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ABRIDGED VERSION

A MATTER OF TIME

Edited by David L. Loeber and David P. Farrington

RISK AND OPPORTUNITY IN
THE OUT-OF-SCHOOL HOURS

CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT
CARNEGIE CORPORATION OF NEW YORK APRIL 1994

Elisa Koff

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Carnegie Corporation of New York

437 Madison Avenue, New York, NY 10022 • (212) 371-3200 • Fax: (212) 207-6342

David A. Hamburg, M.D.
President Emeritus

March 29, 2000

Melanne Verveer
Chief of Staff to the First Lady
Office of the First Lady
The White House
Washington, DC 20500

Fax: 202-456-6244

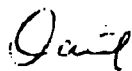
Dear Melanne:

Thanks so very much for giving me the opportunity to suggest some priority invitations to the White House conference. I had a good talk with Mary Ellen about it today. With great self-restraint (and difficulty), I have confined myself to ten experts and three philanthropists. I think these people make great sense for the conference. Some of them should, in my judgement, be presenters – i.e. Michele Kipke, William Dement, Jacque Eccles.

As chair of the National Academy of Sciences Forum on Adolescence, I work closely with Michele. So I am including here a memo that she sent to Ann O'Leary on March 28. I concur entirely – with exception of one point. Michele does not suggest herself as a presenter, but I do so enthusiastically. On the other hand, she identifies me as a possible presenter but I think otherwise. I have had the privilege of a lot of "air time" at previous White House events. For this one, I prefer to pass the baton to younger people. I just want to help make this a meeting of the highest quality and good visibility for the nation – with some stimulating effect beyond our shores.

Your staff is doing a terrific job! Please let me know how I can help in the next phase.

With every good wish,



**Names and Addresses for invitations
to White House Youth Conference
May 2, 2000**

I. EXPERTS

Dr. Beatrix A. Hamburg
Cornell University
Medical College – Department of Psychiatry
1300 York Avenue, Rm. F2311
Mail Box 171
New York, NY 10021

The authentic pioneer who “discovered” early adolescence in a series of seminal papers in the 1960s and 70s. Also, one of the creators of peer-mediated interventions.

Dr. Michele D. Kipke
Director
Forum on Adolescence
National Academy of Science
Board on Children Youth & Families
2101 Constitution Avenue, NW
Harris Building Room 156C
Washington, DC 20418

Probably the most broadly informed person in the country now on adolescence: the intersections of research, practice and policy. She should give a presentation at the conference.

Dr. William C. Dement
Director Sleep Disorders Center
Stanford University School of Medicine
701 Welch Road, Suite 226
Stanford, CA 94304

The great pioneer in sleep research, including the opening up of research on sleep in adolescence.

Dr. Ruby Takanishi
President
Foundation for Child Development
345 East 46th Street
Suite 700
New York, NY 10017

For ten years, Executive Director of the Carnegie Council on Adolescent Development.

Dr. Tony Jackson
Director
Disney Learning Partnership
4100 West Alameda Avenue
Burbank, CA 91505

The principal author of the landmark Carnegie report *Turning Points* and also the 10 year follow-up, *Turning Points 2000*. President Clinton worked on the *Turning Points* task force and was its principal national spokesman

Dr. Jacquelyn Eccles
University of Colorado
Institute of Behavioral Science
Campus Box 483
Boulder, CO 80309-0483

One of the best researchers on adolescent development.

Dr. Julius Richmond
Professor of Health Policy Emeritus
Harvard University Medical School
Department of Social Medicine
641 Huntington Avenue
Room 316
Boston, MA 02115

Former Surgeon General, "father" of Headstart, valuable member of Carnegie Council on Adolescent Development

Dr. Frederick Robbins
University Professor of Epidemiology and
Biostatistics
Nobel Laureate in Medicine
Case Western Reserve University
2119 Abington Road
Cleveland, OH 44106

Nobel for his discovery that made polio immunization possible. Valuable member of Carnegie Council.

Dr. Eleanor Maccoby
Professor of Psychology Emeritus
Stanford University
Department of Psychology
Jordan Hall - Building 420
Stanford, CA 94305-2130

One of the most respected Child Development researchers in the world. A valuable member of the Carnegie Council.

Sarah Brown
Director
The National Campaign to Prevent Teen Pregnancy
2100 M Street, NW
Suite 500
Washington, DC 20037

The spark plug of this very successful enterprise.

II. PHILANTHROPY

Klaus Jacobs
Chairman
Jacobs Foundation for Youth
P. O. Box 101
Seefeldquai 17
CH-8034 Zurich
Switzerland

Founder of Europe's first foundation for youth

Irving Harris B. Harris
Chairman
The Harris Foundation
Two North LaSalle Street
Suite 400
Chicago, IL 60602

The greatest philanthropist for children and youth since Andrew Carnegie.
An old friend of the First Lady.

Dr. Anne C. Petersen
Senior Vice President for Programs
W. K. Kellogg Foundation
One Michigan Avenue East
Battle Creek, MI 49017-4058

Formerly a distinguished researcher on adolescence, then Deputy Director
of NSF, now in philanthropy

THE NATIONAL ACADEMIES

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

MEMORANDUM

DATE: March 28, 2000

TO: Ann O'Leary

FROM: Michele Kipke

SUBJECT: Suggestions for the White House Summit on Youth Development

It was wonderful to see you again last week. I was delighted that you were able to spend a considerable amount of time with our Committee on Community-Level Programs for Youth. I hope you found it useful as you consider the agenda for the White House Summit on Youth Development.

I know you and your colleagues in the First Lady's Office have been through an exhausting process of soliciting input and suggestions from a wide range of key stakeholders in the field of youth development. Having been immersed in the committee's discussions last week about youth development, I thought I might share some of my own thoughts and suggestions. The following are three suggested themes around which to focus the day.

Understanding Adolescent Development and the Essential Requirements for Promoting Youth Development

I think it is critically important that the summit first lay a foundation for the discussions that will occur throughout the day. A useful starting point would be a discussion about the essential requirements for healthy adolescent development. In this context, presenters could focus their remarks on the essential ingredients of healthy adolescent development, the outcomes we should strive for as a society, and how entirely feasible it is to achieve these outcomes for the vast majority of adolescents in the United States. I think we want to send reassuring messages to policy makers, the media and general public, parents, and adolescents themselves in an effort to dispel prevailing myths about adolescence – e.g., adolescence is a time of strife and turmoil, adolescents are dangerous, the source of problems rather than a resource to be cultivated, and teens are inherently irresponsible and disrespectful.

