Mr.) (B) (703) 974-8211	A			
BROOKS-GUNN, Jeanne (Dr.) (B) (212) 678-3904	A			
BROWN, Sarah Spaght (Ms.) (B) (202) 261-5692 (B) (202) 478-8500 (B) (202) 478-8517*** (B) (202) 478-8578 (B) (202) 261-5809 *Donna Griffin	A			
BROWN, Sarita E. (Ms.) (B) (202) 401-1411 (B) (202) 401-3670* direct	A			
BROWNE, James Michael (Mr.)	A			
BUTLER, John Crowther (Mr.) (B) (215) 752-2691	A			
CALHOUN, John A. (Mr.) (B) (202) 466-6272 ext. 118 (B) (202) 261-4118 (B) (202) 261-4136 (Armand)	A			P6/(b)(6)
CANFIELD, Ken (Mr.) (B) (913) 384-4661	A			
CAPLIN, Michael A. (Mr.) (B) (703) 241-9100	A			
CASEY, John B. (Mr.) (B) (214) 880-9622	A			
CASSERLY, Michael D. (Mr.) (H) P6/(b)(6) (B) (202) 393-2400 (B) (202) 393-2427*	A			
CHAMBERS, Clarice (Ms.) (B) (703) 838-6722	A			
CHAN, Janet (Ms.) (B) 212-840-4200 (B) (212) 522-9808*	A			
COLON, Anthony J. (Mr.)	A			
GOLTOPE, Philip (Mr.) (B) (212) 949-4800	A			

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CONLON, Peggy E. (Ms.) (B) (212) 922-1500	A			
CRAIG, Deborah L. (Ms.) (B) (816) 221-6900 x233	A			
CROSS, Terry L. (Mr.) (B) (503) 222-4044 x12	A			
CULBERTSON, Steven (Mr.) (B) (202) 296-2992 x 43 ** (B) (202) 783-8855	A			
CULLEN, Mary Kate (Ms.) (B) 202/347-8772	A			
CUNNINGHAM, Martin Todd (Mr.) (B) (212) 846-8448 (B) (212) 258-8495 Mitch (assistant)	A			
CUNNINGHAM, Sally (Ms.) (B) (561) 625-1197	A			
DAMON, William V.B. (Mr.) (B) (650) 725-8205	A			
DELGADO, Debra Y. (Ms.) (B) (410) 547-6600	A			
DEMENT, William C. (Dr.) (B) (650) 723-6320 (B) 415-723-8134	A			
DOHERTY, William (Mr.) (B) (612) 625-4752	A			
DURBIN, Eden Fisher (Ms.) (B) (202) 835-9043	A			
EDWARDS, Steven W. (Mr.) (B) (860) 282-3200	A			
ENGELN, Jay Theodore (Mr.) (B) (719) 520-2801	A			
FAENZA, Michael M. (Mr.) (B) (703) 684-7722 (B) (703) 838-7502	A			
FERNANDEZ, Maria Cristina (Ms.)	A			
FREEDMAN, Alan M. (Mr.) (B) (202) 857-6509	A			
GARDNER, Latoya (Ms.) (H) [REDACTED] P6(b)(6) Guest: GARDNER, Willa J. (Ms.)	A			
GLADISH, Kenneth L. (Mr.) (B) (312) 269-0538	A			

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GORDON, Linda (Ms.)	A			
GORIN, Susan P. (Ms.) (B) (301) 657-9663 (B) 304-657-0270 ext 221 (B) (301) 657-0270 ext.221 (B) (703) 448-0223	A			
GRAY, C. Vernon (Hon. (Council Member)) (B) (410) 313-2001 (B) (410) 313-2013	A			
GREENBERG, Cora (Ms.) (B) (914) 946-7676	A			
GREENE, Susan G. (Ms.) (H) P6/(b)(6)	A			
HALPERIN, Samuel (Dr.) (H) P6/(b)(6) (B) (202) 775-9731	A			
HAMBURG, Beatrix A. (Dr.) (H) P6/(b)(6) (B) (212) 746-3752 (B) 212/752-0071	A			
HAMBURG, David Alan (Dr.) (B) (212) 207-6202 (B) (212) 207-6215 (B) 212-207-6206 (B) 212/371-3200	A			
HAMBURG, Margaret A. (Dr.) (H) P6/(b)(6) (B) (202) 401-2337 (B) (202) 690-7858 (B) (212) 788-5261	A			
HEIN, Karen Kramer (Ms.) (B) (212) 752-0071	A			
HEINTZ-KNOWLES, Katharine E. (Ms.) (B) (425) 868-5261	A			
HERMAN, Alexis M. (Hon. (Sec.)) (H) P6/(b)(6) (B) (202) 219-6666 (B) (202) 693-6000 (B) (202) 693-6001* (B) (202) 693-6003-scheduler Scott/Terry	A	CABINET		
HERNANDEZ, Victor (Mr.) (B) (806) 765-5481	A			
HICKS, MaryGrace (Ms.)	A			
HILL, Talmira Lisa (Ms.) (B) (410) 547-6600	A			

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HOA DANG, Sandy (Ms.) (B) (202) 884-0322	A			
HOLDER, Eric H. (Hon.) (B) (202) 307-2825 (B) (202) 307-3569 (B) (202) 514-2000 (B) (202) 514-2101 ** (B) (202) 514-6600	A	WH PASS		
HUFF, Barbara (Ms.) (B) 703/684-7710	A			
HUGHES, Della M. (Ms.) (B) (202) 783-0498 (B) (202) 783-7949	A			
HURT, Lawrence J. (Mr.) (H) P6/(b)(6)	A			
IGO, Shirley (Ms.)	A			
JACKSON, Anthony W. (Dr.) (B) (818) 526-1185	A			
JOHNSON, Clifford (Mr.) (B) (202) 626-3000	A			
JOHNSON, Shella Crump (Mrs.) (H) P6/(b)(6) (B) (202) 608-2000 (B) (202) 608-2171 (B) (202) 608-2183*** (B) (540) 364-3018	A			
JONES, Lois Harrison (Dr.) (B) (202) 483-1549 (B) (202) 806-5907	A			
JONES, Rachel L. (Ms.) (B) (202) 414-2000 (B) 202/383-6000	A			
KAPLAN, David (Mr.)	A			
KENNARD, William E. (Hon.) (H) P6/(b)(6) (B) (202) 418-0190 (B) (202) 418-1000 (B) (202) 418-1916	A			
KHAZEI, Alan (Mr.) (B) (617) 927-2451 ** (B) (617) 972-2411/Carrie	A			
KIELSMIER, James (Mr.) (B) 6516313672 ext222	A			
KING, Louis (Mr.) (B) (612) 377-0150	A	Education		

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KINGDON, Kirsten Ingrid (Ms.) (B) (202) 467-3180 x211 (B) (202) 638-4200 ext. 211	A			
KIPKE, Michelle (Ms.) (B) (202) 334-3883	A			
KOPLEWICZ, Harold S. (Dr.) (B) (212) 263-6205	A			
LACHANCE, Janice R. (Hon. (Director)) (H) P6(b)(6) (B) (202) 606-1000 (B) (202) 606-1584 (B) (202) 606-2301 (B) (202) 606-2712 Elizabeth **	A	CABINET		
LERNER, Richard (Mr.) (B) (617) 627-5558	A			
LEVIN-EPSTEIN, Jodie (Ms.) (B) (202) 328-5140	A			
LINEFSKY, Rae (Mrs.) <i>closing the gap</i> (B) (212) 735-9799	A			
LIU, Eric (Hon.) (B) (202) 456-5565 (B) (202) 456-5803	A	WH PASS		
LONG, Sarah Ann (Mrs.) (B) (847) 459-1300	A			
MALONE, Fonda E. Reed (Ms.)	A			
MARCUS, Daniel (Mr.) (B) (202) 305-3481 (B) (202) 514-2000 (B) (202) 514-9500	A			
MCCAFFREY, Barry R. (Hon. (Gen.)) (B) (202) 307-1000 (B) (202) 395-6701 Dianne McNair* and Christie (B) 395-5206 (B) 395-6700 Stephanie Gowen	A	CABINET		
MCCARTHY, Patrick Thomas (Mr.) <i>Casey</i>				
MCGEADY, Mary Rose (Sister) (B) 212-727-4000/6500 DIRECT (B) 212-727-4673	A			
MCLAUGHLIN, Milbrey (Ms.) (B) (650) 723-9613	A			
MILLIKEN, William (Mr.) (B) (703) 519-8999 (B) (703) 536-0002	A			
MILTON, Catherine H. (Ms.) (B) (203) 221-3730 (B) (203) 221-4006* Happy (B) (203) 221-4084 (B) 1-800-243-5075	A			

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MINER, Sydney (Ms.) (H) P6/(b)(6)	A			
MONTGOMERY, Kathryn (Ms.) (B) (202) 331-7833 (B) 628-2620	A			
MOORE, Kristin (Dr.) (H) P6/(b)(6) (B) 202-362-5580	A			
MORRIS, Carole J. (Ms.) (B) (914) 699-7200	A			
MURPHY, Richard (Mr.) (B) (202) 884-8266	A			
MYERS, Matthew L. (Mr.) (B) (202) 296-5469	A			
NAYOWITH, Gail (Ms.) (B) (212) 673-1800	A			
NEWLAND, Justin (Mr.) (H) P6/(b)(6)	A			
O'CONNOR, Patrick (Hon.) (B) (312) 744-6858	A			
OVNIK, Grace B. Hou (Ms.) (B) (773) 784-2900	A			
PAULSEN, Amy (Ms.) (B) (212) 522-8634	A			
PAULSON, Lisa Coleman (Ms.) (B) (818) 760-7722	A			
PHAN, Anh Lan (Ms.) (B) (202) 238-0211 (B) (202) 483-3666	A			
PRESTON, Michael Blaine (Mr.) (H) P6/(b)(6) Guest, SABORI, Ramona (Ms.)	A			
PUTNAM, Robert D. (Prof.) (B) (617) 495-0539 (B) (617) 495-1148	A			
RALEY, Gordon (Mr.) (B) (202) 347-2080	A			
REED, Bruce (Hon.) (B) 6-5385 (B) X66515	A	WH PASS		
RESNICK, Michael David (Dr.) (B) (612) 624-9111	A			

