

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	re: Youth Attendees [partial] (1 page)	n.d.	b(6)
002. list	Conference call list re: SSNs and DOBs [partial] (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19584

FOLDER TITLE:

Logistics/Invitations [3]

2013-0436-S

rc1255

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]

Sample Invitation List break-out

Co-sponsors	15	
Youth/parent diads	20	
Speakers	10	
National nonprofits	30	- 21
Corporations	8	
Foundations	10	- 11
Religious	5	
Educators	15	- 10
Researchers/academics	20	- 17
Grassroots organizations	20	- 6
Internal		
VP	10	
HRC	10	
POTUS	10	
Leg	12	
Cabinet	10	
Intergovt'l	12	
Misc.	10	
TOTAL	227*	

*assumes only limited subs when someone regrets, and that we will have about a 2/3 uptake rate

Youth-parent teams needed to represent:

All ethnic groups

A "nonparent parent" – grandparent, uncle, foster parent

Single parent

Traditional two-parent family with a stay at home mom

Very young parent who was a teen parent and now is the parent of a teen

Teen who is a model student, citizen

Teen who has been in trouble with the law, engaged in other risky behaviors

Parent who is working two jobs to make ends meet

"Yuppie" family with two working parents with demanding jobs



Sandy Dang <sandy@patriot.net>

03/24/2000 10:51:18 AM

Please respond to "sandy@patriot.net" <sandy@patriot.net>

Record Type: Record

To: MaryEllen C. McGuire/WHO/EOP

cc:

Subject: RE: Nomination List

Invitation List

Marta Urquilla - Founder and Executive Director of Sister to Sister/Hermana A Hermana. She has extensive experiences in providing youth led programs to develop and empower young women of color.

Marta Urquilla
1420 Columbia Road NW
Washington DC 20009

Tel: 202-332-4200
Fax: 202-745-2582

Lori Kaplan - Executive Director of the Latin American Youth Center. She has twenty year of extensive experience working with Latino American youth.

Lori Kaplan
1419 Columbia Road NW
Washington DC 20009

Tel: 202-319-8642

David Kakeshila - He has produced several documentary films on Asian American youth.

David Kakeshila
Executive Director
East Bay Asian Youth Center
2025 East 12 Street
Oakland, CA 94606

Tel: 510-533-1092, ext. 25
Fax: 510-533-6825

Dr. Terry Gock - He has extensive experiences in working with Asian American youth and parents in California.

Terry Gock

Director, Asian Pacific Family Center
9353 East Valley Boulevard
Rosemead, CA 91770-1934

Phone: 626-287-2988
Fax: 626-287-1937

Howard Phengsomphone - He has been working with Southeast Asian immigrant and refugee youths for twenty years.

Howard Phengsomphone
Project Director
Southeast Asian Youth and Family Development Project

591 Charles Street
Providence, RI 02904

Phone: 401-421-7740 ext. 334
Fax: 401-421-9243

Nhai Nguyen - She is a Vietnamese American parent who has overcome severe hardship to raise her children in America. She is now a board member of Asian American LEAD.

Nhai Nguyen
1701 Park Road
Apt. 401
Washington DC 20010

Phone: 202-986-6114

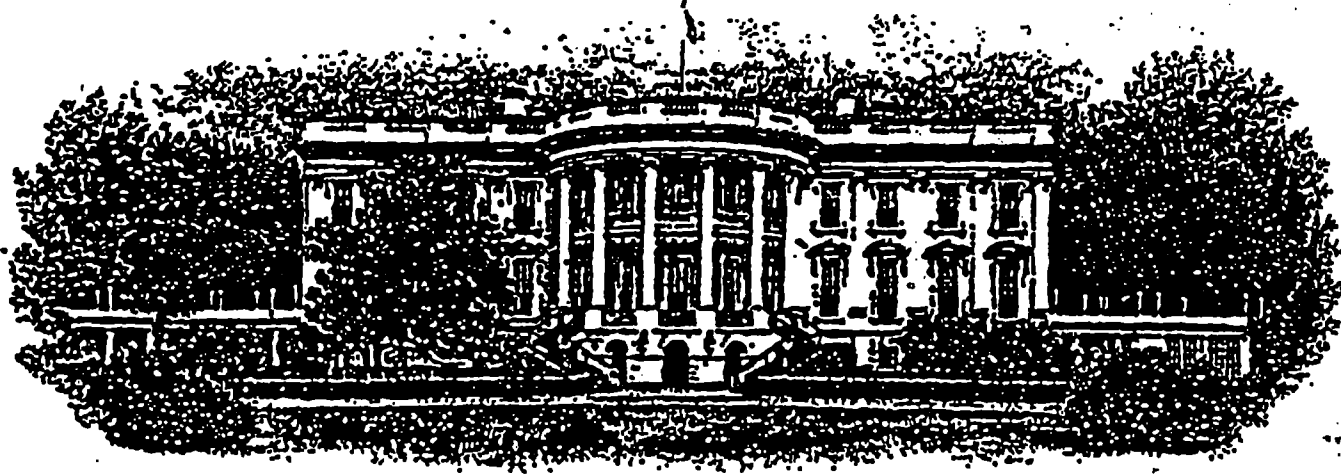
-----Original Message-----

From: MaryEllen_C._McGuire@who.eop.gov
[SMTP:MaryEllen_C._McGuire@who.eop.gov]
Sent: Thursday, March 23, 2000 5:30 PM
To: glemus2363@aol.com; lg13@is2.nyu.edu; schwallieg@aol.com;
ferguson@ncea.com; sadams@aasa.org; mrc@alawash.org; sdang@aalead.org;
coneyb@nassp.org; egbangit@naaffaa.org; snousen@nea.org
Subject: WH Conference on Teenagers

In response to the last message, please email me direct by 11AM Friday morning (3/24) with invite nominees. After that time, nominations can not be considered and will be returned as the list will have been already submitted for printed invitations. All other information [themes, speakers] should go directly to Ann by tomorrow evening. Thank you!

----- Forwarded by MaryEllen C. McGuire/WHO/EOP on

THE WHITE HOUSE
WASHINGTON, DC 20500



FAX COVER SHEET

DATE: 4/19/00 TIME: _____

TO: Milbrey McLaughlin

PHONE: _____ FAX #: 650-723-7578

FROM: Ann O'Leary

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

COMMENTS: _____

THE WHITE HOUSE
WASHINGTON

April 19, 2000

Dr. Milbrey McLaughlin
Stanford University
School of Education
CERAS 402L
Stanford, CA 94305

Dear Milbrey:

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

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

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

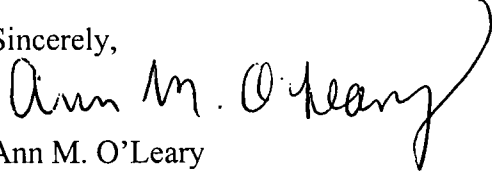
We would like you to speak as part of the breakout session on the topic of how communities can support teenagers in their development. Your remarks should be no more than 4 minutes and should cover the following topics:

- the role community-based organizations play in the social and academic development of teenagers;
- how policy makers and community leaders can support community organizations; and
- the interaction between youth, community-based organizations, schools, and parents.

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

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

Sincerely,

A handwritten signature in black ink, reading "Ann M. O'Leary". The signature is fluid and cursive, with a long, sweeping flourish extending from the end of the name.

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

Laurence Steinberg,
Ph.D.

_____ Distinguished University
_____ Professor

Laura H. Carnell Professor
of Psychology

Temple University



☐ Laurence Steinberg

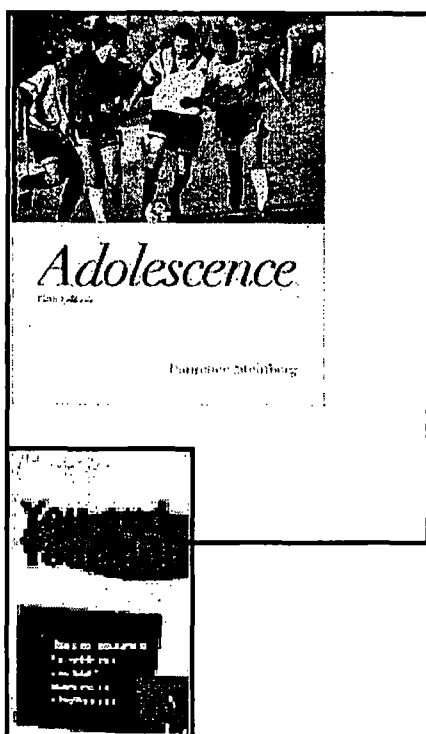
☐ Vitae

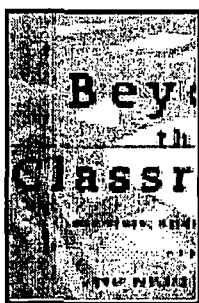
☐ SRA Presidential Address

Biographical Sketch

Laurence Steinberg, Ph.D., is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. Dr. Steinberg has taught previously at Cornell University, the University of California at Irvine, and the University of Wisconsin at Madison. He was educated at Vassar College, where he was elected to Phi Beta Kappa and graduated with honors and distinction in psychology in 1974; and at Cornell University, where he received his Ph.D. in human development and family studies in 1977. He is a fellow of the American Psychological Association, has been a Faculty Scholar of the William T. Grant Foundation, and is currently Director of the John D. and Catherine T. MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice. Dr. Steinberg is Past-President of the Society for Research on Adolescence, the major professional organization of social and behavioral scientists interested in adolescent growth and development. He has been the recipient of numerous honors, including the John P. Hill Award for Outstanding Contributions to the Study of Adolescence, given by the Society for Research on Adolescence, and the Society for Adolescent Medicine's Gallagher Lectureship.