Possible presenters include: David Hamburg (President Emeritus, Carnegie Corporation of New York), Michael Cohen (Chair of Pediatrics at Montefiore Medical Center), Robert Blum (Professor, Department of Pediatrics, University of Minnesota), Jeanne Brooks-Gunn (Professor, Center for Children and Families at Columbia University), Kenyon Chan (Dean of the School of Liberal Arts and Professor of Psychology at Loyola Marymount), Cynthia Garcia Coll (Professor

of Sociology at University of Pennsylvania), Richard Lerner (Professor of Psychology at Tufts), and Hanh Cao Yu (Social Scientist, Social Policy Research Associates).

Reducing Risks and Enhancing Opportunities to Promote Youth Development

Despite the summit's focus on positive youth development, I think there needs to be some attention to the potential risks to adolescent health, development, and well-being. The kinds of risks the summit might want to address, given this Administration's substantial efforts and achievements, include: tobacco, alcohol, and drug use; unintended pregnancy; crime and violence; and academic failure. Effective prevention approaches or "promising practices" could also be showcased. An issue that is receiving increasing scientific and media attention is the sleep needs and difficulties of adolescents; insufficient sleep among teens appears to result not only in poor academic performance but also increased risk of alcohol and other drug use and involvement in motor vehicle crashes. The importance of peers and how peers can influence adolescents in both positive and negative ways could also be addressed here.

Possible presenters include: Sarah Brown (Executive Director, National Campaign to Prevent Teenage Pregnancy), Joseph Califano (President, Center on Addiction and Substance Abuse, Columbia University), Delbert Elliott (Director of the Center for the Study and Prevention of Violence and Professor at the University of Colorado - Boulder), Ken Winters (Professor of the Department of Psychiatry at University of Minnesota), and William Dement (Director, Sleep Disorders Center and Professor in Psychiatry, Stanford).

Of course opportunities and strategies for promoting youth development should receive as much if not more time and attention on the agenda. Potential frontline institutions should be acknowledged and recognized for their role in promoting positive developmental outcomes among youth, including families, communities and community-based organizations, schools, religious institutions, businesses, and the media. Strategies for engaging parents and other supportive adults (e.g., mentors), enlisting the support and involvement of communities (e.g., community-based organizations, local leaders and policy makers, religious organizations), and designing integrated service delivery systems should also be discussed. Finally, these presentations could and should offer "tools" or strategies for ensuring the healthy development of youth in school and during the after school hours, in the workplace, through volunteerism and service learning, with school to work programs, and through civic engagement.

Possible presenters include: Jacque Eccles (Professor in Psychology at the University of Michigan), Karen Hein (President WT Grant Foundation), Karen Pittman (Vice President, International Youth Foundation), Peter Benson (President, Search Institute), Gary Walker (President, Public/Private Ventures), Michelle Cahill (Senior Program Officer at the Carnegie Corporation of New York), Jane Quinn (Children's Aid Society), Heather Wise (Director, Harvard Family Research Project at Harvard University), Linda Burton (Professor of Human Development and Family Studies and Sociology, Pennsylvania State University), Anthony Jackson (Director, The Learning Center at the Disney Foundation), and Carter Savage (Boys/Girls Club of America).

Strengthening Relationship Between Adolescents, Their Parents

Finally, I am thrilled that the summit will focus on the importance of parents in the lives of adolescents. Compared to families with young children, there has been much less attention to the home and family environments of adolescents. Yet it is clear that adolescents develop best

when they live and are nurtured within a supportive home and family environment. Thus, despite the fact that adolescents are moving out beyond the family and striving for greater autonomy from parents, parents remain an important influence in the lives of their adolescent children. The summit can accomplish a lot by sending a clear message regarding the importance of involved parents in the lives of teenagers, as well as providing sound advice and reassuring guidance to parents. Moreover, I would hope that the summit would also offer "tools" or strategies for strengthening relationships between parents and their teenagers.

Possible presenters include: Steven Small (Professor of Psychology at University of Wisconsin), Michael Resnick (Associate Professor of Psychology at the University of Minnesota), and Laura Sessions Stepp (Journalist, Washington Post).

Please do not hesitate to call if you have any questions or if I can be of any assistance to you at this stage in the process. I will also forward some resource/background reading materials, including reports of the Board on Children, Youth, and Families and its Forum on Adolescence, as well as the final report, *Great Transitions*, from the Carnegie Council on Adolescent Development.

David A. Hamburg, President Emeritus
Phone: 212-207-6202 Fax: 212-207-6342

**Carnegie Corporation
of New York**

Fax

To Ann O'Leary

To: *Melanne Verweir* From: *David Hamburg*
Fax: *202-456-6244* Pages: *7 including cover sheet*
Phone: *202-456-6266* Date: *April 4, 2000*
Re: _____ CC: _____

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David A. Hamburg, M.D.
President Emeritus

April 4, 2000

Melanne Verveer
Chief of Staff to the First Lady
Office of the First Lady
The White House
Washington, DC 20500

Dear Melanne:

I found our conference call yesterday very stimulating and hope it was helpful to you. Your staff is doing an excellent job. The latest formulation from your office is very good indeed.

I have talked with Michelle Kipke and Betty Hamburg since yesterday's call. Both of them have deep knowledge, extensive contacts and astute judgement. I am incorporating their views in this letter.

One major theme of the conference is helping parents to communicate more effectively with their own adolescents. The same goes for other responsible, caring adults—e.g. in schools, clinics, and community organizations. This may well be a recurrent theme of the conference in which various speakers illuminate constructive patterns of interaction between adults and adolescents. So let me say something here—probably more than is necessary—about this crucial aspect of youth development.

The Importance of Parents in the Lives of Adolescents

Adolescence is a time of major developmental changes in children and parents and of significant transformations in family relations. Raising adolescents can be stressful and difficult for parents. During this period, parents are likely to feel less adequate and more anxious and stressed than when their children were younger. Although this period may not be as antagonistic and tense as popular and clinical literature have suggested, adolescence can be a challenging time for families. Parents often struggle to adjust to their adolescent's development as well as to their own mid-life developmental changes. These changes are affected by variations within and outside the family, such as the

marital relationship, economic, social, and community resources, family structure and its stability, as well as other stressful life events.

In a classic study, based on carefully designed survey research, Rosenberg (1965) studied 5077 juniors and seniors in 11 public high schools throughout New York State. He studied parental interest as indicated by the parents' knowledge of and relationship to their child's friends, parents' reactions to academic performance, and parents' responsiveness to the child as judged by dinner table interactions. He concludes that low parental involvement and interest are highly correlated with low self-esteem in the child. He says it is 'not the punitive responses which are most closely related to low self-esteem but the indifferent ones'. He points out that low self-esteem leads to characteristic responses. The individual is 'more vulnerable in interpersonal relations (deeply hurt by criticism); he is relatively awkward with others (finds it hard to make talk, does not initiate contacts); assumes that others think poorly of him or do not particularly like him; he tends to put up a "front" to people; he feels relatively isolated and lonely.' There is low faith in people. In short, coping with the stresses of early adolescence is facilitated by parental interest and involvement expressed on a regular and continuing basis..