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RICHMOND, Julius (Dr.) (B) 617-432-1410	A			
RILEY, Richard W. (Hon. (Sec.)) (H) [REDACTED] (H) [REDACTED] P6/(b)(6) (B) (202) 401-1181 (B) (202) 401-3000 (B) (202) 401-3006** Sandy Rink	A	CABINET		
RIVERA, Robert (Mr.) (B) (713) 654-7763 (B) (713) 757-5973	A			
SABORI, Ramona (Ms.)	A			
SAFER, Nancy (Ms.) (B) (703) 264-9415 (B) (703) 620-3660 Ext. 401 (B) 703-264-9452	<i>Education</i> <i>Closing the Gap.</i>			
SALTZMAN, David (Mr.) (B) (212) 227-6601	A			
SAUER, Richard J. (Dr.) (B) 301/961-2820	A			
SEIDMAN, Ellen R. (Ms.) (B) (212) 499-1621	<i>New Media, Youth/Service/Healthy Start</i>			
SHAFFER, Susan (Ms.) (H) [REDACTED] P6/(b)(6)	A			
SHALALA, Donna E. (Hon. (Sec.)) (H) [REDACTED] P6/(b)(6) (B) (202) 619-0257 (B) (202) 690-6610 Marty (B) (202) 690-7000*** (B) (202) 690-7401**	A	CABINET		
SHELTON, Hilary O. (Mr.) (B) (202) 488-5658 (B) (202) 213-7907 (B) (202) 638-2269 (B) (202) 737-8623	A			
SHUE, Andrew (Mr.) (B) (212) 523-1103 (B) (212) 523-1138 * (B) (212) 523-1175 (B) (212) 527-7588	A			
SILCOX, Debbie (Ms.) Guest: SILCOX, Dylan (Mr.) Guest: SILCOX, Drew (Mr.)	A			
SILCOX, Dylan (Mr.)	A			
SPILLETT, Roxanne (Ms.) (B) (404) 487-5700 ext. 5710 (B) (404) 724-2085 (B) (404) 815-5700 (B) (404) 815-5710 / 5711* Lynne Payne	A			

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SPRIGGS, William (Dr.) (B) (202) 898-1604 ext.15	✓	A		
STEINBERG, Laurence (Dr.) (B) (215) 204-7485	✓	A		
STONEMAN, Dorothy (Ms.) (B) (617) 623-9900 x 1224	✓	A		
SWAIN, Susan (Ms.) (B) (614) 895-4730 (B) (800) 528-6672	✓	A		
SWISHER, Amy H. (Ms.) (B) (802) 447-7704	✓	A		
SYGALL, Susan E. (Ms.) (H) P6/(b)(6) (B) 503/343-1284	✓	A		
SYLVESTER, Kathleen (Ms.) (B) (202) 434-4767 (B) (202) 543-8825 (B) (202) 608-1239	✓	A		
TIROZZI, Gerald N. (Dr.) (B) (703) 860-7206	✓	A		
TREANOR, William (Mr.) (B) (202) 785-0764 x3	✓	A		
WAGNER, Meredith J. (Ms.) (H) P6/(b)(6) (B) (212) 424-7126 (B) (212) 424-7163 (B) 212-424-7063 Joanne (B) 212-424-7459	✓	A		
WALKER, Gary (Mr.) (B) (215) 557-4402	✓	A		
WHITE, William S. (Mr.) (B) (810) 238-5651	✓	A		
WILLIAMS, Stephanie (Ms.)	✓	A		
WOFFORD, Harris L. (Hon.) (H) P6/(b)(6) (B) (202) 606-5000 (B) (202) 606-5000 x167*** (B) (202) 606-5000 x240 **	✓	A		
WOODEN, Ruth (Ms.) (B) (212) 362-7575 (B) (212) 984-1993 (B) 212/922-1500 ext.210	✓	A		
WURF, Mildred Keifer (Ms.) (B) 463-1881	✓	A		

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YEP, Richard (Mr.) (B) (703) 683-2722 (B) (800) 347-6647 ext. 231	A		A large rectangular area of the document is heavily redacted with black noise. The text 'P6(b)(6)' is visible within this area, indicating a redaction of personally identifiable information.	
ZUCKERMAN, Djana (Ms.) (H) P6(b)(6) (B) (202) 216-9507 (B) 2027851921x17	A			

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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 *Need more info on Botts*
- 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
Bob Davis, Lycos Inc.
- 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
- Youth Voice:
Sarah Austin, President of Decatur High School Gay/Straight Alliance
- Parent Involvement in High Schools
Jay Engelin, Principal of the Year 1999
- 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
Ben Casey, Director of the Metropolitan Dallas YMCA
- Young person active in community
LaToya Gardner, Nashville's Citywide Teen Leadership Council
- Community partnerships – police, faith based, and community organizations
Rev. Jeff Brown, Ten Points Coalition in Boston
- 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
- Youth voice?
- 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

WHITE HOUSE CONFERENCE ON TEENAGERS

Program Draft 4/27/00 pm

10:13 **Melanne Verveer** welcomes audience and explains how the program will work, introduces video

10:15 **Opening Video:** Montage of a diverse group of parents and teens speaking about their lives.

THE PRESIDENT and MRS. CLINTON announced into room. **MRS. CLINTON** proceeds to lectern. **THE PRESIDENT** sits next to lectern. Panel I is already seated on stage.

MRS. CLINTON speaks. **MRS. CLINTON** introduces **THE PRESIDENT**.

10:30 **THE PRESIDENT speaks.** Introduces Ben Casey, Dallas YMCA.

Ben Casey makes remarks.

THE PRESIDENT makes closing remark and departs.

10:45 **MRS. CLINTON** introduces topic of panel (who are today's teens and what do they need) and introduces panel members Jacqueline Eccles, Jay Giedd, Karen Pittman, Rhea Perlman and Danny Devito. She calls on Jacquelynne Eccles to speak first.

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

MRS. CLINTON comments and introduces 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.

MRS. CLINTON comments and introduces 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.

MRS. CLINTON comments and introduces 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.

MRS. CLINTON 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.

MRS. CLINTON comments and introduces Rhea Perlman and Danny DeVito.

Danny DeVito and Rhea Perlman speak about their experience as parents of teenagers and about the Afterschool Alliance.

11:30

MRS. CLINTON comments, thanks panel, and invites panel II to take the stage. Panel I leaves the stage and panel II, consisting of Laura Sessions Stepp, Edd Speaker, Robert Blum, Geoff Canada, and Gabriella Contreras are seated.

MRS. CLINTON 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.

MRS. CLINTON comments and introduces Edd and Edwin Speaker.

Edd Speaker discusses his experience as a parent and introduces his son, Edwin, who will speak from the audience.

Edwin Speaker discusses the important influences in his life.

MRS. CLINTON comments and introduces 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.

MRS. CLINTON 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.

MRS. CLINTON 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.

MRS. CLINTON comments and introduces 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.

12:00

MRS. CLINTON 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.

MRS. CLINTON 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.

MRS. CLINTON 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.

MRS. CLINTON 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.

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

12:30

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
MOC (TBD)

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
Bob Davis, Lycos Inc.
- Providing Tools for Teens on Media Literacy & Teen Friendly Programming
Judith McHale, COO of Discovery
Sheila Johnson, Exec.VP Corporate Affairs, Black Entertainment Network (BET)
- 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: Donald Verveen, Deputy Director of ONDPC
MOC (TBD)

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
- Youth Voice:
Sarah Austin, President of Decatur High School Gay/Straight Alliance
- Parent Involvement in High Schools
Jay Engelin, Principal of the Year 1999
- 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 Jeff Bingaman (D-NM) - 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
Ben Casey, Director of the Metropolitan Dallas YMCA
- Young person active in community
LaToya Gardner, Nashville's Citywide Teen Leadership Council
- Community partnerships – police, faith based, and community organizations
Rev. Jeff Brown, Ten Points Coalition in Boston
- 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)

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 with Ameer Ramadan,
YouthBuild student

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

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
- Youth voice?
- The importance of civic engagement for youth
Bob Putnam

Moderators: Harris Wofford
Rep. Jennifer Dunn (R-WA) – tentative???

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)

**THE WHITE HOUSE CONFERENCE ON TEENAGERS:
RAISING RESPONSIBLE AND RESOURCEFUL YOUTH
May 2, 2000**

Today, the President and First Lady will host the first-ever White House Conference on Teenagers. This gathering of experts, policy makers and practitioners – a bookend to the First Lady's 1997 Early Childhood Conference – will highlight the social and developmental importance of the teenage years. The Conference will explore the role of parents, communities, schools, businesses, health providers, and the media in raising responsible and resourceful youth. The President and the First Lady will announce several new steps the Administration is taking to engage the public and private sectors in: 1) information about today's teens; 2) tools for parents; and 3) tools for teens.

TODAY'S TEENS AND THEIR PARENTS

Report Shows Good Signs for Today's Teens and Need for Continued Parental Involvement. At the Conference, the President will release a new report by the President's Council of Economic Advisers, *Teenagers and their Parents in the 21st Century*. This report shows positive signs for today's teenagers – including increases in student achievement and college access, increased participation in community service, declining rates of pregnancy, and declines in suicides and homicides. But the real challenges remain: college-going opportunity gaps remain wide between whites and Hispanics as well as between teenagers from low-income and high-income families; more teens are smoking and have poor nutrition; and, in states where teens have greater access to guns, teen suicide and homicide rates are higher.

***Teens and Parents Differ in their Concerns.** A poll conducted by the YMCA, shows that despite the positive trends highlighted in the CEA report, parents feel significant anxiety about the well-being of their teenagers in regards to outside influences such as drugs, alcohol, and violence. The same poll showed that teenagers, on the other hand, are most concerned about receiving a quality education and not having enough time with their parents.