A nationally recognized expert on psychological development during adolescence, Dr. Steinberg's research has focused on a range of topics in the study of contemporary adolescence.





range of topics in the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform, and juvenile justice. His work has been funded by a variety of public and private organizations, including the U.S. Department of Education, the U.S. Department of Justice, the MacArthur Foundation, the William T. Grant Foundation, and the Lilly Endowment. Dr. Steinberg served as a member of the National Academy of Science's Panel on the Health Implications of Child Labor and has been a frequent consultant to state and federal agencies and lawmakers on child labor, secondary education, and juvenile justice policy. He is the author of more than 150 scholarly articles on growth and development during the teenage years, and the author or editor of nine books, including Adolescence, the leading college textbook on adolescent development, now in its fifth edition (New York: McGraw-Hill, 1999), When Teenagers Work: The Psychological and Social Costs of Adolescent Employment (with Ellen Greenberger; New York: Basic Books, 1986), You and Your Adolescent: A Parent's Guide for Ages 10 to 20 (with Ann Levine; New York: HarperCollins, revised edition, 1997), Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis (with Wendy Steinberg; New York: Simon & Schuster, 1994), Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do (with Bradford Brown and Sanford Dornbusch; Simon & Schuster, 1996), and Studying Minority Adolescents: Conceptual, Methodological, and Theoretical Issues (co-edited with Vonnice McLoyd; Erlbaum, 1998).

Laurence Steinberg | [Vitae](#) |

lds@astro.temple.edu

Date Last Modified: 4/4/00

Authoritative parenting styles

We Know Some Things:

Parent-Adolescent Relations in Retrospect and Prospect

Laurence Steinberg

Distinguished University Professor

Laura H. Carnell Professor of Psychology

Temple University

Director

John D. and Catherine T. MacArthur Foundation

Research Network on Adolescent Development and Juvenile Justice

Presidential Address, Society for Research on Adolescence, Chicago, April 1, 2000. I am grateful to Elizabeth Cauffman for her comments on an earlier draft of this manuscript. Much of the work discussed in this article was supported by grants from the Lilly Endowment and the William T. Grant Foundation. Address correspondence to the author, at the Department of Psychology, Temple University, Philadelphia, PA 19122, or by e-mail, at lds@vm.temple.edu.

Over the past two decades, no area of inquiry within the field of adolescent development has generated as much enduring interest as the study of the family. While fads and fashions in other topic areas have come and gone, research on parent-adolescent relationships has maintained a constant presence in the literature, dominating the scientific journals, overwhelming the review panels of funding agencies, and capturing the lion's share of popular publications on teenagers and how to ensure their health and well-being.

During the last 10 years, for example, 28% of all articles published in the *Journal of Research on Adolescence* concerned family relationships, and, of all the articles on adolescence published in the journals *Child Development* and *Developmental Psychology*, a remarkable 34% focused on the parent-adolescent relationship – twice the proportion that focused on adolescents and their peers. One would think that after a period of such focused and concerted effort one would think that we would know some things. In the next hour, I hope to persuade you that, in fact, we do.

More specifically, I'm going to examine the most important ideas to have emerged from the last 25 years of research on adolescent development in the family context and suggest some directions for the future – if not for the next quarter-century, then at least for the next several years. My rationale for using the mid 1970s as the starting point for this journey is simple: Before that time, there was no systematic empirical literature on the family on adolescence to speak of. There were a handful of scattered studies in the journals and some widely-read theoretical treatises, but

it would have been a challenge, to say the least, to stare any coherence into the published literature on adolescence and their parents, even as late as 1980. The state of the literature today is remarkably different. Indeed, I believe that there are some questions that have been so conclusively answered that I shall suggest that we do not need further research on them, and that our efforts would be more fruitfully directed at other issues. So, rather than end my talk by calling for further research, I'm going to begin mine by calling for a halt – at least with respect to some areas of study.

I have organized my talk around the two major sets of questions that have dominated my own research agenda for the past 25 years. The first set of questions concerns the ways in which family relationships change during adolescence.

Specifically, how can we best characterize normative family relations during adolescence? How and why do relationships change as the child moves into and through adolescence? What is the extent of individual differences in this process of transformation? And what do these changes mean for parents and teenagers?

The second set of questions concern the impact of the family on adolescent development and mental health. In particular, how do variations in parent-child relationships affect the developing adolescent? Are some types of parenting "better" for the adolescent than others? Are there factors in the non-family environment that impinge on the parent-child relationship in ways that enhance or attenuate parental influence? And what should we make of recent arguments, such as those in Judith Harris's book, *The Nurture Assumption*, that question the belief that parents have significant influence over their children's development at all?

Let me begin by reviewing what we have learned about transformations in family relations during adolescence.

Prior to the 1970s, the dominant view of the family at adolescence was one that emphasized the nature and function of parent-adolescent conflict. Psychological perspectives on family relations at adolescence emphasized the need for the child to separate him- or herself from parents, and suggested that parent-child conflict grew out of the adolescent's need to detach emotionally from parents or parental figures. Parents were told to expect oppositionalism and defiance from their teenager and to worry if they were not present. The absence of conflict was seen as indicative of stunted development. A teenager who was en route to healthy adulthood had to disengage from parents in order to forge an identity of his or her own.

The strong version of this view – conflict with a capital C — appears most clearly in the writings of the orthodox psychoanalytic theorists, like Anna Freud, but weaker versions of this perspective – conflict with a small c — can be found in many other treatises on the period, especially in those written by neoanalytic theorists such as Erik Erikson or Peter Blos. Erikson's portrayal of the adolescent "identity crisis" and Blos' notions about "individuation" each implied discomfort for the family, if not, perhaps, the guerilla warfare described in the more traditional psychoanalytic models. Parents were told to accept the adolescent's rebellion, identity experimentation, and drive for emotional autonomy as normal and to be supportive in their role as the object of the adolescent's disaffection.

During the late 1960s and the early 1970s, these ideas came under attack by a number of empirical studies that challenged the view that conflict was desirable, or even typical. Between 1966 and 1972, several studies of community samples of adolescents, drawn from schools rather than clinics, were published. These studies found that around 75% of teenagers reported having happy and pleasant relationships with their parents. If detachment, identity struggle, and individuation were taking place, they did not seem to be taking their toll on the family. In 1976, Michael Rutter and his colleagues put the proverbial nail in the storm and stress coffin by showing not only that the 75 percent estimate was on target, but that most of the remaining one fourth of families had histories of family difficulty that preceded their child's entry into adolescence. In other words, it looked as if there was little evidence that familial storm and stress emerged in adolescence in very many families. And, as work by Ellen Greenberger would show, adolescent mental health was found to be better in families with close, not conflicted, parent-child relationships, casting doubt on the notion that family conflict was a necessary prelude to mental health in late adolescence.

How was one to account for the discrepancy between these empirical studies and the earlier accounts? The chief explanation was that the original writings had come from clinicians' reports, whereas the newer studies drew their conclusions from research on community samples. The error was in taking findings based on observations about families of psychologically troubled teenagers and generalizing these to the population as a whole. That is, while storm and stress may be the norm in families of teenagers with depression or conduct disorder, conflict is not normative in average families. This was the party line that I was taught, and that I would teach my students over the next two decades.

A parallel story can be told with regard to theories about intergenerational conflict. By the late-1960s, the concept of the generation gap had become firmly

entrenched in the collective conscious of American society. It seemed that every other cover of *Time* or *Life* featured a long-haired, dope-smoking adolescent demonstrator glaring into the equally angry eyes of a Midwestern factory worker. We were told that a generation fascinated with sex, drugs, and rock and roll was clashing head on with an older generation dedicated to certain unalienable responsibilities: patriotism, hard work, and chastity.

But as with research that questioned the notion that family conflict was normative, research on individuals' attitudes and values questioned the notion that intergenerational conflict was pervasive. By the mid-1970s, the hyperbolic views of the generation gap promulgated by the mass media were dismissed by social scientists as overblown.

Despite scientists' uneasiness with the storm and stress view, the public seemed unwilling to buy this more temperate view of things. There has remained a dramatic disjunction between what was being said in academic circles and what is being sold to parents through the popular media. Authors of contemporary advice books aimed at parents of teenagers continue to portray the period as a difficult one.

The next time you visit your local bookseller, take a look at the titles in the child-rearing section. You'll find dozens of books on how to love your cuddly infant alongside their companion guides, on how to survive your spiteful teenager.

Social scientists say one thing, but parents say another. Is this simply the usual lag between scientific discovery and its popular dissemination, or is something else going on?