There have been a number of recent changes in American society and in the nature of adolescence that have also contributed to the challenge of raising adolescents today, including:

- The length of time in which adolescents rely on their parents for financial, emotional and material support is increasing with more and more young adults in their early 20's living at home and/or are financially dependent upon their parents resulting in a protracted period of responsibility for parents and a greater uncertainty regarding how to raise adolescents;
- Parents have become confused about how best to prepare adolescents for future adult roles as a result of rapid sociocultural change and the multiple and often competing sources of information and values that are increasingly complex in our diverse society; and parents are more worried as a result of the greater number of potentially dangerous activities, substances, and influences to which contemporary adolescents are exposed.

Compared to research on families with young children, there has been much less attention to the home and family environments of adolescents. Yet it is clear that adolescents develop best when they live and develop within a supportive home and family environment. New research in from the National Longitudinal Study of Adolescent Health—the largest and most comprehensive study ever conducted on adolescent health, development, and well-being—reveals that adolescents who have strong emotional attachments to their parents and teachers are much less likely to use drugs and alcohol, attempt suicide, engage in violence or become sexually active at an early age, and they are more likely to experience success with their peers and at school. Thus, despite that fact that adolescents are moving out beyond the family and striving for greater autonomy from parents, parents remain an important influence in the lives of their adolescent children.

Many parents mistakenly believe they should get out of the way when their children reach adolescence, letting them become instant adults! But the transition to adulthood takes place over a period of years. Young adolescents still have a lot of growing and learning to do; they still need the supportive guidance of their parents and family. Although adolescents are moving toward independence, they still are intimately tied to their families, which are much more important to them than they usually admit or even understand. This close connection is essential for young adolescents. Strong family relationships can be a potent force to help them deal with the radically transformed conditions of contemporary life.

In survey after survey, young adolescents from all ethnic and economic backgrounds lament their lack of parental attention and guidance in making educational and career decisions, in forming adult values, and in assuming adult roles. Their responses are supported by decades of research on families and adolescents.

The conclusions drawn from this research are that adolescents develop best when they have a supportive family life characterized by warmth and mutual respect; by the serious and sustained interest of their parents in their lives; by parental responsiveness to their changing cognitive and social capacities; by the articulation of clear standards linked to discipline and close supervision; by the communication of high expectations for achievement and ethical behavior; and by democratic, constructive ways of dealing with conflict. Such a family atmosphere can provide powerful protection against the risks of engaging in unhealthy practices and antisocial behavior as well as against poor health, particularly depression.

During early adolescence, three approaches—parent involvement in middle grade schools, parent peer support groups, and parental guidance on healthy adolescent development—can be helpful as parents renegotiate relationships based on the changing needs and capacities of both parties. These approaches can be incorporated into any number of settings: the first two in schools, religious institutions, and community and youth organizations; the latter wherever preventive health-care services are available to adolescents.

These three approaches to supporting parents during their children's transition into adolescence are most appropriate for families who have adequate financial resources. For families experiencing financial hardship or living in high-risk situations, family support approaches must be expanded to address the economic, social, and cultural factors that constrain the capacities of these families to carry out their essential protective and guiding functions.

Various institutions need to reformulate their policies in light of these facts about youth development.

- Schools, cultural, arts, religious, and youth organizations and health-care agencies in the community should examine the extent to which they involve parents in activities

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with adolescents and should develop ways to engage parents and adolescents in mutually rewarding activities.

- Professionals such as teachers, nurses, social workers, physicians, psychologists, youth development specialists, and others who work with adolescents must be prepared to work not only with individual adolescents but also with their families.
- Employers should extend to parents of young adolescents the workplace policies now available for those with young children, including flex time, job sharing, telecommuting, and part-time work with benefits.
- Community institutions such as business, schools, and youth organizations should become involved in providing after-schools programs.
- Congress should consider extending the child care tax credit to the early adolescent period, ages ten to fourteen.

Some Crucial Items for the Agenda (in no particular order)

Michele Kipke could do a superb presentation on Youth and Families—viewed as fundamental to healthy and productive adolescent development.

In view of Hillary's keen interest in brain development, mentioned again recently, Melvin Grumbach (U.C. San Francisco) could do an excellent overview of Brain and Hormones at Puberty. He is a pioneer scientist in this field and a very good speaker.

In a similar vein, William Dement (Stanford), could do a terrific job of Brain and Sleep in Adolescence. He would cover sleep disorders and ways that parents can be helpful.

Duane Alexander could do a superb presentation on Longitudinal Research: How Adolescents Grow Up Now.

For targeted intervention focusing on a specific adolescent problem, Sarah Brown would be superb on Preventing Teen Pregnancy.

✓ For generic interventions, presenting a Comprehensive Strategy for Youth Development, Jeanne Brooks-Gunn (Columbia University) would be first-rate. She has written beautifully on this—putting the pieces together—and she is an excellent speaker.

For Media and Adolescents—or Parents Communicating with Adolescents—Laura Sessions Stepp would be outstanding.

For Upgrading Adolescent Education, Anthony Jackson would be just right. He is just about to publish an exciting ten-year follow up on *Turning Points* (President Clinton's report). Tony is African American, a scholar who works closely with practitioners and a good speaker.

Jane Quinn (Children's Aid Society) is the leading expert on youth in community organizations. She is the principal author of A Matter of Time, already a classic in the opportunities of the non-school hours. She is a lively and engaging speaker.

Jacque Eccles (University of Michigan) is one of the best in the field of adolescent development. She could speak effectively on various topics—e.g. Frontline Institutions Fostering Adolescent Development.

✓ Improving Health in Adolescence could be very well covered by either Michael Cohen (Montefiore Medical Center, New York) or Robert Blum (University of Minnesota).

✓ Katherine Neuman (Harvard) could do an excellent job on Teens and Work. Her research is informative.

I have not seen the new Stanford study on teens and the Internet but the newspaper accounts were interesting.

There are many other good options, but these strike me as particularly valuable

Breakout Groups

There are various ways to do this but I am inclined to think that the most straightforward way is by sectors or frontline institutions. The important orientation is one of joint problem-solving. The challenge is how can each sector do a better job with youth. I would include parents and adolescents in each breakout group. So as educators help educators, and health professionals help health professionals, and policymakers help policymakers, they would benefit from the close-up perspectives of adolescents and parents.