** Pull out interesting findings or cut.*

Promising New Brain Research Shows that Early Adolescence is a Critical Time of Development. The First Lady will highlight exciting preliminary research conducted by the National Institute of Mental Health indicating that the brain goes through a critical second wave of development just before puberty. Although the total size of the brain is already 95% of its adult size by the first grade, this research shows that the gray matter of the brain thickens as the brain cells grow extra connections. This process peaks at about 11 years in girls and 12 years in boys, after which excess connections are "pruned," resulting in a thinning of the gray matter. This exciting new finding implies that the early years of adolescence are pivotal years for determining the make-up of the adult brain.

TOOLS FOR PARENTS OF TEENS

Ensuring Workplaces that Do Not Discriminate Against Parents. Today, the President will sign an Executive Order to bar discrimination against parents in the federal workplace. This Executive Order mirrors the “Ending Discrimination Against Parents Act of 1999,” which the President announced in his 1999 State of the Union address and which was introduced on November 10, 1999, by Senators Dodd and Kennedy. The Order would bar discrimination against parents in all aspects of employment, including recruitment, referral, hiring, promotions, discharge, training, and other terms and conditions of employment. The Order would also prohibit employers in the Executive Branch from acting on mere assumptions that parents, or those with parental responsibilities, cannot satisfy the requirements of a particular position. The Order would not interfere with an employer’s ability to select workers who are able to perform the jobs in question; it would simply ensure that workers are not discriminated against simply because they are parents.

Urging Support for Parents to Spend Time with Their Teens. Research shows that teens whose parents are active and engaged in their lives are more likely to avoid risky behavior and to do better in school. Today, the President and First Lady will announce a number of steps to help parents and teens spend time together:

- **“Time with Your Teens Campaign”.** The President and First Lady will announce a new public education campaign to raise awareness about the importance of parent-teen time together, including family meal time. The National Partnership for Women and Families, along with the Families and Work Institute, will spearhead a public education campaign around this issue. This campaign will highlight the importance of business support for family time, the need for continued parental involvement in middle school and high school, and a challenge to parents and teens to make time for one another.
- *****Family Meal Time for Federal Workers.** In the federal workplace, the Office of Personnel Management will raise awareness among parents of teenagers about benefits they can use – including ***[add benefit] – in order to make family time a priority.
- **Expansion of FMLA.** The President and the First Lady will also renew their call on Congress to pass an expansion of the Family and Medical Leave Act to allow eligible workers an additional 24 hours of leave to participate in family responsibilities, such as parent-teacher conferences.

******[Cut to one graph] Task Force on “Navigating the New Media Age”.** Today, the First Lady will announce a public-private effort to provide tools for parents and teens to find resources through the media and for parents to better understand how to monitor the media usage of their teenagers. The First Lady directed the task force to complete their work within six months. The purposes of the task force include:

- (1) Establishing an Internet site for parents that connects up non-commercial information on parenting teenagers. As a beginning to this effort, the Federal government has established, “Parenting Resources in the 21st Century” to provide on-line information to parents from family issues, to health and safety, to childcare and education to much more. This website – developed by the Office of Juvenile Justice and

Delinquency Prevention and the Coordinating Council on Juvenile Justice and Delinquency Prevention – is available for viewing at www.parentingresources.ncjrs.org.

- (2) Providing comprehensive information for parents on understanding and monitoring the usage of media by their teenagers. Currently, there is no one place that parents can find information on the various media rating systems or how to use them. The media and entertainment industry has come together to develop one web-site on media ratings systems with helpful information on how to use each system. This site will provide easy access to universal information on the current rating systems.
- (3) Establishing a portal for teenagers that would connect-up non-commercial teenager-friendly resources on the Internet;
- (4) Provide guidance to local communities on how to set up one-stop information centers to provide information on services, hotlines, and community opportunities to teenagers and parents of teenagers through 1-800#s and local web sites.

The following partners are members of this task force: Center for Media Education, American Psychological Association, America's Promise, Children's Defense Fund, National Network for Youth, United Way of America, and GetNetWise. *[Industry??? Need to fix on Monday – possibly broadcasters, cable networks, Motion Picture Association of America, Recording Association of America, Interactive Digital Software Association (ISDA), and the major Internet providers.]*

*******Tips for Parents to Help Their Teens Avoid Risky Behavior.** Parents biggest concerns continue to be drugs, tobacco, alcohol, sex, and violence and parents want to know how they can best nurture and raise their children to avoid these risky behaviors. For the first time, a coalition of prevention campaigns have partnered with the Federal government to offer tips for parents on how to make a difference in the lives of their teenagers. *Parents Matter: Tips for Raising Teenagers* was jointly produced by the Campaign for Tobacco-Free Kids, the National Campaign Against Youth Violence, the National Campaign to Prevent Teen Pregnancy, the Office of National Drug Control Policy, the U.S. Department of Education, and the U.S. Department of Health and Human Services.

*******Combine the two graphs**

*******Helping Parents Initiate Afterschool Opportunities for their Teens.** As part of this Conference, the U.S. Department of Education in partnership with the Afterschool Alliance will release the Afterschool Parent Action Kit. This kit addresses the questions, concerns and needs of parents who want to identify, create or improve afterschool programs in their communities to provide safe and enriching places for teenagers in the non-school hours. *The kit includes: checklist of qualities to look for in an afterschool program; information on what afterschool programs should offer children and teenagers; information and resources to help parents locate afterschool programs in their communities; steps that parents, teachers and other community members can take to start local afterschool programs; and a list of organizations that offer tools, resources and information on how to start or fund an afterschool program [Could hold this – too crowded].*

TOOLS FOR TEENS

A Web Resource for Teens. The President will announce a new web site for teenagers, www.americateens.gov. The site provides a gateway to federal and other publicly supported web sites for teens. With this new web site, teens can find information to help them do their homework, pursue a hobby, or choose a career. The site was developed by 17 federal agencies supported by Vice President Gore's National Partnership for Reinventing Government and the General Services Administration. The President will also direct federal agencies to expand educational material for youth on their own websites and to assure that all federally-supported websites for youth comply with the Children's Online Privacy Protection Act and relevant federal regulations.

Communications Tips for Teens. As part of this conference, the U.S. Department of Health and Human Services will release a guide to help teenagers better communicate with one and other and with their parents called *Express Yourself*. It will be distributed through community-based organizations and schools.

Youth Summit – (Should we include?)

What is it?

Withdrawal/Redaction Marker

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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]
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- 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).

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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]
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- 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]

[004]

P6(b)(6)

BARRY FINE

Stephane Tubbs Jones D Off. AM.

Harmon / Ben Karry D-MA
Ruben Hinojosa DTX
Sharon De Lee DTX
Allen Tauscher DCA.

**White House Conference on Teenagers
Staff/Volunteer Assignments**

Morning & Afternoon Main Programs/ MaryEllen McGuire x62016

8:30 Rehearsal Escorts/Assistants

- NW Gate with MaryEllen- Jamie Vavonese x65118
- Hold in West Lobby- Aprill Springfield x62669

9:00 Meet and Greet Escorts/Assistants

- NW Gate with Heather- Eric Morse x66266
- Hold in West Lobby- Aprill Springfield x62669

1:15-2:15 Escorting Guests to Breakouts

Kim Henry- Residence Lead x65959

- OEOB Escorts- Mickey Mailey x65318, Beth Mohsinger x62411
- RR Escorts- Missy Kincaid x66321, Milli Alston x66634
- Conf Center Directors- Whitney Schnacke, Jane Engelstad x57272
- Brenda Costello- Lead/Conf Center x62131
- 2 escorts- Kaitlin Gibson & Patrick Thurman (c/o Kendee x65152)

1:00-3:30 Breakouts/Staff Contacts

- Family Time/Ann O'Leary x66275
- New Media/Sonia Chesson x65796
- Education/John Buxton x65567
- Community/Julie Anderson x63771
- Assets/Genie Chough x65566
- Service/Shirley Sagawa x62583
- Health/Heather Howard x67263

Breakout Notetakers/Assistants

Jennifer Ballen x57035
Stephanie Madden-Kurz x56978
Dana Herskovic
Jamie Vavonese x65118
Joan Brierton x57104
Jody Kaplan x62708
Eric Morse x66266

3:15-4:00 Escorting Guests to Reception

Brenda Costello- Team Leader/Conf Center x62131

- Kaitlin Gibson & Patrick Thurman (c/o Kendee x65152)

Kim Henry- Team Leader/OEOB

- Whitney Schnacke, Jane Engelstad x57272

Pick up from Roosevelt Room

- Missy Kincaid x66321

Staff Viewing in 450/Anne Bovaird x62572

9:45-12:45 **Hand out materials/** Shannon Nolan x61286

Reception/ Eric Woodard x66266

12:30-3:30 **Assist set up/** Nick Lewin

3:15- 4:15 **Assist at Penn Avenue Entrance/** Nick Lewin

3:15- 4:00 **Greet at Indian Treaty Room Door/** Pam Cicetti x62369

Breakout Leader Instructions

*Room Counts include 5 press/1 cab staff/1 leg staff/ WH staff leader/ notetaker

1. Family Time

Breakout Leader: Ann O'Leary x66266
Notetaker/Assistant: Jennifer Ballen x57035
Room Assignment: Jackson Room/WH Conf Center (max 25)
Room Count: 27 total cab/leg staff may have to stand outside

2. Media

Breakout Leader: Sonia Chesson x66579
Notetaker/Assistant: Stephanie Madden Kurz x56978
Room Assignment: Eisenhower Room/WH Conf Center (max 35)
Room Count: 33 total

3. School

Breakout Leader: John Buxton x65567
Notetaker/Assistant: Dana Herskovic
Room Assignment: Truman Room/WH Conference Center (max80)- OPEN!
Room Count: 59++ total

4. Community

Breakout Leader: Julie Anderson x63771
Notetaker/Assistant: Jamie Vavonese x65118
Room Assignment: Lincoln Room/WH Conference Center (max 35)-
Room Count: 33 total