In the past several years, I have given dozens and dozens of talks to nonacademic audiences, mainly parents, and I have come to believe that something else is going on. I now question the wisdom of the assertion that the storm and stress view is entirely incorrect. At the very least, I think the story is a lot more complicated than this characterization. The answer to the question of whether adolescence is a time of conflict depends on what we mean by conflict and, more importantly, from whom you collect your data. This suggests the need for a new perspective on the family, one that emphasizes the different viewpoints and stakes that family members bring to the kitchen table. We are now fairly certain that frequent, high-intensity, angry fighting is not normative during adolescence. But to characterize the storm and stress view as entirely wrong – as many writers, including myself, have done – is not entirely true.

Different members of the family have different views of parent-adolescent conflict and are differentially affected by it. I think that Reed Larson and Maryse Richards were exactly on target in their book *Divergent Realities*. Just as research on siblings tells us that two siblings can experience the same family context in very different ways, research on parents and adolescents tells us that mothers, fathers, and teenagers may experience their interactions with each other in very different ways. It is my impression that parents are more bothered by the bickering and squabbling that takes place during this time than are adolescents, and that parents are more likely to hold on to the affect after a negative interaction with their teenager. The popular image of the individual sulking in the wake of a family argument may be a more accurate portrayal of the parent's than the teenager's emotional state.

Teenagers may recover from parent-child conflicts more quickly than their parents because of the different perspectives that parents and teenagers bring to their relationship. Several years ago, Wendy Steinberg and I reported on this in a book entitled *Crossing Paths*, which was based on a study of about 200 families with early adolescents. Although the design of the study was initially limited to questionnaire data, our preliminary analyses of these survey data led us to believe that there were aspects of the dynamics of the parent-child relationship that warranted not only a second look, but a closer look, through structured face-to-face interviews.

Part of the impetus for this addition were some very interesting findings that emerged from a part of the study designed and conducted by Susan Silverberg Koerner. Sue found significant relations between parental mental health and transformations in family relationships – to my knowledge, the first systematic empirical documentation of this phenomenon. We had known from other research that parents describe adolescence as a relatively more difficult time than other periods of the child's development, but we did not know how parents were affected by the family's entry into adolescence. Our findings suggested that the day to day conflicts over mundane matters that psychologists had dismissed as unimportant were in fact unimportant to teenagers but were a significant source of distress for parents.

Work by both Andy Collins and Judi Smetana helps us understand why this may be so: Parents and adolescents have different sets of expectations and ideas about the social conventions that regulate family life. Collins has argued that certain aspects of parent-adolescent conflict can be understood by asking whether and how interactions between family members violate their expectations. Smetana has

pointed out that many of the conflicts that parents and teenagers have reflect not only differences of opinion but differences in the way that issues are framed and defined. Many of the matters that parents and teenagers argue about are seen by parents as involving a code of right and wrong – either a moral code or, more likely, a code that is based on social conventions. But these very same issues are seen by teenagers as matters of personal choice. To a parent, maintaining a clean room is something that people do because it is the right thing to do; to the adolescent, how one keeps one's room is one's own business. When individuals define issues in such different terms, differences of opinion can not be reconciled.

More importantly, the feelings that parents and teenagers have when they walk away from these sorts of unreconciled conflicts may differ. By defining these conflicts as moral debates, parents may view them as rejections of basic values that they have tried to instill in the teenager and, as such, as a violation of their expectations – expectations that their socialization efforts were successful. The adolescent, in contrast, imbues the conflict with far less meaning. This is why it is the parent, and not the adolescent, who walks away upset and who stays upset.

These mildly upsetting interchanges over day-to-day issues are not relationship-breakers. But their repetitive nature takes a toll on parental mental health, especially among mothers, who bear the brunt of the front-line action in most households. About 40% of the parents we studied experienced two or more of the following over the family's transition into adolescence: lowered self-esteem, diminished life satisfaction, increased anxiety and depression, and more frequent rumination about middle age. The distress is worse among parents whose adolescents are actively caught up in the individuation process, worse among parents whose adolescent is the same sex, worse among parents who have invested relatively less energy in work and marriage, and worse among parents who have been divorced. The deidealization of the parent by the adolescent – to borrow one of Woody Allen's expressions, placing the parent under a pedestal – is especially difficult for many parents to cope with. Part of the difficulty may inhere in the clash between the psychological issues of adolescence, and the psychological issues of midlife, with which many teenagers' parents are grappling.

We now understand that early adolescence is an incredibly important period for the negotiation of autonomy-related changes in the parent-child relationship. Perhaps what is most surprising about research on the family's transition into adolescence is that it looks as if negotiating the family's transition into adolescence is not an especially difficult challenge or a significant source of stress for teenagers. To be sure, there are teenagers who are under stress or who have

psychological difficulty, but these conditions can almost always be attributed to a major life event or chronic difficulty that would be stressful regardless of the individual's age, such as parental divorce, poverty, victimization, or the illness of a family member. Adolescents are remarkably resilient in the face of the normative challenges of the period, especially if they have the support of one or more caring adults and, as we shall see, especially if their parents or caregivers practice authoritative parenting.

In our unsuccessful quest to document the storm and stress of adolescence, I believe that we have not paid enough attention to the mental health or psychological needs of parents with teenagers. Rather than focusing exclusively on the psychological adjustment of teenagers to adolescence, future research on transformations in family relations at adolescence needs to examine whether, why, and in what ways this transition is stressful for parents; how this sort of stress affects parental mental health; whether parents who find the transition difficult are more likely to parent in ineffective ways; and whether educational programs aimed at parents of teenagers can help alleviate some of this difficulty.



I'd like to turn now to a second set of questions, ones that have dominated my own work for the past 10 years. These questions concern the impact of parents on adolescent development and mental health, whether certain approaches to parenting are more effective than others, and whether the impact of parenting is moderated by the broader context in which the family lives.

For some time, now, my colleagues and I have been studying what many psychologists refer to as "authoritative" parenting. Authoritative parenting is a terrible name for a wonderful construct, initially described by one of my personal intellectual heroes, Diana Baumrind. The authoritative parent is warm and involved, but is firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations.

Although these basic elements of authoritativeness — responsiveness and demandingness — are significant across different periods in the child's development, there is one added dimension that is important to assess in adolescence: the extent to which parents encourage and permit the adolescent to develop his or her own opinions and beliefs, something called "psychological autonomy-granting." Psychological control, its converse, is experienced by the child as intrusive, overprotective, and sometimes passive aggressive.

For many years, developmental psychologists have known that preschool and elementary age school children who are raised by authoritative parents fare better

than their peers who are raised in other types of households, on virtually every indicator of psychological health studied. This work had not been systematically extended into adolescence, however, and, although it was suspected that this sort of parenting would benefit teenagers as well as their younger counterparts, it was not known if this in fact was the case. This was the impetus for much of the work my colleagues and I have done over the past decade.

Perhaps the most important conclusion to emerge from our work is that adolescents raised in authoritative homes continue to show the same sorts of advantages in psychosocial development and mental health over their non-authoritatively-raised peers that were apparent in studies of younger children. Adolescents from authoritative homes achieve more in school, report less internalized distress, such as psychosomatic symptoms or depression, score higher on measures of psychosocial maturity, such as work orientation, and are less likely to engage in antisocial behavior, including delinquency and drug use. These findings now have been replicated over and over again, by researchers in different parts of the world using different methods, different measures, different samples, and different labels for what they are studying. I know of no study that indicates that adolescents fare better when they are reared with some other form of parenting.

In a recent paper that Marjorie Gray and I co-authored, we "unpacked" authoritative parenting, in an effort to see whether each component of authoritativeness – warmth, firmness, and psychological autonomy-granting – makes an independent contribution to healthy adolescent development. We find that their effects are overlapping but somewhat different. ★

All three aspects of authoritative parenting contribute to academic competence, although it appears that excessive strictness has some disadvantages. ✓

Here what we find is that behavioral control is most important as a deterrent against problem behavior, such as drug and alcohol use and delinquency. Psychological autonomy-granting functions much like warmth as a general protective factor, but seems to have special benefits as a protection against anxiety, depression, and other forms of internalized distress. And psychosocial development, in general, is enhanced by all aspects of authoritative parenting.

Those of you who teach classes in child or adolescent development in which you discuss socialization in the family context probably have been asked about the impact of having two parents whose parenting styles differ. The brief answer is that this does not happen terribly often by the time the child has reached

adolescence. The few studies that have looked at this find that mothers and fathers are in agreement about 75% of the time, partly because parents influence each other over time, and partly because those with serious disagreements may divorce. Nevertheless, it happens often enough to investigate its effects. Of course, the prevailing wisdom is that it is important for parents to agree on matters of discipline – to present a united front, as it were.

This may not be the case, however, as Anne Fletcher and I reported in a paper published last year. While it is true that having two authoritative parents is slightly better than having one, having one is better than having none, even if having one means having parents who do not see eye-to-eye. This is especially true when it comes to academic performance. In fact, the differences between adolescents with one versus two authoritative parents were much smaller than the differences between adolescents with only one authoritative parent versus those with two parents who agree, but who are permissive, authoritarian, or neglectful.

We have probably overstated the importance of parents presenting a united front, at least in homes with teenagers. Perhaps it is important for parents to be consistent when children are younger. But in adolescence, parental consistency is less important than having at least one parent who is authoritative.