Melanne, I don't know how you have been able to maintain this pace for seven years around-the-clock. I marvel at what you and your staff are able to accomplish, juggling many balls all the while. This is as far as I can go today. Tomorrow I'll be in Denver speaking at an Institute of Medicine regional meeting on youth violence. I'll be back on Thursday. In any event, I'm always reachable if you need me. Remember St. Petersburg? I'll never forget!

I hope all this is helpful and I stand to do more as you may see the need.

With every good wish,



David A. Hamburg

DAH/rar

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Phone: 212-207-6202 Fax:212-207-6342

**Carnegie Corporation
of New York**

Fax

4/19/2000

To: Melanne Verveer

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Fax: 202-456-6244

Pages: 16 including Cover Page

Phone: 202-456-6266

Date: 4/19/2000

Re: Youth Conference

CC:

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David A. Hamburg, M.D.
President Emeritus

April 19, 2000

Melanne Verveer
Chief of Staff to the First Lady
Office of the First Lady
The White House
Washington, DC 20500

Dear Melanne:

Thanks so much for all your thoughtful efforts on behalf of the White House youth conference.

Here are the drafts you requested. I have tried to emphasize key points of value to national understanding—one set for Hillary and one for the President. Clearly there's much else that they and their speechwriters will want to consider. I just hope this will be a useful start on the substance of the occasion.

I will be happy to do more in light of your feedback.

All the very best!

Sincerely,



David A. Hamburg

DAH/rar
Enclosures

*We are faxing this for speed and sending
the hard copy by Fedex. I hope it helps.*

Carnegie Corporation of New York

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David A. Hamburg, M.D.
President Emeritus

Date: April 19, 2000

To: Melanne Verveer

Fr: David A. Hamburg

Fax: **Fax: 202-456-6244**

Re: Suggestions for the First Lady's Speech at the White House
Youth Conference

DRAFT

Toward a Youth Development Strategy for Lifelong Benefit

The Clinton administration has made remarkable achievements in tackling a variety of adolescent problems such as smoking, pregnancy, drugs, guns and media violence. Moreover, its emphasis on preventive approaches has been extraordinary. Its initiatives in adolescent education, health, community service, school-to-work transition and crime prevention have trail-blazing significance that is likely to grow in the years ahead.

It is exceedingly timely and socially useful to draw these strands together into a comprehensive youth development strategy highlighted by today's White House conference. This involves a concise summary of the gains made in these various targeted interventions and relates them to generic interventions that have a fundamental bearing on healthy and constructive adolescent development.

There is a complementary relationship between generic approaches that tackle these underlying factors and targeted approaches that deal with specific problems. For instance, a generic approach can help a shaky adolescent earn self-respect, find a place in a valued and constructive group, and make durable friendships, all of which enhance the individual's resistance to drugs, weapons, or early sexual activity. At the same time, it is important for adolescents to grasp accurate information about each of these major risks and to develop specific skills in avoiding them. In this way, the generic and targeted approaches are mutually supportive.

This conference points the way for our country to meet the crucial needs of adolescent development through a set of front-line, pivotal institutions: family, school, health care and public health, community organizations, religious institutions and media. It will clarify what government can do and what other powerful institutions can do to meet these basic needs and thereby improve prospects for the future of our country. What is "the village" for American adolescents today? How can it be strengthened to improve the life chances for youth?

Early adolescence is one of the most striking developmental experiences in the entire life span. It means going beyond childhood toward the distant goal of becoming an adult. There is a chasm between these two great phases of life,

and it takes a mighty leap to get across. How do our children learn to make the leap? What help do they need in making it? Who helps -- or fails to help -- in this risky process? Why do so many fall into the chasm, never making it to healthy, constructive, productive adult life?

Early adolescence is a time of profound biological transformation and social transition characterized by exploratory behavior, much of it adaptive and expected for this age group. But if carried to extremes, and especially if it becomes habitual, risky behavior can have lifelong consequences. Many dangerous patterns commonly emerge during these years. We will hear today about recent research that clarifies what is happening in this great adolescent transition: in the brain, the hormones, the bodily changes, the new social environment and more.

Initially, adolescents explore these new possibilities tentatively, with the experimental attitude that is typical of adolescence. Before damaging behavior is firmly established, therefore, there is a unique opportunity to prevent lifelong casualties.

Young adolescents on an effective developmental path must

- ◆ Find a valued place in a constructive group.
- ◆ Learn how to form close, durable human relationships.

- ◆ Earn a sense of worth as a person.
- ◆ Achieve a reliable basis for making informed choices.
- ◆ Express constructive curiosity and exploratory behavior.
- ◆ Find ways of being useful to others.
- ◆ Believe in a promising future with real opportunities.
- ◆ Cultivate the inquiring and problem-solving habits of the mind necessary for lifelong learning and adaptability.
- ◆ Learn to respect democratic values and responsible citizenship.
- ◆ Build a healthy lifestyle.

These requirements can be met by a conjunction of front-line institutions that powerfully shape adolescent development, for better and worse. Research and careful appraisal of best practices has led to useful insights in several areas:

- ◆ The Fundamental Nature of Adolescent Development
- ◆ Strengthening Families for Coping with Adolescence
- ◆ Creating Developmentally Appropriate Schools
- ◆ Ensuring Access to Teen-Friendly Health Services
- ◆ Schools as Health-Promoting Environments
- ◆ Life-skills Training
- ◆ Social Supports
- ◆ Opportunities in the Nonschool Hours
- ◆ Constructive Potential of the Media

There are several strong resources for synthesizing and assessing the research evidence pertinent to this topic so that all of us as responsible, caring adults can do a better job with our precious young people.

1. The publications of the Carnegie Council on Adolescent Development in which both the President (then governor) and the First Lady participated at various points in the decade of its work from 1986-1996.
2. The National Academy of Sciences' Forum on Adolescence, created as follow-on to the Carnegie Council. The White House staff has been working with the Academy in this forum.
3. The National Institute for Child Health and Human Development. With Duane Alexander's excellent leadership, the institute is supporting more research on adolescent development than ever before.
4. The Department of Education which has made a strong effort to improve American high schools.
5. The President's Committee of Advisors on Science and Technology. It has made a major report on strengthening research on education as well as enhancing the use of technology for education.

6. The Department of Health and Human Services has been a bulwark for our youth: in research, in services, and in education of the general public about youth. Its Secretary, Donna Shelala, has been one of the nation's leading advocates for healthy adolescent development.

Suffice it to say that the federal government has joined with many partners in public and private sectors to improve the life chances of all our youth. I (HRC) express my heartfelt gratitude to all those at the White House and throughout the country for your dedicated efforts toward a better future.

Those institutions that have a major shaping influence on the young must join forces in adapting to the transforming requirements of the new century. In the long run, the vitality of any society and its prospects for the future depend on the quality of its people – on their knowledge and skill, health and vigor, and the decency of their human relations. Preventing much of the damage now occurring would therefore have powerfully beneficial social and economic impacts, including a more effective work force, higher productivity, lowered health costs, lowered prison costs, and so much relief of human suffering!