5. ClosingGap

Breakout Leader: Eugenia Chough x65566
Notetaker/Assistant: Joan Brierton x57104
Room Assignment: OEOB 476 (40max)
Room Count: 34 total

6. Resources

Breakout Leader: Shirley Sagawa x66266
Notetaker/Assistant: Jody Kaplan x62708
Room Assignment: OEOB 472 (40max)-
Room Count: 35 total

7. Health

Breakout Leader: Heather Howard x66266
Notetaker/Assistant: Eric Morse x66266

Escort from Room: Missy Kincaid x66321
Room Assignment: Roosevelt Room (40 MAX)
Room Count: 31 total

- Anyone not listed on a breakout (late RSVP's) **MUST** go to **Education**. There is **NO MORE** room in other breakouts. **DO NOT** yourself add to your group.
- All **assistant/notetakers** should come to **OEOB101 &100** between **4-6pm** on **Monday** to pick up...
 - Tape recorder, 2 blank tapes, 3 batteries (2 in recorder, 1 extra)
 - Box of handouts (will be PRE-counted and clearly marked- **DO NOT** take someone else's)
 - Box of newsweeks (PRE-counted and clearly marked)
 - Pad & Pen to notetake
 - Room Sign (Bring **OWN** tape to hang)
 - Press Signs (in boxes)
 - Comprehensive breakout assignment lists (in boxes)
- All **assistant/notetakers** should arrive in breakout rooms by **1:15** to...
 - Count the number of chairs in your room!! If not enough...
 - Conference Center & OEOB- Call Sheila ASAP x67666
 - Roosevelt Room- let June Gayle know ASAP x62605
 - Work with your breakout leader to decide where press should go and put down "press" signs (should be no more than 5 per breakout); signs will be in box of handouts
 - Make sure water pitchers and glasses have been supplied and you have enough, call **contacts below** if a problem
 - Conference Center (Sheila x67666)
 - Roosevelt Rm/OEOB coming via Shirley's Mess account (Mess/Gilbert x71519 or 71536)
 - Make sure breakout name sign is clearly hung outside of your room (you will need tape, will be in handout boxes)
 - When people walk in to Conf Center there is a board to the left that say's what is happening where. For your info: Ed is on 3rd floor, all other rooms on 2nd floor
 - Figure out a way to distribute your boxed materials (give out at end, put on a table- whatever you like). Give to **PARTICIPANTS/MODERATORS/PANELISTS ONLY**- press should have in their press packets. **ONE PER PERSON**- we **DO NOT** have extras.
 - Stake out a good place to sit for recording and notetaking and save your seat
 - Test your recorder (even though I will have done as well). Note that your tapes are 60 minutes **TOTAL**, at 30minutes you have to turn over. After 60 minutes total put in

new tape- label tapes side 1, 2 & 3.

- Greet your people when they begin to arrive (best if outside or near your room door)
 - Have a comprehensive breakout assignment list on hand so if someone is lost in the hall and asks for your help, you can. (I'll put in materials box). Be advised, anyone who can not find their name on the list (late RSVP's) should go to Education on the 3rd floor.
-
- **Team Leader you should arrive at room by 1:15pm to...**
 - Make sure your assistant is there!! If not, it is your responsibility to find them quick.
 - Place your name/table cards on table in the way that you would like panelist and moderators to sit. Information on how to pick up table cards is coming.
 - Identify where you would like press to sit and put down "press" signs, assistant/notetaker will have
 - Go through above task lists with your assistant/notetaker
-
- Conference Center Breakout leaders should be advised that the Wilson Room on the 2nd floor is a HOLD for staff and moderators only.
 - Breakout Leaders MUST run on time. Close between 3:15-3:30pm then direct people to OEOB/Indian Treaty Room- all morning guests will have been recleared in by Social. Roosevelt Room guests will be escorted to reception at ONCE by Missy Kincaid who will arrive outside the room at 3:15pm. If any problems, Eric Woodard x66266 is the staff person coordinating the reception
 - Breakout Leaders MAY NOT leave the room till everyone is gone. Work with your notetaker to clean up after yourselves. Bring any extra materials to OEOB 101. Notetakers should deliver notes and tapes to MaryEllen OEOB 101 on **WEDNESDAY (not Tuesday)** in an envelope marked with notetaker's name, extension, and breakout name and number.
 - Bring your helper to the reception!

White House Conference on Teenagers
Break-Out Assignments
May 2, 2000

Breakout 1/ The Jackson Room in the White House Conference Center

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

Moderators: Director Janice LaChance, OPM
Member of Congress

Panelists: Stanley J. Botts, Bell Atlantic
Ken R. Canfield, National Center for Fathering
The Malone Family (Donnie & Fonda)
Laurence Steinberg, Temple University
Amy Swisher, First Day Foundation

Participants: Lisa Benenson, Working Mother
Janet Chan, The Parenting Group
William J. Doherty, University of Minnesota
Ellen Galinsky, Families and Work Institute
Shirley Igo, National PTA
The Malone Family (Tameka & Lakeeya)
The Silcox Family (Deborah, Drew & Dylan)
Ruth Wooden, The National Parenting Association

Breakout 2/The Eisenhower Room in the White House Conference Center
The New Media: How is the information age shaping youth today?

Moderators: Deputy Director Donald Vereen, ONDCP
Member of Congress

Panelists: Zoe Baird, Markle Foundation
Jim Browne, GetNetWise.org
Robert J. Davis, Lycos, Inc.
Sheila Johnson, Black Entertainment Television (BET)
Judith A. McHale, Discovery Communications, Inc.
Kathryn C. Montgomery, Center for Media Education
Justin Newland, National Campaign Against Youth Violence

Participants: Patrice Adcroft, Seventeen Magazine
Susan Bales, Frameworks Institute
Jeffrey Bleich, National Campaign Against Youth Violence
Sarita Brown, White House Initiative on Educational Excellence for Hispanic

Americans

Peggy Conlon, The Advertising Council

Karen Hein, William T. Grant Foundation

Katharine Heintz-Knowles, Children's Media Research and Consulting

Rachel Jones, National Public Radio

Lisa Paulsen, Entertainment Industry Foundation

Karen Pittman, International Youth Foundation

Ellen Seidman, Seventeen Magazine

William Treanor, Youth Today

Meredith Wagner, Lifetime Television

Mildred Wurf, Girls Incorporated

Breakout 3: The Truman Room in the White House Conference Center

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

Moderators: Secretary Richard Riley, U.S. Department of Education
Senator John Kerry (D-MA)

Panelists: Sarah Austin, Student, Decatur High School, Atlanta, GA
Gene Bottoms, Southern Regional Education Board
Jay Engeln, MetLife/NASSP National Principal of the Year
Susan Gaddy Greene, I.S. 218, New York City
Larry Hurt, 1999 Indiana Teacher of the Year
Robert S. Rivera, Project GRAD

Participants: Karen Austin, Parent
Susan Ballard, Newton-Conover City Schools, North Carolina
The Barrett Family (William, Betsy & MaryGrace)
Martin Blank, Coalition for Community Schools
The Bosques-Smith Family (Maria, Khyanna & Anastasia)
Michael Casserly, Council of the Great City Schools
Clarice Chambers, National School Boards Association
Anthony Colon
Philip Coltoff, The Children's Aid Society
Mary Kate Cullen
Steven W. Edwards, East Hartford High School, East Hartford, CT
Amitai Etzioni,
Maria Cristina Fernandez
Elinor Goldberg, Maine Children's Alliance
Linda Gordon
Susan Gorin, National Association of School Psychologists
Beatrix A. Hamburg, Cornell Medical College
Margaret Hamburg, Department of Health and Human Services
Clifford M. Johnson, Institute for Youth, Education & Families
Lois Harrison Jones, National Alliance of Black School Educators

David Kaplan

Louis King, Summit Academy

Kristen Kingdon, Parents, Families & Friends of Lesbians and Gays (PFLAG)

Bill Milliken, Communities in School

Sydney Miner, Simon & Schuster

Kristin Moore, Child Trends

Gail Nayowith, Citizens Committee for Children of New York

Amy Paulsen, Teen People

Robert Pynoos, UCLA School of Medicine

Nancy Safer, The Council for Exception Children

Katheryn Lee Shaw, Carnegie Mellon University

The Speaker Family (Edd & Edwin)

Laura Stepp, The Washington Post

Sue Swaim, National Middle School Association

Gerald N. Tirrozz, National Association of Secondary School Principals (NASSP)

William S. White, Charles Stewart Mott Foundation

Stephanie Williams

Richard Yep, American Counseling Association

Breakout 4/ The Lincoln Room in the White House Conference Center

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

Moderators: Deputy Attorney General Eric Holder
Rep. Ellen Tauscher (D-CA)

Panelists: Jeffery L. Brown, Ten Point Coalition
LaToya Gardner, Maplewood Comprehensive High School, Nashville, TN
Kenneth L. Gladish, YMCA of the USA
Milbrey W. McLaughlin, Stanford University
Katherine Newman, Harvard University

Participants: Kent Amos, Urban Family Institute
Shay Bilchik, Child Welfare League of America
J. Ben Casey, Dallas YMCA
Debra Delgado, Annie E. Casey Foundation
Danny Devito
Eden Fisher Durbin, YMCA of the USA
Willa Gardner, Parent
Cora Greenberg, Westchester Children's Association
Victor Hernandez, City Council of Lubbock, Lubbock, Texas
Michele D. Kipke, National Academy of Sciences
Sarah Ann Long, American Library Association
Daniel Marcus, U.S. Department of Justice
Patrick McCarthy, Annie E. Casey Foundation
The McDonald Family (Emily & Veronica)

Matthew L. Myers, National Center for Tobacco Free Kids
Rhea Perlman
Diana Zuckerman, National Center for Policy Research for Women & Families

Breakout 5/ OEOB 476

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

Moderators: Secretary Alexis Herman, U.S. Department of Labor
Member of Congress [Rep. Ruben Hinojosa (D-TX)]

Panelists: Peter L. Benson, Search Institute
Talmira L. Hill, Annie E. Casey Foundation
Lan-Ahn Phan, Woodrow Wilson High School, Washington, D.C.
accompanied by Sandra Hoa Dang, Asian American LEAD
Dorothy Stoneman, Executive Director, YouthBuild USA
accompanied by Ameir Ramadan, Youthbuild USA
Kathleen Sylvester, Social Policy Action Network (SPAN)

Participants: Jeanne Brooks-Gunn, Teachers College
Vernon Gray, National Association of Counties
Samuel Halperin, American Youth Policy Forum
Grace Hou Ovnik, Chinese Mutual Aid Society
Della M. Hughes, National Network for Youth
Ruth-Ann Huvane
Alan Khazei, City Year
Jodie Levin-Epstein, Center for Law and Social Policy (CLASP)
Rae Linefsky, YWCA
Sister Mary Rose McGeady, Covenant House
Richard Murphy, AED, Center for Youth Development and Policy Research
David Saltzman, Robin Hood Foundation
Susan Shaffer, The Mid Atlantic Equity Center
Hillary O. Shelton, NAACP
Roxanne Spillet, Boys & Girls Clubs of America
William Spriggs, National Urban League
Susan Sygall, Mobility International USA

Breakout 6/ OEOB 472

Youth as Resources: Can teenagers be resources in their own development and for their peers?