We have also examined the over-time impact of authoritative parenting in longitudinal studies. This research is important, because it helps to firm up the notion that adolescent competence is influenced by authoritative parenting, rather than the reverse. We find that the disadvantages of nonauthoritative parenting accumulate over time; across each year of high school, adolescents from homes in which parents are neither responsive nor demanding – parents we call indifferent – lose ground to their authoritatively-reared counterparts. We have demonstrated this with regard to various aspects of antisocial behavior, academic performance, and general psychosocial development. We might think of authoritative parenting in preadolescence as placing young people on a trajectory that maintains or even increases competence and psychological well-being over the adolescent decade. In contrast, neglectful or indifferent parenting places youngsters on a downhill trajectory that makes them increasingly vulnerable to psychological and behavioral problems.

Why does authoritative parenting work?

To answer this, it helps to think of authoritative parenting as an emotional context rather than a compilation of specific parenting practices. Parenting practices are best seen, not as instantiations of authoritativeness, but as specific actions that

often have different meanings depending on the emotional climate in which they occur, a climate that is determined by the style of parenting. Authoritative parenting works because it does three things: First, the nurturance and parental involvement make the child more receptive to parental influence, enabling more effective and efficient socialization. Second, the combination of support and structure facilitates the development of self-regulatory skills, which enable the child to function as a responsible, competent individual. And, third, the verbal give and take characteristic of parent-child exchanges in authoritative families engages the child in a process that fosters cognitive and social competence, thereby enhancing the child's functioning outside the family.

Perhaps the most interesting thing about authoritative parenting is the way in which it changes the impact of parents' practices. We tested this notion by looking at what is more or less considered to be a given in the study of adolescent development – that parents' academic encouragement and involvement in adolescents' schooling is beneficial for their school achievement. In the aggregate, this turns out to be true – students whose parents attend school functions, monitor course selection, stay on top of children's school performance, and encourage their achievement do better in school than their peers whose parents are less actively involved.

The relation between parental school involvement and adolescent achievement varies as a function of how authoritative the family's style is, however. As you can see, parental encouragement and involvement have a much stronger impact when parents were authoritative than it did when parents were not. In fact, within nonauthoritative families, parental encouragement and involvement are statistically unrelated to students' school performance. In other words, it is not just what parents do that matters but the emotional context in which they do it.

Researchers interested in socialization need to study not only *what* parents do, but *how* they do it.

Now let me address the Judith Harris book. Harris has claimed that much of what we attribute to parental influence is actually genetic, and that when adolescent development is influenced by the environment, it is peers, not parents, who are the most important influence agents. I agree with her basic argument that we have under-emphasized both the role of genes and the role of socialization agents other than parents in shaping youngsters' development. But it seems highly unlikely to me that parents have no or even little impact on their adolescents' values, attitudes, and personality. Indeed, the basic logic behind Harris's position makes no sense at all: How could it be that adolescents' development is influenced by the

people with whom they interact – as Harris admits, by pointing to the importance of peer influence -- just not by the people who have lived with them, raised them, and tried to influence them since the moment they were born? Is it conceivable that evolution would have led to the development of a human organism that is influenced by everyone other than its parents? Given what we know about modeling, observational learning, and social influence, the proposition that children are influenced by everyone and everything *except their parents* is preposterous.

As for the argument that it is all genes, I can only say that Harris, like the behavior geneticists upon whose work she relies, overestimates the role of genes, underestimates the role of the environment, selectively attends to findings that support the view that genes always trump environment, and ignores the fact that the statistical models employed in this research conveniently ignore the fact that genetic and environmental influences are intercorrelated and interactive in their impact. If you are interested in seeing this counter-argument fleshed out in more detail, I encourage you to read the recent article published last month in the *American Psychologist* by Andy Collins, Eleanor Maccoby, Mavis Hetherington, Marc Bornstein, and myself.

The problem with Harris's argument is that she draws conclusions about development from a snapshot taken at the end of a long trajectory. The traits, values, and inclinations she attributes – or should I say, *misattributes* -- to peer influence are largely in place before the teenager's friendships have been established, if not as fully developed entities, then as strong predispositions. And they are in place not solely because of genes, but as a result of the interactive forces of genetic and familial influence, set in motion long before adolescence. Peers undoubtedly play a role in strengthening these pre-existing characteristics, which is precisely why peers are important. But it is unlikely that peer influence leads to the initial emergence of these traits.

One of the most important and controversial questions my collaborators and I have asked is whether the benefits of authoritative parenting transcend the boundaries of ethnicity, socioeconomic status, and household composition. The brief answer is that, yes, they do. Studies of American samples show that, as a general rule, adolescents fare better when their parents are authoritative regardless of their racial or social background or their parents' marital status. And this finding has now been confirmed in samples from virtually all over the world, not just in the United States and Canada, but England, Italy, Germany, China, India, Pakistan, Hong Kong, Israel, Singapore, Australia. It has been found from Iceland to

Argentina. I'm not sure what more evidence one would want.

It is often asserted that certain groups of youngsters – African-American youngsters, for example – fare better with authoritarian parents than with authoritative parents. I have gone back to the studies that have been cited as demonstrating this, and have found that very often they do not find what people think and report they do. What these studies, and some of our own work, show is that African-American youngsters are not as harmed by authoritarian parenting as are white youngsters, but this is not the same as saying that black adolescents benefit from authoritarianism. In fact, our data show that minority youngsters raised in authoritative homes fare better than their peers from nonauthoritative homes with respect to psychosocial development, symptoms of internalized distress, and problem behavior.

The one exception to the overall pattern favoring authoritative parenting is in the area of school performance, where we find that authoritativeness does not particularly benefit African-American and Asian-American students. But even here the data do not indicate that youngsters achieve less when they are raised authoritatively or more when they are raised in some other way.

Summary

So let me crawl out on what I believe is a very sturdy limb: I believe that we have enough evidence to conclude that adolescents benefit from having parents who are authoritative: warm, firm, and accepting of their needs for psychological autonomy. Moreover, the same constellation of traits has been shown to characterize effective teachers, school principals, coaches, work supervisors, and organizations. We can stop asking what sort of parenting most positively affects adolescent development. We know the answer to this question. The challenge ahead of us, instead, involves finding ways of educating adults in how to be authoritative and in helping those who are not to change.

I know that there are some of you who believe that any attempt to define parental effectiveness according to some absolute standard -- either in the behavior of the parent or in the development of the child -- is arrogant and insensitive to issues of cultural diversity. Given the diversity in parental attitudes and values in today's society, is it possible to even talk about what is, and what is not, "good" parenting? I think it is. I think it is possible to specify some broad parameters of effective parenting and desirable child outcomes that accommodate cultural diversity without being paralyzed by cultural relativism.

There is no question that authoritative parenting is associated with certain kinds of developmental outcomes, not all of which are adaptive in all contexts. But in

present-day contemporary industrialized societies, the characteristics fostered by authoritative parenting – self-reliance, achievement motivation, prosocial behavior, self-control, cheerfulness, and social confidence – are highly desired and highly desirable. Unless these characteristics become maladaptive in our society – a highly unlikely possibility – parents who do not raise their children with these goals in mind are placing their children at a disadvantage. Frankly, I believe that oversensitivity to issues of diversity has impeded our ability to help parents be better at what they do. We have become so immobilized by political correctness that we have been unwilling to provide the sort of clear-cut direction that parents want and need. As professionals and practitioners who know the scientific literature, we should be able and willing to take a stand as long as we have a firm research foundation for it.

This does not mean that we should abandon the study of parent-adolescent relationships. It does suggest, however, that we move our research beyond the immediate family. Now that we have a firmer understanding of how parenting affects adolescent development, we should turn our attention to understanding how forces outside the family accentuate or undermine the impact of authoritative parenting on adolescent development. Authoritative parenting takes place within a broader context, and that context can strengthen or undermine processes of parental influence. Three examples from our work serve as nice illustrations of starting points for this sort of analysis.

Example one comes from my work with Brad Brown and Sandy Dornbusch, and concerns the power of the peer group. A moment ago I noted that we have found that, among African-Americans, teenagers who are raised authoritatively do not perform any better in school than their peers who are raised in nonauthoritative households. In view of the fact that many studies have shown that authoritative parenting had such a strong and consistent positive effect on school performance among white adolescents, the absence of this effect among black youngsters is puzzling. How could this be? Why aren't Black students from authoritative homes achieving more than their peers from nonauthoritative homes?

The answer, we discovered, is that for many black adolescents, the influence of their peer group, against academic achievement, offsets the potential positive influence of parental authoritativeness. Parental authoritativeness is important, but these data show that it is possible for peers to undermine parental influence. We do not need more research on the benefits of authoritative parenting, but we do need more research on how parent and peer influence work together.

Example two comes from collaborative work with Anne Fletcher, Nancy Darling, and Sandy Dornbusch. In this case, we asked whether adolescents benefited from having friends whose parents were authoritative, and found that this in fact was the case – not surprising, perhaps, because these friends themselves had many of the characteristics that we associate with authoritative parenting, and adolescents are influenced by the company they keep. A more interesting question was whether having authoritatively-reared friends compensates for having nonauthoritative parents, or whether it strengthens what is already taking place at home. The answer is that the efficacy of authoritative parents is amplified when their children have friends who report that they have been raised in a similar fashion. We don't need more research on the impact of authoritative parenting, but we do need more research on why exposure to authoritatively-reared peers is more likely to make the psychologically rich richer than it is to compensate for less than optimal parenting at home.