DRAFT**MEMORANDUM**

To: Melanne Verveer
From: David Hamburg
Date: April 19, 2000
Re: Suggestions for the President's Speech at the White House Youth Conference.

**Why Teens Matter So Much for the Future of our Country, and
How We can Help Them to Become Healthy, Productive, Responsible Adults.**

President Clinton has worked diligently on youth problems before and during his years in the White House. For example, he was a major contributor in the 1980s to Carnegie's landmark report, *Turning Points*, that drastically reformulated education in adolescence on the basis of the strongest research and best available practices. In that effort, he worked with Governor Tom Kean and Anthony Jackson, the staff director, as well as leaders from various sectors of American society, to shape bold recommendations including serious community service as a supervised academic experience for junior high and middle school students. That story turned out to be so valuable for our country that it's worth taking a moment to explain it.

Growing up in the United States includes a landmark event in which the young person moves from a primary, small, intimate environment to a secondary, large, impersonal environment. Children pass this landmark when they make the transition from elementary school to middle-grade school—i.e., junior high school or middle school. This usually means a change from a small neighborhood school where the student spends most of the day in one primary classroom with the same teacher and classmates to a larger, more impersonal institution, farther from home, with many different classes and teachers. This transition occurs at the same time when most adolescents are experiencing rapid physical, emotional, and cognitive changes as well.

There is a crucial need to help adolescents at this early age to acquire a durable basis for self-esteem, flexible and inquiring minds, reliable and close human relationships, a sense of belonging in a valued group, and a way of being useful beyond one's self. They need to find constructive expression for their inherent curiosity and exploratory energy, as well as a basis for making informed, deliberate decisions—especially on matters that have large consequences, such as education and health.

The problems adolescents face are occurring across all of the youth population; no part of the society is exempt from the casualties—witness Columbine. Among the more disquieting signs is the emergence in younger adolescents of very high-risk behaviors that were once associated with older groups: early smoking, early alcohol use, early sex, early alienation from school, even early involvement with deadly weapons.

Schools and related institutions must provide the building blocks of adolescent development and preparation for adult life. Yet most American junior high and middle schools have for decades been unable to meet the developmental needs of young adolescents. These institutions have the potential to make a powerfully beneficial impact on the development of their students, yet they were largely ignored as the educational reform movement ignited in the nineteen eighties.

In response to this challenge, the Carnegie Council on Adolescent Development undertook as its first major commitment, the preparation of a broad-based report to point the way toward much better middle grade schools. The task force commissioned research papers and interviewed experts in relevant fields. It met with teachers, principals, health professionals, and leaders of youth-serving community organizations. It examined

firsthand promising new approaches to fostering the education and healthy development of young adolescents.

The result was a groundbreaking report, *Turning Points: Preparing American Youth for the Twenty-first Century*. Then-Governor Clinton was its principal national spokesman. It stimulated an emerging movement to build support for young adolescents and educate them through new relationships between schools, families, and community institutions, including those concerned with health. The reformulation of middle-grade schools along the lines recommended in *Turning Points* can improve the life chances of youth from many backgrounds, including those from poor communities.

Dr. Anthony Jackson, who was the principal author of *Turning Points*, led a Carnegie Corporation team in a decade-long follow-up to foster adoption of the recommendations, to assess the implementation of these recommendations, and to determine the nature and extent of any benefits associated with implementation. *Turning Points 2000* now reports that remarkable follow-up effort and the results are very encouraging. Not only do they illuminate how we can do better in the middle grade schools but they also have implications for improving our high schools – e.g. by breaking up vast, impersonal schools into smaller units on a human scale where sustained individual attention is possible for each student.

So, our efforts in the 1980s bore fruit in the 1990s, especially as our Department of Education, under the superb leadership of Dick Riley, facilitated the spread of useful reforms throughout the country. The United States is trying very hard now, beyond all previous efforts, to provide all adolescents with high quality education that treats them

with dignity, recognizes their personal assets, and stimulates them to open new vistas of learning and accomplishment.

Now let's look for a moment at the big picture: a comprehensive youth development strategy. What conditions favor good results in child and adolescent development? What can shift the odds away from rotten outcomes such as youth violence? How can our children grow up healthy and vigorous, inquiring and problem-solving, decent and constructive?

During their earliest years of growth and development, children need dependable attachment to parents or other adult caregivers; they need protection, guidance, stimulation, nurturance, and skills to cope with adversity. Infants, in particular, need caregivers who can promote attachment and thereby instill the fundamentals of decent human relationships throughout the child's life. Young adolescents, too, need to connect with responsible people who can guide their momentous transition to adulthood with sensitivity and understanding.

Within the scientific and professional communities, an important consensus has emerged on ways that parents and others can cooperate in meeting with the developmental needs of children and young adolescents. Evidence is accumulating that a sequence of preventive actions can set a young person onto the path toward healthy, constructive adulthood. Beginning with early and comprehensive prenatal care, these measures include well-baby medical care, with an emphasis on disease prevention and health promotion; home visits by human service professionals, especially in homes with very young children; parental education to strengthen competence and build close parent-child relationships; parent support networks that provide mutual aid in fostering health

and education for their children and themselves; child care of high quality outside the home, especially in day care centers; preschool education, modeled on Head Start that combines parental involvement with disease prevention and the stimulation of cognitive as well as social skills; enhanced elementary education and middle grade education—education that is developmentally appropriate, fosters fundamental skills, encourages good health practices and decent human relations including a strong sense of responsibility to each other in community service.

Altogether, such opportunities have strong potential to prevent damage of many kinds as reflected in indices of health, education, and criminal justice. This administration has taken many initiatives over the past seven years to strengthen these opportunities and services, to open pathways for children to learn and grow and enjoy their lives in a responsible way.

The First Lady has outlined the essential requirements that must be met in order to make optimal adolescent development possible. We now know there are many ways in which these requirements can be met by a conjunction of front-line institutions that powerfully shape adolescent development, for better and worse. They begin with the family but include schools, the health sector, community organizations, religious institutions and the media. Constructive actions for each of these institutions are not utopian or hypothetical. You will hear about some today. Working models can be observed in many communities and some have been scrutinized by evaluative research. The main challenge is to expand them to meet the nation's needs. That is why this meeting can be so stimulating and helpful throughout the country.

Now let us think for a moment about the violence that has caused our country so much anguish in recent years. Specific interventions that target youth violence can enhance adolescents' ability to deal with conflict in nonviolent ways. Policy changes, such as implementing stronger measures to restrict the availability of guns, are urgently needed, especially in light of the growing propensity of juveniles to use even semiautomatics.