Moderators: Harris Wofford, CEO, Corporation for National Service
Member of Congress [Rep. Jennifer Dunn (R-WA)]

Panelists: Kathleen Lee, Turner Middle School, Philadelphia, PA

Michael Preston, Gila River Youth Council
Robert D. Putnam, Harvard University
Nicole Salinas, Antonian High School, San Antonio, TX
Andrew Shue, Do Something
Gary Walker, Public Private Ventures

Participants: Dr. Robert Wm. Blum, University of Minnesota
John Calhoun, National Crime Prevention Council
Geoffrey Canada, Rheedlen Center for Children and Families
The Contreras Family (Gabriella & Grace)
Deborah Craig, YouthNet
Terry Cross, National Indian Child Welfare Association
William Damon, Stanford University
Alan Freedman, B'nai B'rith Youth Organization
Anthony Jackson, Disney Learning Initiative
James Kielsmier, National Youth Leadership Council
Richard Lerner, Tufts University
Eric Liu, White House Domestic Policy Council
Catherine Milton, Save the Children
Patrick J. O'Connor, Chicago City Council
Gorden Raley, National Collaboration for Youth
Ramona Sabori, Parent
Frank Salinas, Parent
Richard J. Sauer, National 4-H Council

Breakout 7/The Roosevelt Room

A Healthy Start: How can we help teenagers stay healthy?

Moderators: Secretary Donna Shalala, U.S. Department of Health & Human Services
Rep. Sheila Jackson Lee (D-TX)

Panelists: Sarah S. Brown, The National Campaign to Prevent Teen Pregnancy
Brandi Chapple, Trinity College, Washington, D.C.
Harold S. Koplewicz, NYU Child Study Center
Carole Morris, Mt. Vernon Neighborhood Health Center
Michael D. Resnick, University of Minnesota School of Medicine

Participants: Bernard S. Arons, Center for Mental Health Services
Linda Bearinger, University of Minnesota
Susan Blumenthal, U.S. Assistant Surgeon General
Jon Butler, Pop Warner Little Scholars
Michael Caplin, Childhelp USA
Rodney Chapple, Parent
Steven Culbertson, Youth Service America
Sally Cunningham, National Council of Youth Sports

William C. Dement, Stanford University
Angela Diaz, Mt. Sinai Adolescent Health Center
Jacquelynne S. Eccles, University of Michigan
Michael Faenza, National Mental Health Association
Jay Giedd, National Institute for Mental Health
David A. Hamburg, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Julius Richmond, Harvard Medical School

**White House Conference on Teenagers
Staff/Volunteer Assignments**

Morning & Afternoon Main Programs/ MaryEllen McGuire x62016

8:30 Rehearsal Escorts/Assistants

- NW Gate with MaryEllen- Jamie Vavonese x65118
- Hold in West Lobby- Aprill Springfield x62669

9:00 Meet and Greet Escorts/Assistants

→ to WW lobby → Blue Room

- NW Gate with Heather- Eric Morse x66266
- Hold in West Lobby- Aprill Springfield x62669

1:15-2:15 Escorting Guests to Breakouts

Kim Henry- Residence Lead x66266

- OEOB Escorts- ^{McHenry} Cara Walsh x62861, Beth Mohsinger x62411
- RR Escorts- Missy Kincaid x66321, Milli Alston x66634
- Conf Center Directors- Shannon Nolan & Bridget Fallon (co Gayleen x61286)
- Brenda Costello- Lead/Conf Center x62131
- 2 escorts- Kaitlin Gibson & Patrick Thurman (c/o Kendee x65152)

1:00-3:30

Breakouts/Staff Contacts

- Family Time/Ann O'Leary x66275
- New Media/Sonia Chessen x65796
- Education/John Buxton x65567
- Community/Julie Anderson x63771
- Assets/Genie Chough x65566
- Service/Shirley Sagawa x62583
- Health/Heather Howard x67263

Breakout Notetakers/Assistants

Jennifer Ballen x57035
Stephanie Madden-Kurz x56978
Dana Herskovic
Jamie Vaonese x65118
Joan Brierton x57104
Jody Kaplan x62708
Eric Morse x66266

3:15-4:00

Escorting Guests to Reception

Brenda Costello- Team Leader/Conf Center x62131

- Kaitlin Gibson & Patrick Thurman (c/o Kendee x65152)
- Kim Henry- Team Leader/OEOB
- Shannon Nolan & Bridget Fallon (c/o Gayleen x61286)
- Pick up from Roosevelt Room
- ~~Milli~~ or Missy??

Staff Viewing in 450/Anne Bovaird x62572

9:45-12:45 Hand out materials/ Coordinate exact times with Anne

Reception/ Eric Woodard x66266

12:30-3:30 Assist set up/ Nick Lewin

3:15- 4:15 Assist at Penn Avenue Entrance/ Nick Lewin

3:15- 4:00 Greet at Indian Treaty Room Door/ Pam Cicetti x62369

unhealthy children and adolescents. He is also a practicing clinician and is board certified in General Psychiatry and Geriatric Psychiatry as well as Child and Adolescent Psychiatry.

Dr. Giedd has written extensively in medical and science journals on the biological basis of behavioral, cognitive, and emotional disturbances, and lectures nationally and internationally on these topics. His publications include works on autism, depression, dyslexia, eating disorders, learning disabilities and pediatric autoimmune neuropsychiatric disorders associated with streptococcus, Sydenham's chorea, and Tourette's syndrome. He has also published seminal papers in the areas of attention deficit/hyperactivity disorder and childhood-onset schizophrenia. Dr. Giedd's recent work has focused on healthy brain development and the factors that guide and influence this process.

KENNETH L. GLADISH

Chief Executive Officer
YMCA of the USA

Kenneth Gladish is the chief executive officer of the YMCA of the USA. He joined the YMCA after serving six years as executive director of the Indianapolis Foundation and William E. English Foundation and three years as president of the Central Indiana Community Foundation. He has also served as president of the Indiana Humanities Council, director of the Indiana Donors Alliance and taught at Indiana University in Indianapolis, as well as Butler University.

Dr. Gladish began his career as the assistant director for youth and community programs at the North Suburban YMCA outside of Chicago in the mid-1970s. During the last 20 years, he has served on the boards of the three local YMCAs, as well as on the National Board of the YMCA of the USA from 1977 to 1983. He also served as a U.S. delegate to the YMCA World Alliance Executive Committee in Geneva, Switzerland.

Dr. Gladish received his bachelor's degree from Hanover College in Indiana and his masters and doctorate degrees in foreign affairs from the University of Virginia.

SUSAN GADDY GREENE

Teacher
I.S. 218 in New York City

Susan Greene teaches dance for the New York Public Schools at I.S. 218/Children's Aid Society Community School, where she is also the director of the SUMA/C.A.S. Dance Company. Opened in March 1992, I.S. 218 is one of four community schools run by the Children's Aid Society in Washington Heights in partnership with the New York City Board of Education, the local school district, and many community-based organizations.

Community Schools are open six days a week, 15 hours a day, year-round. The comprehensive services provided include medical and dental care, mental health, recreation, supplemental education, youth programs, family life and parent education and weekend and summer camp services. The schools perform health and dental screenings for 96 percent of students plus their

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With his wife, Rhea Perlman, DeVito helped found the Colonnades Theater Lab and is also involved in the Children's Action Network

Mr. DeVito graduated from the American Academy of Dramatic Arts.

ANGELA DIAZ

Professor

Mount Sinai Adolescent Health Center

Angela Diaz is a professor and vice chair of the Department of Pediatrics at Mount Sinai School of Medicine where she is responsible for the Division of General Pediatrics and the Division of Adolescent Medicine. She is also director of Health Services for the Children's Aid Society of New York.

Dr. Diaz served as a White House Fellow in 1995, where she examined health care policies in the U.S. Territories in the Pacific and the Caribbean. She has been very involved in issues of international health, as well as advocacy issues and policy in the United States. Her research has covered adolescent reproductive health, teen pregnancy prevention, childhood sexual victimization and adolescents in the Juvenile Justice System. Dr. Diaz has been the recipient of numerous honors and awards and has authored a number of professional articles. She received her medical degree from Columbia University College of Physicians and Surgeons and her postdoctoral training from the Mt Sinai School of Medicine.

JACQUELYNNE S. ECCLES

Wilbert McKeachie Collegiate Professor of Psychology
University of Michigan

Jacquelynne Eccles is the Wilbert McKeachie Collegiate Professor of Psychology, Women's Studies and Education, as well as a research scientist at the Institute for Social Research at the University of Michigan. She also serves as the Interim Chair of Psychology at the University of Michigan. Over the last 30 years, she has conducted research on a wide variety of topics including gender-role socialization, teacher expectancies, classroom influences on student motivation and social development in the family and school context. Much of this work has focused on the adolescent periods of life when health-compromising behaviors such as smoking dramatically increase.