The final example comes from a series of analyses I did with Beth Cauffman, Nancy Darling, and Marcy Gringlas. We looked at a similar question as that in the study I just mentioned, of authoritativeness in adolescents' social networks, but we broadened the focus to look at the impact of the type of parenting practiced in the community – even among families that were not part of the adolescent's family's network of acquaintances. We asked whether the efforts of authoritative parents are strengthened by living in a neighborhood in which there are large numbers of other authoritative parents. Findings from this study were similar to what I reported a moment ago, about adolescents' social networks: Authoritative parenting works even better when other parents in the community are authoritative, too, probably because this fosters the development of a more positive peer culture. Parents' involvement in their children's schooling, for example, has nearly twice the effect on student performance in neighborhoods where other parents are also involved in school than it does in neighborhoods where they generally are not.

In general, then, the behavior of persons outside the family – the adolescents' friends, the parents of his or her friends, and other parents in the neighborhood – can all undermine or strengthen the impact that parents have on their teenagers. How and why these processes occur are important but understudied questions.

I'd like to conclude with what I think are some implications of the findings from these two lines of work for policy and practice.

Over the past 25 years, our understanding of adolescent development and the

family's role in promoting adolescent health and well-being has expanded at a rapid pace. Much is known about the normative changes of the period. Much is known about what parents need to do to facilitate healthy adolescent development. And much is known about the ways in which the family system changes during adolescence.

Unfortunately, this significant increase in our knowledge about adolescence has not, for the most part, benefited those who might most profit from it most – parents. Parents tell us that they want information on how to keep their teenagers healthy, but they often do not have access to the best and most scientifically grounded advice. Much of the information that parents receive about raising teenagers is conflicting and confusing. Misinformation and erroneous stereotypes about adolescence fill bookstores, flood the Internet, and dominate portrayals of teenagers and their parents in the news, on television, and in film. If we are to increase the capacity of parents and other caregivers to improve adolescent health, we must start by providing these adults with accurate and user-friendly information. Parents need to know what healthy adolescence is, how to assess whether their child is on a healthy trajectory, how to facilitate their adolescent's healthy development, and how to get help when problems arise.

My focus on the family in this talk is not intended to minimize the importance of influences outside the family, such as the peer group, school, neighborhood, or mass media. Nor do I believe that the influence of parents over their children's development is limitless. But it is this very exposure of our adolescents to the influences of so many individuals, institutions, and forces outside the family that makes parents more important today than ever before. We need to change the way parents of teenagers view themselves and their role in their adolescent's development and counter the misleading claims in the popular media that parents do not matter. Indeed, the most important message we can convey is that what parents do *does* matter, even after their children have entered adolescence.

It is not sufficient to tell parents just that they matter, however. We also need to identify a small number of basic messages about the parenting of adolescents on which there is widespread agreement among researchers and practitioners – the sorts of information I presented today – as well as examine the unintentional and erroneous messages about adolescence that are communicated through the mass media.

Parents and other primary caregivers need three types of information. First, they need basic information about the normative developmental changes of

adolescence, so that they can better understand and respond to their children's behavior. Second, they need basic information on the principles of effective parenting during the adolescent years, so that they can adapt to the changing needs and characteristics of their teenager. And third, they need some understanding of how they and their family, in addition to their child, are changing during the adolescent period. Parents from different cultural and socioeconomic groups will incorporate this information into their family life in different ways, but the need for this information cuts across ethnic and economic lines.

What I am calling for, then, is a systematic, large-scale, multifaceted, and ongoing public health campaign to educate parents about adolescence that draws on the collective resources and expertise of health care professionals, scientists, governmental agencies, community organizations, schools, religious institutions, and the mass media.

It is time for us to be as vigorous and serious in our efforts to educate parents of teenagers as we have been in past efforts to educate parents of infants. The wealth of knowledge generated over the past quarter-century has provided the scientific foundation to realize this important goal. It is now up to us to bridge the gap between research and practice.

After all, we know some things.



for child abuse, but not our own voyeuristic enabling of the worst excesses of our media culture? Even the professional child actors whom ruthless Hollywood moguls or grasping stage parents have most aggressively pushed into the limelight, from Judy Garland to Macaulay Culkin, had more privacy, schooling and off-camera time than has been granted to Elián González. Given the extended family all over America that has smothered him with "love," this is one kid who might have been better off home alone. □

Not Homes in Extravagant Times

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to be able to keep paying their full costs over the long term, pass-through subsidies could end in embarrassment.

Fortunately, there are now nonprofit organizations that could help. Groups like Neighborhood Housing Services guide home buyers, validating the quality of a house and its

purchase price, arranging for a proper mortgage and teaching the responsibilities of ownership: Community development corporations take the betterment of property in their areas as their task. And private housing partnerships in many cities — New York's is the flagship — cater precisely to the lower-middle income people that the

Bush proposal is intended to help.

Mr. Bush's plan, if coupled with safeguards for the buyer, is a small but welcome benefit for an underserved segment of the housing market. In so flush an era, one might hope for more, but the political marketplace is governed by a set of rules that put housing toward the bottom. □

Software Can't Make School Safe

By Laurence Steinberg

IPHILADELPHIA
magine a software program that would let schools predict which students will commit acts of horrific violence. Imagine a program that could have spotted Dylan Klebold and Eric Harris, the gunmen who attacked Columbine High School a year ago, before they could act. If it sounds too good to be true, that's because it is.

Yet school administrators and parents across the country have been led to believe that software called Mosaic-2000 will do just this. Visitors to the Web site of Gavin de Becker Inc., which developed Mosaic and licenses it to schools, find a button labeled "Preventing School Shootings" leading them to details about the software.

Mosaic was not developed through a recognized scientific procedure, nor has its validity as a risk predictor been tested by objective evaluators. A

Laurence Steinberg is director of the John D. and Catherine T. MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice.

group of people hired by Gavin de Becker, the personal security consultant and best-selling author, generated a list of variables that they saw — based on their experiences in law enforcement, corporate security, education and psychology — as likely to predict which students posed the greatest risk. Conspicuously absent from the primary development team were any leading researchers in risk prediction. Such professionals know that we simply cannot predict violent acts before they occur.

In the late 1990's, the number of school-age children who died from homicide averaged around 2,500 a year. But fewer than half of 1 percent of them were killed in or around schools. Let's say, for argument's sake, that each of these incidents involved a student perpetrator. In a nation of 90,000 schools, trying to pick out the dozen or so students a year who might commit murder is like looking for a needle in a haystack the size of Kansas.

An even bigger problem with software is the almost certain mislabeling of perfectly innocent children as dangerous (or, as the Mosaic folks would say, "in need of intervention"). If software identified only one student in every school as at risk for committing

a homicide, it would be wrong for about 89,990 kids each year. Even if the prediction were broader — identifying risk for any act of serious violence — the program would be wrong in the vast majority of cases.

The Web site says Mosaic "helps evaluate situations, not students." But its evaluations are based largely on information about individuals and are intended to "identify those students most in need of the interventions."

How large is the downside of the false positive problem? It depends on how school officials would act. But even the most well-intentioned of reactions raise serious concerns. Do schools have the right to brand a student as dangerous just because he satisfies a set of criteria that have never been scientifically validated? To worry parents that their child might be dangerous? To force a child to attend "anger control" classes?

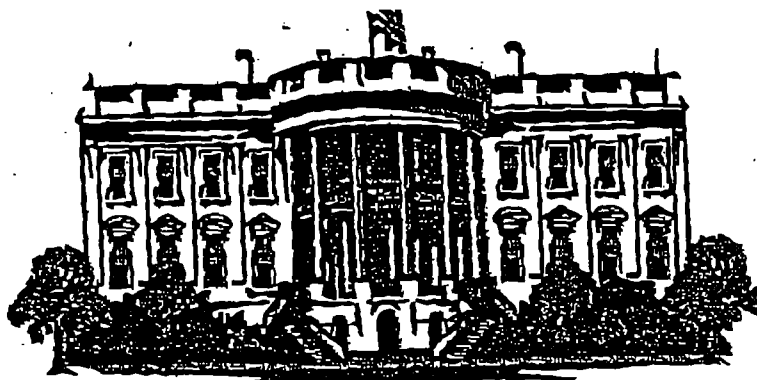
No software could have predicted the Columbine massacre. Sensible gun control policies and expanded mental health services for troubled children would do far more good than any false sense of high-tech security. □

Ann -

RI -

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PHOTOCOPY
PRESERVATION



THE WHITE HOUSE

Domestic Policy Council

DATE: 4/13/00

FACSIMILE FOR: Ann O'Leary

PHONE: () -

FAX: () -

FACSIMILE FROM: Genie Chouh

email: eugenia-chouh@dpd.eop.gov

PHONE: (202) 456-5566

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NUMBER OF PAGES (INCLUDING COVER): 2

- ☐ FOR YOUR REVIEW
- ☐ PER MY E-MAIL OR VOICE-MAIL MESSAGE TO YOU
- ☐ PER YOUR REQUEST

COMMENTS: I'm sure you've already seen this
background on George Geoffrey Canada,
but just in case...

Also, please give me a call when you have
free minute.