One promising strategy for preventing youth violence is the teaching of conflict resolution skills as part of health education in elementary and middle schools. Research indicates that conflict resolution programs can reduce violence. Best results are achieved if this is embedded in long-term, comprehensive programs to address multiple risk factors—i.e., to prevent empty, shattered lives offering little except violence. Serious, in-depth conflict resolution training over extended periods is increasingly important in a culture saturated with media, street and school violence. Supervised practice of conflict-resolution skills is important too. Assertiveness, taught as a social skill, helps young people learn how to resist unwanted pressures and intimidation, resolve conflicts nonviolently, and make sound decisions about the use of weapons.

High-risk youth in impoverished communities urgently need social support networks and life skills training. Both can be provided in schools and school-related health centers as well as in community organizations, including church related youth activities and sports programs. They work best by building enduring relationships with responsible, caring adults as well as with constructive peers. Such an approach offers alternatives to violent groups by providing a sense of belonging, a source of enjoyable

activity, a perception of opportunity, mentoring, and a chance to prepare for social roles that earn respect.

Adolescent violence is as much a public health concern as other behavior-related health problems such as smoking. Adolescents' tentative exploration of new possibilities offers an opportunity to develop alternatives to violent responses. With the goal of reducing fights, assaults, and intentional injuries among adolescents, community violence prevention programs train providers in diverse community settings in a special curriculum; translate this curriculum into concrete services for adolescents, and enlist the support of the community in preventing such violence. The four principal components of such programs are curriculum development, community-based prevention education, clinical treatment services, and media campaigns. Violence prevention programs are trying to reach as many community settings as possible, including multi-service centers, recreation facilities, housing developments, police and courts, clergy, neighborhood health centers, and schools. There is typically a referral network for health, education and social services. Community campaigns may produce television and radio public service announcements. Violence prevention efforts of such a systematic and extensive sort are very recent, but they have shown great ingenuity and dedication. Evaluation is underway. We must find ways to provide solid, hopeful alternatives to violent behavior.

A variety of organizations and institutions can provide constructive, nonviolent guidance and support to supplement families in navigating the rough waters of adolescence. Some are based in churches, such as the initiatives of the Congress of National Black Churches; some are based in community organizations, like the Girls and Boys Clubs. Others involve youth service, like the Campus Compact based in colleges

and universities; still others are based in minority organizations. The central point is that churches, schools, community organizations, and businesses can build constructive social support networks that attract disadvantaged or alienated youth. These networks can foster their health, their education, and their capacity to be accepted by the mainstream society. They offer young people healthy alternatives to substance abuse and violent gang membership.

The country has awakened to the dangers of violence in our society—and for that matter throughout the world. This administration seeks to mobilize our compassion, energy and creativity to provide good conditions for growing up in America. Youth violence, tragic as it is, should give us a powerful stimulus to enhance the life chances of all our children.

Carnegie Corporation of New York

437 Madison Avenue, New York, NY 10022 • (212) 371-3200 • Fax: (212) 207-6342

David A. Hamburg, M.D.
President Emeritus

April 12, 2000

Melanne Verveer
Chief of Staff to the First Lady
Office of the First Lady
The White House
Washington, DC 20500

Fax: 202-456-6244

Dear Melanne:

This is just a note in my usual undue haste to say that I stand ready to do whatever might be helpful in this phase of preparation for the youth conference. I realize this must be heavy duty time for your valiant staff. The days have a way of racing by and May 2 is not far off. If there is anything I can do, just open the window and yell.

After the conference, when the dust settles, I'd like to pursue Vital Voices.

With every good wish,

As always,

David

04/19/00 10:44 CARNEGIE CORPORATION → 202 456 6244

NO.579 P001/016

David A. Hamburg, President Emeritus
Phone: 212-207-6202 Fax:212-207-6342

**Carnegie Corporation
of New York**

Fax4/19/2000**To:** Melanne Verveer**From:** D.r David Hamburg**Fax:** 202-456-6244**Pages:** 16 including Cover Page**Phone:** 202-456-6266**Date:** 4/19/2000**Re:** Youth Conference**CC:****Urgent****For Review****Please Comment****Please Reply****Please Recycle****Comments:**

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NO. 579 P002/016

Carnegie Corporation of New York

437 Madison Avenue, New York, NY 10022 • (212) 371-3200 • Fax: (212) 207-6342

David A. Hamburg, M.D.
President Emeritus

April 19, 2000

Melanne Verveer
Chief of Staff to the First Lady
Office of the First Lady
The White House
Washington, DC 20500

Dear Melanne:

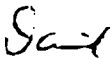
Thanks so much for all your thoughtful efforts on behalf of the White House youth conference.

Here are the drafts you requested. I have tried to emphasize key points of value to national understanding—one set for Hillary and one for the President. Clearly there's much else that they and their speechwriters will want to consider. I just hope this will be a useful start on the substance of the occasion.

I will be happy to do more in light of your feedback.

All the very best!

Sincerely,



David A. Hamburg

DAH/rar
Enclosures

*We are faxing this for speed and sending
the hard copy by Fedex. I hope it helps.*

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NO. 579 P003/016

Carnegie Corporation of New York

437 Madison Avenue, New York, NY 10022 • (212) 371-3200 • Fax: (212) 207-6342

David A. Hamburg, M.D.
President Emeritus

Date: April 19, 2000

To: Melanne Verveer

Fr: David A. Hamburg

Fax: Fax: 202-456-6244

Re: Suggestions for the First Lady's Speech at the White House
Youth Conference

DRAFT

Toward a Youth Development Strategy for Lifelong Benefit

The Clinton administration has made remarkable achievements in tackling a variety of adolescent problems such as smoking, pregnancy, drugs, guns and media violence. Moreover, its emphasis on preventive approaches has been extraordinary. Its initiatives in adolescent education, health, community service, school-to-work transition and crime prevention have trail-blazing significance that is likely to grow in the years ahead.

It is exceedingly timely and socially useful to draw these strands together into a comprehensive youth development strategy highlighted by today's White House conference. This involves a concise summary of the gains made in these various targeted interventions and relates them to generic interventions that have a fundamental bearing on healthy and constructive adolescent development.

There is a complementary relationship between generic approaches that tackle these underlying factors and targeted approaches that deal with specific problems. For instance, a generic approach can help a shaky adolescent earn self-respect, find a place in a valued and constructive group, and make durable friendships, all of which enhance the individual's resistance to drugs, weapons, or early sexual activity. At the same time, it is important for adolescents to grasp accurate information about each of these major risks and to develop specific skills in avoiding them. In this way, the generic and targeted approaches are mutually supportive.

This conference points the way for our country to meet the crucial needs of adolescent development through a set of front-line, pivotal institutions: family, school, health care and public health, community organizations, religious institutions and media. It will clarify what government can do and what other powerful institutions can do to meet these basic needs and thereby improve prospects for the future of our country. What is "the village" for American adolescents today? How can it be strengthened to improve the life chances for youth?

Early adolescence is one of the most striking developmental experiences in the entire life span. It means going beyond childhood toward the distant goal of becoming an adult. There is a chasm between these two great phases of life,

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and it takes a mighty leap to get across. How do our children learn to make the leap? What help do they need in making it? Who helps -- or fails to help -- in this risky process? Why do so many fall into the chasm, never making it to healthy, constructive, productive adult life?

Early adolescence is a time of profound biological transformation and social transition characterized by exploratory behavior, much of it adaptive and expected for this age group. But if carried to extremes, and especially if it becomes habitual, risky behavior can have lifelong consequences. Many dangerous patterns commonly emerge during these years. We will hear today about recent research that clarifies what is happening in this great adolescent transition: in the brain, the hormones, the bodily changes, the new social environment and more.

Initially, adolescents explore these new possibilities tentatively, with the experimental attitude that is typical of adolescence. Before damaging behavior is firmly established, therefore, there is a unique opportunity to prevent lifelong casualties.

Young adolescents on an effective developmental path must

- ◆ Find a valued place in a constructive group.
- ◆ Learn how to form close, durable human relationships.

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- ◆ Earn a sense of worth as a person.
- ◆ Achieve a reliable basis for making informed choices.
- ◆ Express constructive curiosity and exploratory behavior.
- ◆ Find ways of being useful to others.
- ◆ Believe in a promising future with real opportunities.
- ◆ Cultivate the inquiring and problem-solving habits of the mind necessary for lifelong learning and adaptability.
- ◆ Learn to respect democratic values and responsible citizenship.
- ◆ Build a healthy lifestyle.

These requirements can be met by a conjunction of front-line institutions that powerfully shape adolescent development, for better and worse. Research and careful appraisal of best practices has led to useful insights in several areas:

- ◆ The Fundamental Nature of Adolescent Development
- ◆ Strengthening Families for Coping with Adolescence
- ◆ Creating Developmentally Appropriate Schools
- ◆ Ensuring Access to Teen-Friendly Health Services
- ◆ Schools as Health-Promoting Environments
- ◆ Life-skills Training
- ◆ Social Supports
- ◆ Opportunities in the Nonschool Hours
- ◆ Constructive Potential of the Media

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There are several strong resources for synthesizing and assessing the research evidence pertinent to this topic so that all of us as responsible, caring adults can do a better job with our precious young people.

1. The publications of the Carnegie Council on Adolescent Development in which both the President (then governor) and the First Lady participated at various points in the decade of its work from 1986-1996.
2. The National Academy of Sciences' Forum on Adolescence, created as follow-on to the Carnegie Council. The White House staff has been working with the Academy in this forum.
3. The National Institute for Child Health and Human Development. With Duane Alexander's excellent leadership, the institute is supporting more research on adolescent development than ever before.
4. The Department of Education which has made a strong effort to improve American high schools.
5. The President's Committee of Advisors on Science and Technology. It has made a major report on strengthening research on education as well as enhancing the use of technology for education.

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6. The Department of Health and Human Services has been a bulwark for our youth: in research, in services, and in education of the general public about youth. Its Secretary, Donna Shelala, has been one of the nation's leading advocates for healthy adolescent development.

Suffice it to say that the federal government has joined with many partners in public and private sectors to improve the life chances of all our youth. I (HRC) express my heartfelt gratitude to all those at the White House and throughout the country for your dedicated efforts toward a better future.

Those institutions that have a major shaping influence on the young must join forces in adapting to the transforming requirements of the new century. In the long run, the vitality of any society and its prospects for the future depend on the quality of its people -- on their knowledge and skill, health and vigor, and the decency of their human relations. Preventing much of the damage now occurring would therefore have powerfully beneficial social and economic impacts, including a more effective work force, higher productivity, lowered health costs, lowered prison costs, and so much relief of human suffering!

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DRAFT**MEMORANDUM**

To: Melanne Verveer
From: David Hamburg
Date: April 19, 2000
Re: Suggestions for the President's Speech at the White House Youth Conference.

**Why Teens Matter So Much for the Future of our Country, and
How We can Help Them to Become Healthy, Productive, Responsible Adults.**

President Clinton has worked diligently on youth problems before and during his years in the White House. For example, he was a major contributor in the 1980s to Carnegie's landmark report, *Turning Points*, that drastically reformulated education in adolescence on the basis of the strongest research and best available practices. In that effort, he worked with Governor Tom Kean and Anthony Jackson, the staff director, as well as leaders from various sectors of American society, to shape bold recommendations including serious community service as a supervised academic experience for junior high and middle school students. That story turned out to be so valuable for our country that it's worth taking a moment to explain it.

Growing up in the United States includes a landmark event in which the young person moves from a primary, small, intimate environment to a secondary, large, impersonal environment. Children pass this landmark when they make the transition from elementary school to middle-grade school—i.e., junior high school or middle school. This usually means a change from a small neighborhood school where the student spends most of the day in one primary classroom with the same teacher and classmates to a larger, more impersonal institution, farther from home, with many different classes and teachers. This transition occurs at the same time when most adolescents are experiencing rapid physical, emotional, and cognitive changes as well.

There is a crucial need to help adolescents at this early age to acquire a durable basis for self-esteem, flexible and inquiring minds, reliable and close human relationships, a sense of belonging in a valued group, and a way of being useful beyond one's self. They need to find constructive expression for their inherent curiosity and exploratory energy, as well as a basis for making informed, deliberate decisions—especially on matters that have large consequences, such as education and health.

The problems adolescents face are occurring across all of the youth population; no part of the society is exempt from the casualties—witness Columbine. Among the more disquieting signs is the emergence in younger adolescents of very high-risk behaviors that were once associated with older groups: early smoking, early alcohol use, early sex, early alienation from school, even early involvement with deadly weapons.

Schools and related institutions must provide the building blocks of adolescent development and preparation for adult life. Yet most American junior high and middle schools have for decades been unable to meet the developmental needs of young adolescents. These institutions have the potential to make a powerfully beneficial impact on the development of their students, yet they were largely ignored as the educational reform movement ignited in the nineteen eighties.

In response to this challenge, the Carnegie Council on Adolescent Development undertook as its first major commitment, the preparation of a broad-based report to point the way toward much better middle grade schools. The task force commissioned research papers and interviewed experts in relevant fields. It met with teachers, principals, health professionals, and leaders of youth-serving community organizations. It examined

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firsthand promising new approaches to fostering the education and healthy development of young adolescents.

The result was a groundbreaking report, *Turning Points: Preparing American Youth for the Twenty-first Century*. Then-Governor Clinton was its principal national spokesman. It stimulated an emerging movement to build support for young adolescents and educate them through new relationships between schools, families, and community institutions, including those concerned with health. The reformulation of middle-grade schools along the lines recommended in *Turning Points* can improve the life chances of youth from many backgrounds, including those from poor communities.

Dr. Anthony Jackson, who was the principal author of *Turning Points*, led a Carnegie Corporation team in a decade-long follow-up to foster adoption of the recommendations, to assess the implementation of these recommendations, and to determine the nature and extent of any benefits associated with implementation. *Turning Points 2000* now reports that remarkable follow-up effort and the results are very encouraging. Not only do they illuminate how we can do better in the middle grade schools but they also have implications for improving our high schools – e.g. by breaking up vast, impersonal schools into smaller units on a human scale where sustained individual attention is possible for each student.

So, our efforts in the 1980s bore fruit in the 1990s, especially as our Department of Education, under the superb leadership of Dick Riley, facilitated the spread of useful reforms throughout the country. The United States is trying very hard now, beyond all previous efforts, to provide all adolescents with high quality education that treats them

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with dignity, recognizes their personal assets, and stimulates them to open new vistas of learning and accomplishment.

Now let's look for a moment at the big picture: a comprehensive youth development strategy. What conditions favor good results in child and adolescent development? What can shift the odds away from rotten outcomes such as youth violence? How can our children grow up healthy and vigorous, inquiring and problem-solving, decent and constructive?

During their earliest years of growth and development, children need dependable attachment to parents or other adult caregivers; they need protection, guidance, stimulation, nurturance, and skills to cope with adversity. Infants, in particular, need caregivers who can promote attachment and thereby instill the fundamentals of decent human relationships throughout the child's life. Young adolescents, too, need to connect with responsible people who can guide their momentous transition to adulthood with sensitivity and understanding.

Within the scientific and professional communities, an important consensus has emerged on ways that parents and others can cooperate in meeting with the developmental needs of children and young adolescents. Evidence is accumulating that a sequence of preventive actions can set a young person onto the path toward healthy, constructive adulthood. Beginning with early and comprehensive prenatal care, these measures include well-baby medical care, with an emphasis on disease prevention and health promotion; home visits by human service professionals, especially in homes with very young children; parental education to strengthen competence and build close parent-child relationships; parent support networks that provide mutual aid in fostering health

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and education for their children and themselves; child care of high quality outside the home, especially in day care centers; preschool education, modeled on Head Start that combines parental involvement with disease prevention and the stimulation of cognitive as well as social skills; enhanced elementary education and middle grade education—education that is developmentally appropriate, fosters fundamental skills, encourages good health practices and decent human relations including a strong sense of responsibility to each other in community service.

Altogether, such opportunities have strong potential to prevent damage of many kinds as reflected in indices of health, education, and criminal justice. This administration has taken many initiatives over the past seven years to strengthen these opportunities and services, to open pathways for children to learn and grow and enjoy their lives in a responsible way.

The First Lady has outlined the essential requirements that must be met in order to make optimal adolescent development possible. We now know there are many ways in which these requirements can be met by a conjunction of front-line institutions that powerfully shape adolescent development, for better and worse. They begin with the family but include schools, the health sector, community organizations, religious institutions and the media. Constructive actions for each of these institutions are not utopian or hypothetical. You will hear about some today. Working models can be observed in many communities and some have been scrutinized by evaluative research. The main challenge is to expand them to meet the nation's needs. That is why this meeting can be so stimulating and helpful throughout the country.

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Now let us think for a moment about the violence that has caused our country so much anguish in recent years. Specific interventions that target youth violence can enhance adolescents' ability to deal with conflict in nonviolent ways. Policy changes, such as implementing stronger measures to restrict the availability of guns, are urgently needed, especially in light of the growing propensity of juveniles to use even semiautomatics.

One promising strategy for preventing youth violence is the teaching of conflict resolution skills as part of health education in elementary and middle schools. Research indicates that conflict resolution programs can reduce violence. Best results are achieved if this is embedded in long-term, comprehensive programs to address multiple risk factors—i.e., to prevent empty, shattered lives offering little except violence. Serious, in-depth conflict resolution training over extended periods is increasingly important in a culture saturated with media, street and school violence. Supervised practice of conflict-resolution skills is important too. Assertiveness, taught as a social skill, helps young people learn how to resist unwanted pressures and intimidation, resolve conflicts nonviolently, and make sound decisions about the use of weapons.

High-risk youth in impoverished communities urgently need social support networks and life skills training. Both can be provided in schools and school-related health centers as well as in community organizations, including church related youth activities and sports programs. They work best by building enduring relationships with responsible, caring adults as well as with constructive peers. Such an approach offers alternatives to violent groups by providing a sense of belonging, a source of enjoyable

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activity, a perception of opportunity, mentoring, and a chance to prepare for social roles that earn respect.

Adolescent violence is as much a public health concern as other behavior-related health problems such as smoking. Adolescents' tentative exploration of new possibilities offers an opportunity to develop alternatives to violent responses. With the goal of reducing fights, assaults, and intentional injuries among adolescents, community violence prevention programs train providers in diverse community settings in a special curriculum; translate this curriculum into concrete services for adolescents, and enlist the support of the community in preventing such violence. The four principal components of such programs are curriculum development, community-based prevention education, clinical treatment services, and media campaigns. Violence prevention programs are trying to reach as many community settings as possible, including multi-service centers, recreation facilities, housing developments, police and courts, clergy, neighborhood health centers, and schools. There is typically a referral network for health, education and social services. Community campaigns may produce television and radio public service announcements. Violence prevention efforts of such a systematic and extensive sort are very recent, but they have shown great ingenuity and dedication. Evaluation is underway. We must find ways to provide solid, hopeful alternatives to violent behavior.

A variety of organizations and institutions can provide constructive, nonviolent guidance and support to supplement families in navigating the rough waters of adolescence. Some are based in churches, such as the initiatives of the Congress of National Black Churches; some are based in community organizations, like the Girls and Boys Clubs. Others involve youth service, like the Campus Compact based in colleges

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and universities; still others are based in minority organizations. The central point is that churches, schools, community organizations, and businesses can build constructive social support networks that attract disadvantaged or alienated youth. These networks can foster their health, their education, and their capacity to be accepted by the mainstream society. They offer young people healthy alternatives to substance abuse and violent gang membership.

The country has awakened to the dangers of violence in our society—and for that matter throughout the world. This administration seeks to mobilize our compassion, energy and creativity to provide good conditions for growing up in America. Youth violence, tragic as it is, should give us a powerful stimulus to enhance the life chances of all our children.