Dr. Eccles has served as the past chair of the Advisory Committee for the Social, Behavioral and Economic Directorate at the National Science Foundation. She is a member of the MacArthur Foundation Network on Successful Adolescent Development and Chair of the MacArthur Foundation on Successful Pathways through Middle Childhood. Dr. Eccles has been the associate editor of *Child Development* and is co-author of *Women and Sex-Roles* and *Managing to Succeed*. She received her Ph.D. in developmental psychology from the University of

Dr. Canfield received his bachelor's degree from Friends University in Kansas, an M.C.S. degree from the University of British Columbia – Regent College, and his Ph.D. in education from Kansas State University. In 1993 the National Congress for Men and Children awarded Father of the Year to Dr. Canfield.

J. BEN CASEY, JR.

President

YMCA of Metropolitan Dallas

J. Ben Casey is the President of the YMCA of Metropolitan Dallas, which serves 259,000 members in the Greater Dallas area, 25 percent of area families. One of the largest YMCA's in the United States, the YMCA of Metropolitan Dallas is a human care organization based on Christian values that promotes, through its programs, the physical, emotional and spiritual well-being of individuals of all religions, races, ages and communities. Mr. Casey oversees 22 branch locations and 145 program centers that serve five counties. Mr. Casey also participates in administering the Dallas Coalition for character values and the Mayor's Summer Youth employment program.

Mr. Casey is the son of a Voice of America U.S.I.A engineer and grew up in the Philippines and Munich, Germany. He received his B.A. degree in Psychology at the University of California, Los Angeles and M.A. degree in Counseling at Chapman College.

BRANDI CHAPPLE

Student

Trinity College, Washington D.C.

Brandi Chapple is an 18-year-old freshman at Trinity College, where she is the president of her class and is pursuing a double major in Spanish and Communications and a minor in International Studies. She serves on the Youth Leadership Team for the National Campaign to Prevent Teen Pregnancy through which she has given numerous speeches on how to reduce teen pregnancy. Ms. Chapple is also a co-host of Black Entertainment Television's "Teen Summit," a teen talk show that focuses on various issues of interest to teens. She is a native of Laurel, Maryland.

GABRIELLA CONTRERAS

Student

Roskrige Elementary and Middle School, Tucson, AZ

Gabriella Contreras is an eighth grader at Roskrige Elementary and Middle School in Tucson, Arizona. Having witnessed firsthand the horrors of school violence when drug-related riots broke out opposite her school's playground in third grade, she founded Be Alert and Don't Do Drugs (BADD), a community-service club whose motto is "Even as youth we can make a positive difference in our home, neighborhood, school and community." She has taken this message

nationally representative study of the U.S. workforce updated every five years, and the 1998 Business Work-Life Study, revealing the trends and prevalence of business initiatives that support the family and personal life of employees.

As a leading authority on work-family issues, she was a presenter at the 1997 White House Conference on Child Care and appears regularly on television and in the media. Ms. Galinsky is the program director of the annual work-life conference co-convened by the Conference Board and Families and Work Institute. As a past president of the National Association for the Education of Young Children, she has also served on many boards, commissions and task forces. Her work with numerous companies and governments extends globally.

For 25 years Ms. Galinsky was on the faculty at the Bank Street College of Education, where she helped establish the field of work and family life. She has authored over 20 books and reports and published more than 100 articles in academic journals, academic books and magazines. Her newest book, *Ask the Children*, is considered a landmark investigation of how to succeed at work and parenting.

Ms. Galinsky received her B.A. in child studies at Vassar University and an M.S. in Child Development from Bank Street College. She holds a New York State Teacher Certificate.

LATOYA GARDNER

Student

Maplewood Comprehensive High School, Nashville, TN

Latoya Gardner is a junior at Maplewood Comprehensive High School and has been an active member and volunteer at the YMCA of Nashville and Middle Tennessee. She volunteers with the YMCA's P-TAP (Positive Theory Awareness Program) and Teen Leadership Council.

The YMCA's P-TAP is an arts program that enables teens to communicate to other teens about making good choices in difficult circumstances through drama, dance and music performances. The YMCA's Teen Leadership Council is made up of teen leaders from the Nashville area's 19 YMCA's and features teen leadership weekends, educational sessions and citywide community service projects.

Ms. Gardner is a member of her school's track and tennis teams. She also serves as a member of the National Honor Society and ROTC.

JAY N. GIEDD

Chief of Brain Imaging at the Child Psychiatry Branch
National Institute of Mental Health

Jay Giedd is chief of Brain Imaging at the Child Psychiatry Branch of the National Institute of Mental Health, where he is using magnetic resonance imaging to study brain development in healthy and



United States
Office of
Personnel
Management

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Price, Barrye

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TOOLS FOR PARENTS OF TEENS

Ensuring Workplaces that Do Not Discriminate Against Parents. Today, the President will sign an Executive Order to bar discrimination against parents in the federal workplace. This Executive Order mirrors the Ending Discrimination Against Parents Act of 1999, which the President announced in his 1999 State of the Union address and which was introduced on November 10, 1999, by Senators Dodd and Kennedy. The Order bars discrimination against parents in all aspects of employment, including recruitment, referral, hiring, promotions, discharge, training, and other terms and conditions of employment. The Order also prohibits employers in the Executive Branch from acting on mere assumptions that parents, or those with parental responsibilities, cannot satisfy the requirements of a particular position. The Order does not interfere with an employer's ability to select workers who are able to perform the jobs in question; it ensures that workers are not discriminated against simply because they are parents. Guidance will be provided by the Office of Personnel Management.

Urging Support for Parents to Spend Time with Their Teens. Research shows that teens whose parents are active and engaged in their lives are more likely to avoid risky behavior and to do better in school. Today, the President and First Lady will announce a number of steps to help parents and teens spend time together:

Time with Your Teens Campaign. The President and First Lady will announce a new public education campaign to raise awareness about the importance of parent-teen time together, including family mealtime. The National Partnership for Women and Families, along with the Families and Work Institute, will spearhead an effort to bring a national coalition together to develop a public education campaign around this issue. This campaign will highlight the importance of business support for family time, the need for continued parental involvement in middle school and high school, and a challenge to parents and teens to make time for one another.

Family Meal Time for Federal Workers. In the Federal workplace, the Office of Personnel Management will raise awareness among parents of teenagers about family-friendly tools that they can use, including flexible work schedules, job sharing and the use of leave, in order to make family time a priority.

To support parents' involvement with their children's education, OPM is encouraging Federal employees to use annual leave or leave without pay to meet with their children's teachers, principals and other school officials, and to attend field trips, school sporting events and other school-sponsored programs.

In fact, OPM's 1998 report, "A Review of Federal Family-Friendly Workplace Arrangements" said more than 33 percent of federal employees participate in compressed and flexible work schedules. Many of these working men and women use the extra hours away from their work sites to participate in their children's school activities, plan home-based educational games, go to museums or the malls with their children after school, or just 'hang' with their kids.

In addition, OPM will encourage agencies to provide information about teen development and teen issues at the workplace. Agencies may also hold seminars and establish support groups for parents of teenagers.

Expansion of FMLA. The President and the First Lady will also renew

their call on Congress to pass an expansion of the Family and Medical Leave Act to allow eligible workers an additional 24 hours of leave to participate in family responsibilities, such as parent-teacher conferences.

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
Jackie Gates, Bell Atlantic does work with parents/teens on character education
Hal Morgan, Ceridian Corporation works with over 8,000 companies to offer practical help for parents of teenagers
- Parent perspective
Donnie & Fonda Malone (parents in the video) *Donnie & Fonda Malone*
- 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)

BREAKOUT #2

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

Jim Brown
Jim Brown
Jim Brown

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 Brown, GetNetWise.com *Jim Brown*
- Providing Tools for Teens on Media Literacy
Judith McHale, COO of Discovery
- Civic Values in the Media Age
Zoe Baird, Markel Foundation *Zoe Baird*
- 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)

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 *D. Sarah Austin - Gayle*
- 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)

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

Denby
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

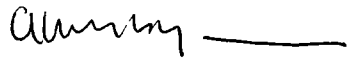
- Work places that help young people grow
Dr. Katherine Newman, Harvard University, recent book on teens and work

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

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
- 

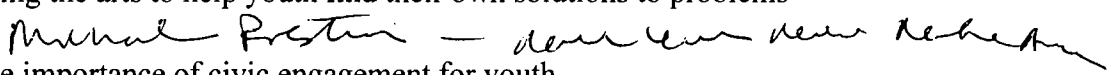
Moderator: Secretary Alexis Herman
Rep. Ruben Hinojosa (D-TX)

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) or Jennifer Dunn (R-WA)

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)

Shalala - healthy start focused on adolescents.

Sackentrup - HHS vital story teenagers have feelings.

Rodney Chapple - father

William Dement - Sleep

Michael

Beate Carns - HHS

Berlinger - Public Health Nurse
CEO

Mark Walker - NW

Kathleen Burgess -

Sally -

John Bather -

Hargis - NYU

Carol Moore

Julie Richmond - Harvard -

Dane - child psychologist

Sarah Brown - prevent

Brandy Chapel

Michael Resnick - U of Minnesota

Resnick - we know a lot about healthy development. All health study. recurring protective factors. 1) connection to parents & families 2) connection to school - kids have community in school setting. ~~Shalala~~ good school performance kids who perceive themselves having a short life timeline. protection effects look like 2) kids involved in substance abuse & have guns & suicide they have strong correlation to violence perpetration but when kids are oriented on / don't do it

less likely to be violent.

Sarah Brown - Campaign to prevent teen pregnancy

Brandi Chapel - BET teen summit co-host.

Sarah - Parents are an influence on teens want

more guidance. 2/3 children talk to children

parents fail to talk about tough issues.

on parents first, concern on parents first. focus

other groups. looked for tips from parents. tips

for doing control & tips for preventing pregnancy are

identical. The campaign for tobacco for kids, youth

violence.

1) Know where your kids are & what they are doing

2) Know friends, parents & families.

3) filling time of parents.

4) how do we challenge the parents?

Brandi - open communication w/ parents. must be

comfortable w/ kids & need a 2-way conversation.

committed providing information about.

responsibility to take responsibility of their actions.

Sharon - Pres. of Hunter College.

Harold Kopelowitz - NYU professor - story of

Depression - Mental illnesses - critical & we need to

take away the stigma & an enhanced effort

to fund teenagers. funding requires us to find how many

teen.

Carol Morris - teens may talk to parents but

not about problems. parents & teens want to communicate

w/ each other - establish trust & any one will in it

closed w/o relationship.

bad boys father & Mother died of AIDS father parents
engage in things. story of an open access
program

Matt Mays - campaign for tobacco free
Richmond - some of the discussion needs to

consider some way to institutionalize the
programs & services. enhance wellness. we need
to deal w/ variations. head start program came
into communities in 1965 they are comprehensive
child development ~~care~~ organizations. so
children don't get lost & children have an
abundance of things
Shake -

Angela Diaz - feeling connected. help them get
jobs if it is very comprehensive help them w/ access to
sports. parents even participated in the programs.

Bernie Harris - patterns are being set re: mental
interpersonally - 3 areas to touch on. Mind
Matters - Education about mental health issues.
& how to resolve issues. if we do we build
physical education - sports for life. 3 on 3 basketball
3) suicide prevention - the promotion of your life.

Sally Cunningham - youth sports - their issue
is protecting the youth & making sure they are
positively active in organized, supervised programs. the
message is to combine all the physical, sociological & psychological
John Butter - Pop Warner founded in 1929 to
keep kids off streets below a Carnegie they have
to have a parent sign off on. b.c. ...

Age & Weight. The people on the field saying
We are giving up our ~~passion~~ time but why
are you making rules. Coaching education
& background checks

Steve Culbertson - are we dealing w/ youth
in a wellness aspect. Kids are the hope of today
they are assets.

Brandi - get involved in doing things that you like.
Matt Meyers - the marching army is missing. We
have a good idea of what we need to do w/
these kids but we lack commitment from our
community to embrace these things. We need
to get the word out that this is our biggest priority
Yvonne Barringer - alcohol is problem; urban America
adolescents, they know that helping these kids making
connections w/ school using programs to connect
kids back to school. We need to bring families into
the group we need to make effective parents
we need kids to connect w/ parents & when they
are connected the risks of suicide drops.
youth development energies need to be continued
how to motivate people how to we organize
a campaign to

Sarah ~~James~~ - we need no matter what issue group you
work with
Leppowitz - some sort of version of head start w/
structure needs to happen.
1/3 of households don't have school.

County social service system can't expand.

Carolyn Morris - talking about children w/ fixable problems, we need to look @ children in inner city. As the

Diaz - we need to look @ families ~~to~~ as well what about sexual abuse the ~~the~~ kids need to be taken out of the home - many communities are not safe many ~~for~~ have seen people shot the issue of abuse is violence. the issue of mental health is important.

Deverett - teenagers are not sleeping as much as they should. high jumpers can jump higher when they have more sleep.

Brayeli - point out specifics w/ kids & positive reinforcement is very important.

Jackson Lee - Chips program. access to health care legislation on the step problem & high school starts to early. important to bolster parents & give us confidence to listen & applaud. Depression is an illness & we have to see that for what it is. we can face the issue of whether America will stand up & be counted. sports is important for youngsters to have something to do,

THE WHITE HOUSE

Katy,

Ruby -

Karin -

Please take a look
at this request from
HBO to do a mini
screening and discussion
about youth violence &
drugs in Urban America.

Joe Lockhart apparently
thinks this is a good idea
but has passed the
request back to us.

Please let me know
your thoughts -

Kim W.

→ Ann - let me know
what you think and
I will get back to
Kim. Looks like a
good idea to me.

[It would be a screening
in the family theater]

- R
Great idea!



Richard Piepler
Executive Vice President
Corporate Communications

February 3, 2000

Mr. Joseph Lockhart
Press Secretary
The White House
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500

Dear Joe:

As we discussed today, we are concluding a six-part mini series entitled: **The Corner**. It is the true story of life in inner city Baltimore based on a book by the same title. As you may expect, it explores the challenges of growing up around drugs and violence in urban America. It also holds up the possibilities of hope and redemption for those who are lucky enough to find support and guidance. It is directed by the eminent Charles Dutton.

In the tradition of **From The Earth To The Moon**, I suggest that we highlight one of the episodes for screening at the White House, followed by a discussion with individuals who have dedicated their lives to improving the plight of these young people. We can discuss, together, who would work best.

I have attached press material on the show for your review. It airs on HBO on April 6th; therefore, we want to do this event sometime mid-to-late March. In these times of economic prosperity, it is especially timely to create a vehicle to focus on the lives of these kids.

I look forward to discussing this further at your earliest convenience.

Warm regards,

RLP/mad

attachment

- Podesta
- Echaveste
- Ricchetti
- Reed 207
- Sperling
- Johnson
- Siewert
- Palmieri
- Ucelli
- Tramontano

Ruby
Katy
Karin - 207

please reply to Lockhart:
is this an event we
should consider?

Good, for talk
with you - I look
forward to continuing our
conversation -



Home Box Office
Media Relations

1100 Avenue of the Americas
New York, NY 10036
(212) 512-1000

**ORIGINAL
PROGRAMMING**

For Immediate Release

Jan. 19, 2000

**THE CORNER, A TRUE ACCOUNT OF ONE FAMILY'S STRUGGLE
TO SURVIVE THE URBAN DRUG CULTURE, DEBUTS IN APRIL ON HBO;
CHARLES S. DUTTON DIRECTS**

THE CORNER tells the harrowing true story of men, women and children living amid the open-air drug markets of West Baltimore's Fayette Street. This six-hour miniseries – the first from HBO since its Emmy®-winning "From the Earth to the Moon" – debuts SUNDAY, APRIL 16 (10:00-11:00 p.m. ET), with the other five episodes debuting on subsequent Sundays at the same time.

Acclaimed actor Charles S. Dutton, who grew up in the same East Baltimore streets where much of the show was filmed, directed THE CORNER, which stars T.K. Carter ("A Rage in Harlem," "Space Jam"), Khandi Alexander ("ER," "NewsRadio") and Sean Nelson ("The Wood," "Fresh"). The miniseries chronicles a year in the lives of 15-year-old DeAndre McCullough, his mother Fran Boyd, and his father Gary McCullough, as well as other addicts and low-level drug dealers caught up in the twin-engine economy of heroin and cocaine.

Based on the nonfiction book "The Corner: A Year in the Life of an Inner-City Neighborhood," by Baltimore-based journalists David Simon and Edward Burns, THE CORNER presents the world of Fayette Street using real names and real events. Some of the people depicted in the miniseries have succumbed to the culture of addiction and a few have triumphed. In fact, many of the survivors appear throughout the show in minor roles.

THE CORNER was written by Simon ("Homicide: Life on the Streets"; the book "Homicide: A Year on the Killing Streets," which inspired the series) and David Mills ("ER," "NYPD Blue"). It also stars Clarke

(more)

Contact: New York: Tobe Becker or Katherine Pongracz (212) 512-5492 or 5658
Los Angeles: Nancy Lesser or Mara Mikiailian (310) 201-9274 or 9276

hbo.com

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Peters (Broadway's "The Iceman Cometh"), Tyra Ferrell ("Boyz N the Hood"), Glenn Plummer ("Speed"), Tasha Smith ("Boston Common") and Toy Connor.

Robert F. Colesberry ("The Devil's Own," "Mississippi Burning"), Mills and Simon served as executive producers, with Nina Kostroff Noble as producer, and Antonia Ellis as co-producer.

ABOUT THE PRODUCTION

With so much storytelling about urban poverty and the culture of drugs limited to stereotypes and sound bites, THE CORNER focuses on the remarkable humanity – the humor, the friendship and love, the fragile but genuine hope -- that still endures in this most improbable and despairing of worlds.

"Play the person, not the drugs," Charles Dutton repeatedly urged the actors. "Find the person they were before the drugs, and the person they are behind the drugs."

The result is a collection of intricate and unique characters: Adolescent drug slingers who keep one foot on the corner and another in the fleeting joys of ordinary childhood; aging "dope fiends" who, having lost everything else, still prove caring and loyal to each other in the dimness of the shooting gallery. And at the heart of THE CORNER, a beleaguered mother and father pursuing their addictions day after day while urging their son, with absolute sincerity, to leave the corners alone.

Their tales are told without gloss or apology, their actions neither rationalized nor condoned. The people of Fayette Street, like people everywhere, are too complex to be easily explained, too subtle to be defined by labels like "teenage drug dealer."

"Poor black people are relentlessly marginalized by the media, probably for reasons of class more so than race," says co-writer David Mills. "The middle class doesn't often find itself contemplating the human fullness of the quote-unquote 'petty criminal' or 'welfare mother.'"

Yet the characters in THE CORNER "could be friends and family members of my own," says Dutton, who called the corner of Greenmount Avenue and Mura Street his own before discovering his talent for acting. "I was drawn to this story because it's told from the point of view of the drug addicts, not the dealers,"

(more)

THE CORNER – 3

says Dutton. "It shows the humanity and the struggle of the drug crisis in this country, so that addicts don't continue to be forgotten people."

Dutton's insight was "invaluable" to the project, says executive producer Robert Colesberry. "His eyes and his vision and his sensibility were those of an insider. He grew up there and had the wherewithal to find his way out, yet he was able to stay in touch with it, as witnessed by the [neighborhood] people who would come up and gravitate towards him" during the course of filming.

The miniseries, like the book that inspired it, also depicts America's decades-old war on drugs as a failed policy in places like West Baltimore, where dozens of open-air markets have eviscerated communities and the police can't fix it. In Baltimore, with one of the highest rates of intravenous drug use in the country, there are nearly 20,000 arrests on drug charges each year, yet prison crowding and a clogged court system return all but 800 or 900 of them to the street. At the same time, in a city where one in 12 residents is estimated to suffer from heroin or cocaine addiction, there is a months-long waiting list for detox beds.

"What began as a war against illegal drugs has slowly evolved into a war on our underclass, and we're providing nothing else beyond that war," says David Simon, a writer otherwise noted for a sympathetic view of law enforcement. His first book, "Homicide: A Year in the Killing Streets," chronicled a year in the Baltimore Police Department's homicide unit and was the basis for the television drama of the same name.

"When you fight a war, you demonize the enemy," says Simon. "The war on drugs is no different than any other in that respect. And the first step in a long road back will be to begin seeing people once again as human beings."

ABOUT THE BOOK

The project had its origin in late 1992, when Simon, a veteran reporter with the *Baltimore Sun*, and Edward Burns, a retired Baltimore homicide detective who now teaches in the city school system, first ventured into the Fayette Street drug market. Practicing what they call a "stand-around-and-watch" style of journalism, they overcame residents' initial distrust and cynicism as they continued to follow their subjects for more than three years.

(more)

"We met people on their own terms," says Simon. "And we did a lot of listening."

Published by Broadway Books, the work was hailed by *The New York Times* as a "Notable Book" of 1997. *The Times* called it "brave, unblinkered and heartbreaking," and observed that it "explodes stereotypes of the ghetto poor and dispels some of the myths that even many of its residents hold dear."

People called the book "a disturbing story," adding, "Stick with it and the reward is a deepened understanding of America's complex, intractable drug culture and, indeed, of human nature."

A writer and producer for the television drama "Homicide: Life on the Streets," Simon had doubts that his second book could be successfully adapted for television, noting " 'Homicide' was about as dark a vision as most networks can tolerate, and the world of an open-air drug market is far more intimidating than that."

He offered THE CORNER to HBO. "There was only one place to go with it," he recalls. "If they had passed, I would have put it back in my pocket and moved on."

"The material was some of the most powerful I have ever seen," observes Chris Albrecht, president, HBO Original Programming. "I realized there had never been a dramatic treatment of material like this anywhere."

THE STORY

Among the decimated rowhouse neighborhoods west of Baltimore's downtown, Gary McCullough [T.K. Carter] is engaged in his daily cycle of shooting dope and committing petty, nonviolent crimes -- "capers," he calls them -- such as daylight burglaries or the theft of copper plumbing from buildings. Only a few years earlier, Gary worked two full-time jobs, ran his own business and built a stock portfolio into six figures. All that is gone, and what remains, as Gary tries to negotiate the drug markets, is a sensitive, vulnerable man wholly unsuited to the corners. Raised in the church, Gary still clings to human values that seem out of place in the dope-fiend universe, even as he pursues heroin and cocaine as a salve for the accumulated hurts and slights of life.

(more)

Gary's fall followed that of his wife, Fran Boyd [Khandi Alexander], a hard-bitten woman who has been living for the party since her school days, and who never gave thought to living any other way – even after giving birth to Gary's son DeAndre [Sean Nelson].

Now DeAndre is 15 years old and poised at the edge of the corner life, slinging an older dealer's coke and moving listlessly through a repetition of the ninth grade. He is intelligent, shrewd and – for his age – well-schooled in corner culture, but his hopes and vulnerabilities still flicker. With both parents lost in addiction and DeAndre living in the small back bedroom of a shooting gallery, can such hope endure?

Despite the weight of the past, despite DeAndre's own pose of indifference toward the future, something begins to happen within this broken family. Weary of the corner and hounded by police, DeAndre makes a halting effort to return to class, to find a straight job, to begin to believe.

Fran, his mother, watches this. She takes stock of her siblings, most of them also lost in addiction, and of the neighborhood in which she's raising DeAndre and his younger half-brother, DeRodd. Almost despite herself, she walks through the doors of a detox center and puts herself on the long waiting list for a state-funded, 30-day bed. When DeAndre sheepishly reveals that his 14-year-old girlfriend Tyreeka [Toy Connor] is pregnant, Fran resolves, for the first time in years, to try.

It is a journey with fits and starts, undertaken against the full weight of the corner culture in which she has lived her whole life. There are doubts, denials, relapses. And ultimately, deeper questions: Even if Fran can save herself, believe in herself, can she save her son as well? Or Gary, who followed her into the corner game? Will her recovery be enough to provoke him to take the same kind of risk? And if she fails, who will be there for Tyreeka and the baby?

"How do people have days like this and not want to get high?" Fran asks her sister while waiting in frustration for a detox bed.

"You askin' the wrong crowd," her sister replies with amusement.

Fran responds by getting up, going to a pay phone, and checking in with the detox center to make sure she stays on the waiting list.

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In such small moments, THE CORNER chronicles lives in the balance, lived at the broken edge of the bottle, in a place that most of America has managed to forget. There are a hundred corners like Fayette and Monroe in Baltimore, thousands more across our nation's cities.

The journeys of Gary, Fran and DeAndre intersect the lives of other unique characters in the corner world. Fat Curt [Clarke Peters] is an aging addict and drug dealer who has given his life to the corner of Monroe and Fayette, yet savors every shard of dignity, friendship and love he can find. His friend Blue [Glenn Plummer] moves in the same orbit, having transformed his home into a rock-bottom shooting gallery. Yet Blue, like Fran, surprises everyone by suddenly resolving to escape.

In Gary's world, the essence of the corner game is represented by Ronnie [Tasha Smith], his on-again, off-again girlfriend who has been so sharpened by the streets that she can find angles in a circle. Against her, Gary struggles to keep both his heart and his conscience as he tries to make his way.

On the other end of the spectrum, Ella Thompson [Tyra Ferrell] represents what remains of the working-class community that now finds itself deluged. When her 12-year-old daughter was murdered five years earlier, Ella neither gave up nor retreated. Instead, she committed herself to the children of Fayette Street, running a recreation center amid the drug markets and watching helplessly as DeAndre and his buddies drift into the corner mix.

BIOS

Charles S. Dutton (director), who starred in and was producer of the hit sitcom "Roc" (produced by HBO Independent Productions), was nominated for an Emmy Award® for his guest appearance on the hit HBO series "Oz." His other HBO credits include directing the original movie "First Time Felon" and executive producing the miniseries "Laurel Avenue." He appeared with Alfre Woodard in the 1995 critically acclaimed TV movie "The Piano Lesson," which brought him Golden Globe, NAACP Image Award and Emmy® nominations. In 1998, he starred in "Blind Faith," for which he was nominated for an Independent Spirit Award and a SAG Award.

(more)

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Dutton's other credits includes roles in "Homicide: Life on the Street" and the feature films "Cookie's Fortune," "A Time to Kill," "Allen³," "Get on the Bus," "Mimic," "Mississippi Masala," "Menace II Society," "Rudy," "Cry, the Beloved Country" and "The Distinguished Gentleman," among others. Dutton was recently seen with Harrison Ford and Kristin Scott Thomas in "Random Hearts." and can be seen in the upcoming "Detox" with Sylvester Stallone.

T.K. Carter (Gary McCullough) made his acting debut onstage in a Los Angeles production of Neil Simon's "The Odd Couple." His feature film credits include "A Rage in Harlem," "The Thing," "Seems Like Old Times," "Doctor Detroit," "Yesterday's Target," "Runaway Train," "The Hollywood Knights," and the voice of Monster Nawl in the animated hit "Space Jam." He has also appeared on the television series "NYPD Blue," "The Steve Harvey Show," "Punky Brewster," "Just Our Luck" and "Good Times."

Khandi Alexander (Fran Boyd) appears as Jackie Benton on the hit drama "ER"; she was formerly a regular on the hit sitcom "NewsRadio," which earned her an NAACP Image Award nomination. Her film credits include "There's Something About Mary," "What's Love Got to Do with It," "Menace II Society," "CB4," "Thick as Thieves," "Poetic Justice" and "A Chorus Line."

Sean Nelson (DeAndre McCullough) received critical acclaim for his recent role in "The Wood." His other film credits include David Mamet's "American Buffalo," with Dustin Hoffman and Dennis Franz, and "Stranger in the Kingdom." His debut performance as the title character in the feature film "Fresh," also starring Samuel L. Jackson and Giancarlo Esposito, earned him Special Jury Recognition at the 1994 Sundance Film Festival and an Independent Spirit Award. He has also appeared on "Law & Order," "The Client" and "Homicide: Life on the Street."

Tasha Smith (Ronnie Boice) has appeared on the TV series "Boston Common," "Chicago Hope," "The Tom Show" and "Max Q."

Tyra Ferrell (Ella Thompson) has been seen on the hit series "ER" as well as in the series "The Cape." She has appeared in more than a dozen feature films including "Boyz N the Hood," "White Men Can't Jump," "Jungle Fever," "Better Off Dead," "Poetic Justice" and "School Daze."

(more)

Clarke Peters (Fat Curt) was most recently seen in "Notting Hill" opposite Julia Roberts and Hugh Grant. His other feature film credits include "Hey Mr. Producer," "Mona Lisa" and "Outland." He has also been featured in the TV movies "Death Train," "A Casualty of War" and HBO's "Red King, White Knight," and has appeared in numerous London stage productions.

Glenn Plummer's (Blue) credits include more than 20 feature films, including "Up Close and Personal," "Strange Days," "Menace II Society," "Trespass," "Frankie and Johnny," "Speed," "Speed 2: Cruise Control," "Showgirls," "Thursday," "Heist," and "The Substitute." He has had roles on the television series "LA Law" and on "ER," as Timmy Rawlins.

Robert Colesberry's (executive producer) producing credits include "The Devil's Own," "Mississippi Burning," "Come See the Paradise," "After Hours," "Billy Bathgate," "Falling in Love," "The King of Comedy" and "The Natural."

David Mills (executive producer and writer) has written and produced for both "ER" and "NYPD Blue." Mills formerly was a writer with *The Washington Post*.

David Simon (executive producer and writer) is a former journalist with the *Baltimore Sun*. He also wrote the book "Homicide: A Year on the Killing Streets," which inspired the television series, "Homicide: Life on the Streets," and worked as a writer and producer on that drama.