Thanks. Genie

Theme: Male Involvement
Honorees: Geoffrey Canada, President/Chief Executive Officer, Rheedlen Center
 Jerry Tello, Director, National Latino Fatherhood and Family Institute
Contact: Geoffrey Canada Jerry Tello
 President and Chief Executive Director
 Officer National Latino Fatherhood and Family
 Rheedlen Center Institute
 2770 Broadway 15865 B Gale Avenue, Suite 1004
 New York City, NY 10020 Hacienda, CA 91745
 phone: 212-866-0700 phone: 626-333-5033

"It takes two to tango," like many cliches, is a truism, but one that has long been ignored by teen pregnancy prevention programs, most of which have focused their efforts almost entirely on teenaged girls. The National Campaign honors both Geoffrey Canada and Jerry Tello for helping to bring the message of involving boys and men in prevention efforts to the forefront. Geoffrey Canada is the President and Chief Executive Officer of the Rheedlen Center for Children and Families in New York City and a nationally known figure who has long spoken out against violence and, more recently, has become a powerful voice for responsible sexual behavior, with a special focus on African-American males. In his current book, *Reaching Up for Manhood: Transforming the Lives of Boys in America*, Canada examines what society, through its actions and unspoken messages, is telling boys today about manhood. He discusses the issues of early sexual activity among adolescent males, the need for adult male role models, and the importance of fatherhood and all that it encompasses.

At the other end of the continent, Jerry Tello serves as the Director of the National Latino Fatherhood and Family Institute based in southern California, a collaborative effort that brings together leaders of Latino health, education, and social services to address the extremely important area of Latino fathers and families. Mr. Tello has worked on the issue of teen pregnancy prevention for decades and was one of the first to begin targeting adolescent males with the message of pregnancy prevention and male responsibility. His work emphasizes a definition of manhood that includes restraint, responsibility, and respect for women.

Through their work and their words, Geoffrey Canada and Jerry Tello are helping to focus attention on the need to include boys and men in broad efforts to reduce teen pregnancy. We particularly salute them for emphasizing the critical role of fathers in forming and maintaining strong families.

Theme: Media Innovation
Honoree: NBC's "The More You Know" Public Service Campaign
Contact: Rosalyn Weinman
 Executive Vice President of Broadcast Standards and Content Policy
 NBC
 30 Rockefeller Center
 New York, NY 10112
 phone: 212-664-5443

It has become increasingly clear that we cannot hope to reduce the rate of adolescent pregnancy without harnessing the power of the media. More so than any other industry, it has the potential to change social norms and influence individual behavior. Although many criticize the media

MEMORANDUM FOR MRS. CLINTON

FROM: Shirley Sagawa

RE: Teen conference

DATE: April 14, 2000

Melanne communicated to us your decision that we should not pursue celebrities for the May 2 conference. I wanted to ask you, though, about Rhea Perlman and Danny DeVito, who have contacted us with interest in the conference. They are spokespeople for the Afterschool Alliance, which the Department of Education and private sector groups are involved in, have done a PSA on afterschool time, and are also parents of adolescents. They could speak on a panel about the importance of afterschool activities for older children.

The communications office has urged us to consider including them. Is that okay with you?

Yes _____

No _____

YMCA Proposed Speakers

Option 1:

Ken Gladish, Ph.d.

National Executive Director, YMCA of the USA

Ken Gladish can serve as a representative of national youth-serving organizations, providing an overview of:

- the nature of teen programs offered by youth-serving organizations
- trends regarding teenagers – their numbers, their interests, their concerns
- the barriers/challenges to serving teens and their parents
- solutions for overcoming these barriers
- methods for involving both teens and parents in the development and implementation of programs

Ken can highlight national campaigns launched by national organizations (the YMCA's campaign obviously, but others as well – Camp Fire, Girls, Inc., 4-H, Boys and Girls Clubs, etc.)

As you know, the Y's Teen Agenda will:

- Engage 1 in 5 teens nationwide
- Build skills and values – to enable teens to become successful adults
- Develop assets in teens what will result in positive outcomes
- Provide teens with meaningful roles in their community
- Place committed, caring adults in long-term relationships with teens
- Provide opportunities for youth and their parents to connect

Y teen programs will focus on three key areas:

- Education/Career/Life Skills
 - Computer labs
 - International education, exchange, and language programs
 - GED classes
 - Mentoring, tutoring
- Health/Safety/Well-Being
 - Curriculum focused on substance abuse, HIV infection, gangs, violence
 - Helping teen gain access to health care

- Leadership/Service-Learning
 - Community service

Option 2:

Every day the YMCA of Metropolitan Dallas serves 3,500 kids at 80 sites after school. Dallas' after-school programs (including 13 teen centers) emphasize building strong kids *and* families. Every family involved in the after-school program is encouraged to eat dinner together -- with no television. To facilitate family conversations the YMCA distributes weekly age-appropriate stories with themes for discussion. Kids are encouraged to read the story to their family, discuss it with them and then share their family's thoughts the following day.

The Dallas Y launched a program with www.groceryworks.com to give families an incentive to make meal time a time of kid-parent interaction. Parents at six after-school sites (hopefully to expand to 50 sites before Fall) can order groceries on-line in the morning and pick up the groceries that evening when they pick up their kids. (Dry cleaning drop-off and pick up is also available). Parents who use this time-saving service agree to have the family eat together every night. (This is on the honor system, families are not required to sign anything.) The YMCA also drops the weekly stories in the grocery bags.

Ben Casey, the president of the YMCA of Metropolitan Dallas, started this program in response to a working mom's anxiety about not having time for evening parenting classes offered by the Y. She shared her overwhelming daily schedule of commuting, work and errands that left her exhausted at the end of every day. Mr. Casey pulled together a task force to figure out how the Y could help working parents. A lack of time was cited as the biggest barrier to parents spending more time with their kids. The grocery and dry cleaning services are designed to help parents spend less time at the store and more time with their kids. Too often technology pulls families apart and hinders interaction, this is a case of technology helping pull families together. Mr. Casey also found that the majority of interactions/discussions at home revolved around logistics (brush your teeth, do your homework, etc.). The weekly stories are designed to encourage quality conversation and interaction between parents and their children.

Option 3:

The YMCA of Greater New York operates one of most comprehensive, committed, innovative teen organizations in the Y movement -- and the country. **Last year the YMCA of Greater served 50,000 teens** a variety of programs, a sampling includes:

- * Teen Centers, operating in all 20 branch YMCAs on weekends and evenings
- * Leaders Clubs, focusing on leadership development
- * Youth in Government, increasing teens awareness of the roles and function of government
- * Youth Skills Certification Program, helping teens acquire and develop marketable skills and stay in school
- * Teen Entrepreneurs, encouraging teens to stay in school and consider a career as an entrepreneur
- * Young Women in Business
- * Teen Action NYC, an in-school program delivering intensive case management
- * Strong Teens United, after-school programs designed for 12-14 year olds
- * Earth Service Corps, focusing on community service and the environment
- * Programs specifically designed for girls (including pregnancy prevention and science, math and technology)

The importance of family is incorporated into every single teen program. All programs are family focused. For example, on May 7th Girls Sports Day is expected to draw 1,000 girls and their mothers. Most branches operate Family Nights on a monthly basis to give families an affordable outing to share. Services for parents of teen include programs like preparing you family for college, especially important for the great number of first generation teens the Y serves.

Some themes the NY may be able to address:

- * working with parents and teen of diverse cultures and the unique aspects of bringing those parents into their teens lives and activities
- * issues specific to teen girls
- * partnerships between schools and community-based organizations
- * incorporating parents into every teen program
- * teaching teen career skills to keep them in school and prepare them for the future

Paula Gavin, President of the YMCA of Greater New York, is an incredibly passionate speaker on this subject and knows teens like the back of her hand.

Option 4:

The Metropolitan Milwaukee YMCA serves over 15,000 central city youth and families in programs designed to build strong kids, strong families and a strong community. Highlights of their programs include:

The Black Achievers program -- created to counter the lack of positive role models who could deliver consistent and long-term support of a child's desire to move beyond the pessimism prevalent in an urban environment. This year, over 200 kids will receive individual assistance and will be matched with an adult volunteer who will act as a mentor, role model, guide, counselor and tutor.

The One on One mentoring program -- works to provide youth with a stable, ongoing relationship with a caring adult, to promote academic success, to teach skills that promote positive life choices and to encourage volunteerism. This year over 300 kids participated in the programs.

The YMCA HangTough program -- created by Milwaukee Mayor John Norquist and is designed to support drug-free children by providing guidance and positive activities to keep kids drug free. This program currently involves over 450 registered participants and involves thousands more through its events and media campaign.

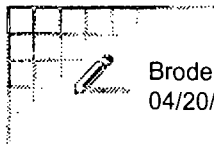
The Youth Volunteer Corps -- headquartered at the YMCA Holton Youth Center, targets young people 11-18 years of age and was founded with the mission to create and increase volunteer opportunities. Last year, Youth Volunteer Corps involved 12,700 volunteers who contributed 11,000 hours of service to over 60 service projects throughout the city.

The importance of family is incorporated into every single teen program. All programs are family focused.

Some themes the Milwaukee Y can address:

- * working with parents and teen of diverse cultures and within public housing authorities
- * issues specific to inner-city youth
- * partnerships between schools and community-based organizations
- * incorporating parents into every teen program
- * teaching teen career skills to keep them in school and prepare them for the future

Jack Lund, President of the YMCA of Greater Milwaukee, is an incredibly passionate speaker on this subject and knows teens like the back of his hand.



Broderick Johnson
04/20/2000 11:38:35 AM

Record Type: Record

To: Kay Casstevens/WHO/EOP@EOP, Ann O'Leary/OPD/EOP@EOP

cc:

Subject: HOUSE INVITES for teen conference

For the session on "the Village": Rep. Ellen Tauscher (D-CA)

For the session on "Closing the Gap": Rep. Ruben Hinojosa (D-TX)

For the session on "Youth as Resources": Rep. Jennifer Dunn (R-WA)

For the session on "A Healthy Start": Rep. Sheila Jackson Lee (D-TX)

Additional House invites: **DeLauro (D-CT)**; Stephanie Tubbs Jones (D-OH); **Sanchez (D-CA)**; Boswell (D-IOWA); **Mark Udall (D-CO)**; **Fattah (D-PA)**; **Scott (D-VA)**; **Morella (R-MD)**; **Holt (D-NJ)**; Corrine Brown (D-FL); Rep. Chris Shays (R-CT). 

Names in bold indicate Members alternates for the moderators and 1st tier additional audience invites.

Ann, you'll note that I replaced Shays with Jennifer Dunn. We'd have a real problem invting Shays to moderate w/o also inviting Rosa DeLauro to moderate as well.

This list is subject to Kay's sign-off.

① Don't put

Donnie Moore 201-725-3673

② Get more - Any more?

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- 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]
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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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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

YOUTH ATTENDEES

From video

Tameka Malone (African American girl)
Lekeya Malone (African American girl)(with parents)
Status: Confirmed

Khyanna Bosques-Smith (Hispanic girl)
Anastasia Bosques-Smith (Hispanic girl)(with mother)
Status: Confirmed

Dylan Silcox (white boy)
Drew Silcox (white boy)(with mother)
Status: Confirmed

Ameir Ramadan (Arab? boy)(with parent)

Status: Confirmed.

Mary Grace Hicks (white girl)(with parents)

For opening session

Eric (with parent) from Our Last Best Shot (African American male)[keynote]

Status: Laura Sessions Stepp will call with contact info on Thursday. Parent and youth are confirmed for the 2nd, have not been interviewed yet, will need \$ to attend

Teen Girl (with parent) (girl) [panel I speaker]

Status: Have asked for nominees from Liz Summey at HHS from the Girl Power initiative, expect a list by Wednesday, they need to be interviewed. Also have nominees from Save the Children.

AmeriCorps Member (tbd) [panel II speaker]

Status: Have asked Tara Murphy from CNS to identify possible candidates. She has selected a program in St. Louis? to draw from, which has members who are under age 20. Will give us a list when we identify diversity needs. Then need to call and interview.

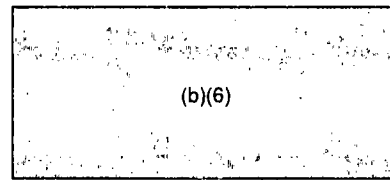
For breakouts

TBD, [time breakout]

Status: Debbie Silcox, the mother of Drew and Dylan Silcox from the video, is a single mother who works two jobs. She's a good talker and on message. Drew and Dylan are quiet, but could accompany Debbie and be listed on the program but not make remarks (the way we might use a youth who comes with a program director) – ie "accompanied by". Not sure we would need a youth if we do this. How does everyone feel about this?

Donni Malone
Lekeya

Ph...

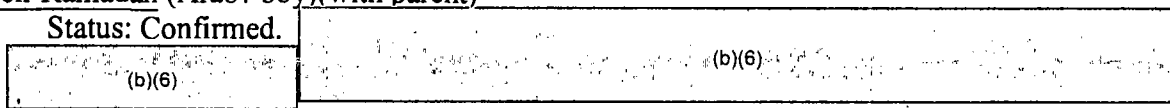


[001]

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TBD [media breakout]

Status: Have some leads from Youth Service America. Not sure what we want here – Ann and Jim, can you give some guidance? One idea is Mary Grace Hicks, who was in the video, who has had some experience on the internet getting porn messages because she mistakenly got on some list and also commented about the beauty images in the media and how it's really hard to live up to. She's by no means an expert, but could provide "ordinary kid" experience.

Latoya Gardner (African American girl)[village breakout]

Status: YMCA has checked her out and she is expecting our call for an interview.

TBD [at-risk breakout]

Status: We could have two youth – Ameir Ramadan from Youthbuild is softspoken, but has a compelling story and could be scripted easily; we could also invite a youth from Sandy Dong's program, provided there is room (we may be over the top at this point)

TBD [youth as resources breakout]

Status: We are reviewing nominees submitted by Community Impact and YSA

Brandi Chapple (with Sarah Brown and/or parent)(African American female)[health breakout]

Status: Not yet called.

TBD [education breakout]

Status: Thought this might be a good place for a National Honor Society member, but Ann, what are we looking for here?

Other invitees

Sarah Austin (with parent)(white female)

Status: On invitation list addendum. This young person has been active advocating for sensitivity to gay and lesbian students at her school

Michael Preston (with parent)(Native American boy)

Status: Nominated both by Justice Department and Lynn Cutler. On invitation list addendum.

Diversity needs

The "TBD" youth need to fill the following gaps:

Asian

Disabled

Rural

SAMPLE

Keeping the Promise Checklist ☒

An initiative of America's Promise and Knoxville's Promise for parents and youth group leaders.

☒ Caring Adults

☒ Safe Places

☒ **Healthy Start**

☒ Marketable Skills

☒ Community Service

- ☐ Birth to 5
- ☐ 6 – 10 Years
- ☒ 11 – 14 Years
- ☐ 15 – 18 Years

Promise # 3: A Healthy Start

For youth from 11 – 14 years of age

Names of Youth

Actions		Contact Organization / Person / Phone					
1	Ask the youth in your group to find out if they have health insurance. Provide state applications for Medicaid/children's health insurance to the families of those who have none, and link parents with these resources.	Knoxville Legal Aid Society - LeeAnn Swarm, 637-0484 Knox County Health Department - Dempsey Andes, 215-5400					
2	Help parents secure free or low cost doctor's care for youth who have not visited a doctor or dentist in the past 12 months.	Knoxville Academy of Medicine - Tammy Headrick, 524-4676 Knox County Health Department - Dempsey Andes, 215-5400					
3	Share with your group your availability and willingness to discuss concerns or questions about sexual development and related topics with any youth. Be sure to follow your organization's guidelines on these subjects.	Florence Crittenton Agency, S.T.A.R.S. Program – Jennifer Yonkey, 602-2021 Knox Adolescent Pregnancy Prevention Initiative (KAPPI) - Cynthia Hudson, 215-5178					
4	Conduct at least one activity or project per week that promotes positive self-esteem and a positive self-image for youth.	Boy Scouts of America – Bruce Van Cleve, 588-6514 Girl Scouts of Tanasi Council – Gloria Yates, 688-9440 x202					
5	Look for signs of drinking or other substance abuse in your youth. If you think a youth is using any of the above, talk about these topics with your group. With that individual youth, discuss privately the dangers involved. Consult your organization's policies for further steps.	Baptist Health System Foundation - Lara Collins, 549-2611 Metropolitan Drug Commission – Catherine Brunson, 588-5550					
6	Look for signs of smoking in your youth. If you think a youth is using tobacco, talk about smoking with your group. With that individual youth, discuss privately the dangers involved.	American Cancer Society – Vicki Casenburg, 584-1668 (Mon-Fri), weekends 1-800-ACS-2345, www.cancer.org Greater Knoxville Coalition on Smoking and Health – Karen Bateman, 215-5174.					
7							
8							

AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH®

909 North Washington Street, Suite 400
Alexandria, VA 22314-1556

KEEPING THE PROMISE CHECKLIST ☒

A Tool to Help Communities Fulfill all Five Promises for Every Child, Ages Birth-18

Tel. 703.684.4500

Fax 703.535.3900

www.americaspromise.org

What is Keeping the Promise Checklist ☒?

Keeping the Promise Checklist ☒ is a new community tool connecting people to the resources they need to fulfill all Five Promises for the children and youth they know by name. This tool recommends specific, age-appropriate actions to fulfill the Five Promises and identifies service providers in the community who have committed to assist in securing these actions.

The Five Promises we must keep for every young person:

1. An ongoing relationship with caring adults
2. Safe places with structured activities during non-school hours
3. A healthy start and future
4. Marketable skills through effective education
5. Opportunities to give back through community service

Why the Keeping the Promise Checklist ☒?

Research on the impact of the Five Promises is compelling. Children and young people who have them are less likely to engage in negative behaviors.

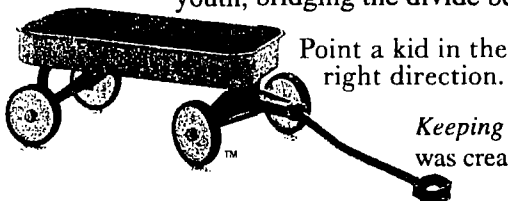
The Five Promises have a cumulative effect. Children who receive all five fare better than those youth with only one or two. Organizations that deliver services to youth are typically able to fulfill one or two of the Five Promises to children and young people. For example, a childcare program provides a safe place with a caring adult. Even larger national not-for-profits that fulfill all Five promises, tend to deliver them through different programs. Under our current service delivery system, it is difficult to fulfill all Five Promises for each child.

Keeping the Promise Checklist ☒ is a tangible way for communities to fulfill the Five Promises for every child and youth. It empowers parents, teachers, coaches, mentors, childcare workers, troop leaders, juvenile justice workers and other small group leaders who regularly work with kids and know them by name to secure and combine resources from all these systems as needed by their youth. The Checklist is also a tool for youth leaders to use to secure resources for other youth, their peers and younger children.

How to Implement Keeping the Promise Checklist ☒

The keys to *Keeping the Promise Checklist ☒* are collaboration and community ownership. Communities implementing the Checklist will:

- ✓ Modify the national prototype of the Checklist as necessary to meet the needs of their children and youth.
- ✓ Obtain commitments from local service providers best equipped to complete each action on behalf of the child or young person.
- ✓ Sponsor community-wide training sessions on the individual use of the Checklist for anyone who regularly works with children and youth and knows them by name.
- ✓ Once trained, community members will use the Checklist to fulfill all Five Promises for their youth, bridging the divide between children and service providers.



Point a kid in the
right direction.

Keeping the Promise Checklist, co-sponsored by the National Collaboration for Youth, was created by America's Promise in collaboration with national and community focus groups.



"Sullivan, Kevin" <Kevin_Sullivan@ed.gov>

03/29/2000 05:19:43 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP
cc: Jonathan M. Young/WHO/EOP
Subject: names for the White House conference on Teenagers

Ann,

Here are some more names from Education, I'm away for the next three days checking in on my sister, if you need anything on this call Bill Modzeleski.

1. Ted and NancySizer -- just wrote a new book
2. Samuel Halpern -- American Youth Policy Forum, wrote a provocative study entitled "The Forgotten Half" about kids being left behind
3. Gene Bottoms, SREB, is running a very big high school reform initiative throughout the South, reaches over 500 high schools.
4. Kent Amos, is an African-American who is well know for his work at-risk kids
5. Thomas Hein, author of the *Rise and Fall of the American Teenager*
6. Patricia Hersch, author of "A Tribe Apart: A Journey into the Heart of American Adolescence"
7. Lt. Gov Kathleen Kennedy Townsend -- can talk about character education and community service
8. Rev. Gene Rivers, leader of the Boston Coalition, worked with police and churches to reduce crime dramatically
9. Bob Witherspoon, President, Coalition of Title I Parents.

Sorry these are late but it has been a crush. Kevin

THE WHITE HOUSE

WASHINGTON

April 19, 2000

Mr. and Mrs. Malone
9632 Hadleigh Court
Laurel, MD 20723

Dear Mr. and Mrs. Malone:

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

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

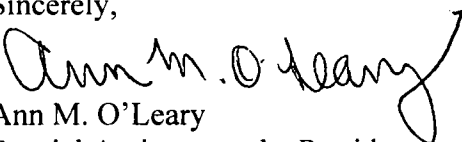
The opening session of the one-day conference will take place in the East Room with an audience comprised of parents and teens, educators, youth workers, foundation leaders, researchers, and policymakers. The opening session will be followed by lunch, breakout sessions hosted by Administration officials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

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

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

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

Sincerely,



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

Conference call
1st. Should I
file this? What is
the issue?

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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002. list	Conference call list re: SSNs and DOBs [partial] (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19584

FOLDER TITLE:

Logistics/Invitations [3]

2013-0436-S

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✓ Barbara Weller 203-354-6471
VP of NAEYC

List for Conference Call

Legislative Staff
for
Early Learning Fund

Marian Wright Edelman
Children's Defense Fund

✓ (202) 662-8787 w
(202) 244-9004 h

(202) 662-3560
Helen Blank

✓ Children's Defense Fund

(202) 662-3547 X w
(301) 656-1780 K w

fax (202) 662-3560

Mark Ginsberg

✓ 4m National Association for the Education of Young Children (NAEYC)

(202) 232-8777

301-587-4055

fax (202) 328-1846
Adele Robinson

✓ National Association for the Education of Young Children (NAEYC)

(202) 232-8777, ext. 627 w

4m (202) 745-7415- H

fax (202) 328-1846

Yasmina Vinci / Edna Rank (DC)

NR National Association of Child Care Resource and Referral Agencies (NACCRRA)

(202) 393-5501 w

(703) 256-9374 h?

fax (202) 393-1109

Sandy Newman

✓ Fight Crime, Invest in Kids

(202) 776-0027 ext. 101

(301) 589-8541

fax (202) 776-00110

Duffy Campbell

NR National Women's Law Center

(202) 588-5180 w

(202) 387-1206 h

fax (202) 588-5185

Judy Appelbaum

✓ National Women's Law Center

NR (202) 588-5180 w

(301) 270-9095 h

fax (202) 588-5185

Sammy Moshenberg

✓ National Council of Jewish Women

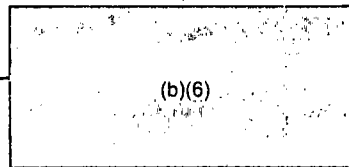
(202) 296-2588 w

(703) 549-2077 h

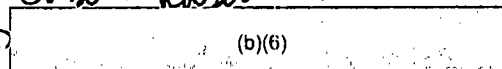
fax (202) 331-7792

Jan Schneiderman
Susan Katz

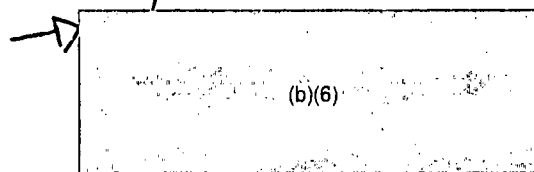
4m SLK180@2ol.com



LM
[002]



Brandon Fitzsimmons
? Policy Dir
Jeff Gorman Hobbs x106



Mary Thawette

① C

② a

③ Pam

④ Brooke

⑤ murtis

⑥ sunset

⑦ 7

⑧ Renee

⑨ Spring

⑩ #1 → my love

→ you you

PHOTOCOPY
PRESERVATION

Sarah Greene -mail
✓ National Head Start Association
(703) 684-3831 w
(703) 836-9270 h

fax ✓
Faith Wohl
Child Care Action Campaign
(212) 239-0138

fax ~~212-6515~~ (212) 268-6515
Joan Lombardi
✓ Yale University ~~212~~
(703) 660-6711

fax(?)

+ NEA

AFT

✓ DDA

Dill Cunningham
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347-6301

My Ann
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> ~~XXXXXXXXXX~~

Julie Anderson > OPL

Nussen
Stechman
822-7597

Joel Packer
822-7329

→ Susan Dumas
720-3804

04/27/00 THU 11:24 FAX 202 456 5426

PLM

002

nea

NATIONAL EDUCATION ASSOCIATION

Robert F. Chase, President
Reg Weaver, Vice President
Dennis Van Roekel, Secretary-Treasurer

Don Cameron, Executive Director

April 20, 2000

The President
The White House
Washington, DC 20500

Dear President Clinton:

Thank you for your invitation requesting my participation in next month's White House summit on teenagers and the prevention of violence. I would be pleased to take part in this important conference.

As you know, NEA -- in partnership with the Departments of Education, Health and Human Services, and Justice, the Learning First Alliance, and EchoStar Communications -- has launched a series of national satellite broadcasts to help public school districts across the country address safety issues. The project received national attention when you announced the kick-off at last spring's White House Conference on Mental Health.

To date, the Safe Schools Now Network has completed four broadcasts, available to more than 6,500 satellite sites. These broadcasts offer valuable insight into the successful prevention of school violence and, given the focus on youth, would likely be of interest and use to participants in the upcoming White House summit on teenagers.

We believe including the Safe Schools Now Network in the summit will help showcase and build on the Administration's already significant involvement in this important project. Of particular interest may be two short segments, each approximately five minutes in length. The first features a North Carolina Student Court Program that has proven highly effective as an alternative to traditional suspension and referral to juvenile court. The second segment highlights a Los Angeles after school program, and features a teenager explaining how his involvement as a technology tutor for elementary school students has changed his life.

NEA would be pleased to provide these or other segments of the satellite broadcasts for use at the White House summit. Should you be interested in these materials, please have your staff contact Jerald Newberry, Director of NEA's Health Information Network, at 202-822-7776, to discuss incorporating them into the White House summit.

Again, I thank you for the opportunity to participate in the White House summit on teenagers and look forward to engaging in constructive dialogue around the prevention of violence.

Sincerely,



Bob Chase
President

cc: Bruce Reed
Marsha Scott

4/26

Debi -

Need to coord immediately
w/ those putting together

Summit. BS sig

↓
(see #4)Tx
D

THE WHITE HOUSE

WASHINGTON

Office of the First Lady

Ph: (202) 456-6266

Fax: (202) 456-6244

To: Ann O'Leary

Phone Number: _____

Fax Number: 62878

From: Shirley

Number of pages (including cover): 2

Comments: