
Work-Family
Issues

National Partnership
for Women & Families

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National Partnership
for Women & Families

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Ann -

Donna asked me to send the enclosed materials to you in preparation for your Raising Teenagers Conference. Please let us know if you require further info. or if you have any questions - Michele Kalafir

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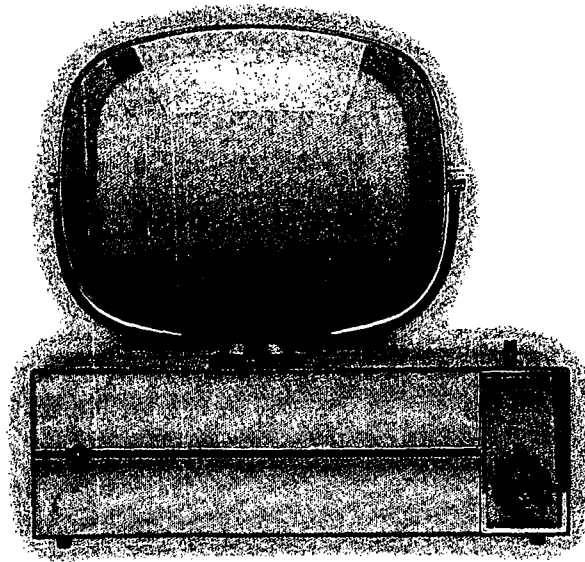
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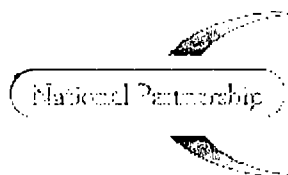
Balancing Acts:

Work/Family Issues
on Prime-Time TV



EXECUTIVE SUMMARY

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for Women & Families



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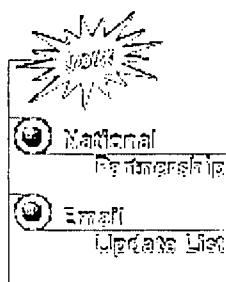
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> Employment

> Who We Are

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FOR IMMEDIATE RELEASE
Tuesday, February 9, 2000

CONTACT:
Lauren Asher, 202/986-2600
Lisa Lederer, 202/371-1999

WORK/FAMILY CONFLICTS STILL LARGELY ABSENT FROM ENTERTAINMENT TV

New Study Finds TV Offers Few Realistic Depictions of Working Families' Balancing Acts

WASHINGTON, D.C. -- During the 1998-99 season, prime time network television offered almost no depictions of the kind of work/family conflicts that Americans face every day. A new study, commissioned by the National Partnership for Women & Families, concludes that prime time entertainment television rarely shows characters struggling to balance work and family responsibilities like child care, elder care and family leave. The study also found that TV portrays single male characters in workplace settings more often than married or female characters, and depicts men in positions of power much more often than women.

"Television is a powerful cultural influence that affects our lives in many ways," said National Partnership President Judith L. Lichtman. "By reflecting Americans' experiences, TV can draw attention to the challenges we face, and foster awareness and change. Our study confirms that, like many workplaces, TV is still catching up to the challenges facing America's working families today."

Prime Time @ Work examined situation comedies, dramas, and animated series on four broadcast networks that were among the top-rated 100 programs of the 1998-99 prime time season. The sample consisted of a constructed week of prime-time programming on the ABC, CBS, Fox, and NBC networks, compiled from a three-month sample period (March, April, May). Martha M. Lauzen, Ph.D., professor of communication at San Diego State University, led the team that analyzed a total of 719 adult characters on 59 prime time programs.

Work/family conflicts were depicted just eleven times on a total of ten programs in the sample, and were major story lines in just five instances. A mere one percent of characters experienced any

work/family conflict a drop from three percent of characters who experienced such conflicts in a study commissioned by the National Partnership of the 1997-98 television season.

The study also found that:

- Fully 99 percent of prime time TV characters never experienced work/family conflicts;
- Non-parents and single and male adult characters were most likely to be shown at work. Three in five adult non-parents (61 percent) and just 38 percent of adult parents were shown in work settings;

- more -

Add One

- Two in three single characters (68 percent) and just 42 percent of married characters were shown in work settings;
- Female characters were more likely to be identified by their marital status, while male characters were more likely to be identified by their occupation;
- Sixty-nine percent of adult male characters and 62 percent of adult female characters were shown in work settings; and
- When major characters were examined, 41 percent of male characters and just 25 percent of female characters held powerful jobs.

Examples of work/family conflicts portrayed include:

- *The Norm Show*: Danny's father drops by the office and asks Danny to go to lunch. Danny can't go because he has to work.
- *Nash Bridges*: Joe attends a parent-teacher conference during work hours.
- *Party of Five*: A power outage at the restaurant he manages makes Bailey late for sister Claudia's 16th birthday party.
- *Profiler*: Samantha Waters is at work when she receives a call from her daughter's school. Her daughter, Chloe, is missing. Samantha leaves work to look for her.

Prime Time @ Work is the second in a series of periodic studies commissioned by the National Partnership for Women & Families on work/family issues on prime time television. The 1998 study, ***Balancing Acts: Work/Family Issues on Prime Time Television***, found that on television most adults were men, few mothers worked for pay, and almost no one was over age 50. The National Partnership is using this research to raise awareness about work/family issues, and to alert TV networks and producers to missed opportunities in portraying the experiences of working

families.

The National Partnership for Women & Families is a nonprofit, nonpartisan organization that uses public education and advocacy to promote fairness in the workplace, quality health care, and policies that help women and men meet the dual demands of work and family.

#

NOTE: The full report is available to media from Lauren Asher at 202/986-2600 or Lisa Lederer at 202/371-1999.

Related Links:

Balancing Acts: Work/Family Issues on Prime-Time TV

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Stats

Resident Population Estimates of the United States by Age and Sex:
 April 1, 1990 to November 1, 1999
 (Numbers in thousands. Consistent with 1990 Decennial Census enumeration.)

Source: Population Estimates Program, Population Division,
 U.S. Census Bureau, Washington, D.C. 20233
 Contact: Statistical Information Staff, (301)457-2422 by phone,
 POP@CENSUS.GOV by e-mail (please include telephone number).
 Internet Release Date: December 23, 1999

	Nov. 1, 1999	July 1, 1999	July 1, 1998	July 1, 1997	July 1, 1996	July 1, 1995
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BOTH SEXES

Population, all ages	273,866	272,878	270,299	267,744	265,190	262,765
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Summary indicators

Median age.....	35.6	35.5	35.2	34.9	34.7	34.4
Mean age.....	36.4	36.4	36.2	36.1	35.9	35.8

Five-year age groups

Under 5 years.....	18,909	18,918	18,966	19,097	19,289	19,529
5 to 9 years.....	19,913	19,957	19,921	19,749	19,435	19,092
10 to 14 years.....	19,661	19,554	19,242	19,091	19,001	18,849
15 to 19 years.....	19,846	19,762	19,539	19,140	18,704	18,200
20 to 24 years.....	18,188	18,061	17,674	17,483	17,504	17,978
25 to 29 years.....	18,159	18,240	18,588	18,812	18,927	18,899
30 to 34 years.....	19,620	19,750	20,186	20,732	21,309	21,821
35 to 39 years.....	22,523	22,556	22,626	22,629	22,549	22,293
40 to 44 years.....	22,372	22,278	21,894	21,376	20,809	20,257
45 to 49 years.....	19,581	19,363	18,859	18,465	18,428	17,456
50 to 54 years.....	16,730	16,452	15,726	15,157	13,927	13,641
55 to 59 years.....	13,081	12,883	12,407	11,755	11,356	11,085
60 to 64 years.....	10,566	10,526	10,269	10,062	9,996	10,046
65 to 69 years.....	9,457	9,455	9,593	9,775	9,900	9,925
70 to 74 years.....	8,771	8,779	8,802	8,753	8,789	8,830
75 to 79 years.....	7,385	7,337	7,218	7,086	6,891	6,700
80 to 84 years.....	4,857	4,823	4,734	4,664	4,575	4,478
85 to 89 years.....	2,664	2,629	2,556	2,480	2,415	2,351
90 to 94 years.....	1,165	1,151	1,117	1,080	1,043	1,017
95 to 99 years.....	355	344	324	305	291	268
100 years and over..	62	60	57	54	51	48

Special age categories

5 to 13 years.....	35,659	35,618	35,389	34,996	34,597	34,188
14 to 17 years.....	15,720	15,661	15,517	15,495	15,210	14,826
18 to 24 years.....	26,229	26,056	25,470	24,973	24,837	25,107
16 years and over...	211,518	210,627	208,277	205,919	203,666	201,492
18 years and over...	203,578	202,682	200,426	198,156	196,094	194,222
15 to 44 years.....	120,709	120,647	120,508	120,171	119,803	119,449
65 years and over...	34,716	34,578	34,401	34,198	33,955	33,618
85 years and over...	4,246	4,184	4,054	3,919	3,800	3,684

Note: For more details about this table, see corresponding menu item
 "Sources and Methods".

Resident Population Estimates of the United States by Age and Sex:
 April 1, 1990 to November 1, 1999 - Cont.
 (Numbers in thousands. Consistent with 1990 Decennial Census enumeration.)

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Contact: Statistical Information Staff, (301)457-2422 by phone,
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 Internet Release Date: December 23, 1999

	Nov. 1, 1999	July 1, 1999	July 1, 1998	July 1, 1997	July 1, 1996	July 1, 1995
FEMALES						
Population, all ages	140,014	139,526	138,252	136,984	135,707	134,493
Summary indicators						
Median age.....	36.7	36.6	36.3	36.1	35.8	35.5
Mean age.....	37.7	37.6	37.5	37.4	37.3	37.1
Five-year age groups						
Under 5 years.....	9,246	9,250	9,270	9,329	9,422	9,538
5 to 9 years.....	9,723	9,744	9,726	9,645	9,489	9,319
10 to 14 years.....	9,591	9,540	9,387	9,312	9,268	9,194
15 to 19 years.....	9,644	9,603	9,494	9,299	9,087	8,843
20 to 24 years.....	8,925	8,864	8,678	8,588	8,602	8,841
25 to 29 years.....	9,134	9,174	9,341	9,442	9,488	9,458
30 to 34 years.....	9,906	9,970	10,179	10,443	10,720	10,968
35 to 39 years.....	11,321	11,335	11,370	11,370	11,331	11,206
40 to 44 years.....	11,277	11,233	11,049	10,799	10,522	10,247
45 to 49 years.....	9,965	9,858	9,607	9,407	9,384	8,891
50 to 54 years.....	8,593	8,451	8,078	7,785	7,161	7,012
55 to 59 years.....	6,800	6,697	6,451	6,116	5,909	5,770
60 to 64 years.....	5,573	5,553	5,420	5,316	5,289	5,322
65 to 69 years.....	5,115	5,116	5,201	5,309	5,390	5,420
70 to 74 years.....	4,900	4,914	4,945	4,935	4,964	4,992
75 to 79 years.....	4,300	4,277	4,221	4,160	4,062	3,971
80 to 84 years.....	3,021	3,007	2,970	2,943	2,904	2,862
85 to 89 years.....	1,800	1,781	1,742	1,701	1,666	1,628
90 to 94 years.....	851	843	823	800	775	759
95 to 99 years.....	276	269	254	240	230	213
100 years and over..	51	49	47	45	42	40
Special age categories						
5 to 13 years.....	17,409	17,387	17,275	17,085	16,886	16,685
14 to 17 years.....	7,631	7,602	7,532	7,521	7,381	7,195
18 to 24 years.....	12,845	12,762	12,478	12,239	12,178	12,317
16 years and over...	109,573	109,134	107,976	106,807	105,682	104,593
18 years and over...	105,729	105,287	104,175	103,049	102,018	101,075
15 to 44 years.....	60,208	60,179	60,112	59,941	59,751	59,563
65 years and over...	20,315	20,255	20,203	20,132	20,035	19,884
85 years and over...	2,978	2,942	2,866	2,785	2,714	2,639

Note: For more details about this table, see corresponding menu item
 "Sources and Methods".

Resident Population Estimates of the United States by Age and Sex:
 April 1, 1990 to November 1, 1999 - Cont.
 (Numbers in thousands. Consistent with 1990 Decennial Census enumeration.)

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 Contact: Statistical Information Staff, (301)457-2422 by phone,
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 Internet Release Date: December 23, 1999

	Nov. 1, 1999	July 1, 1999	July 1, 1998	July 1, 1997	July 1, 1996	July 1, 1995
MALES						
Population, all ages	133,851	133,352	132,046	130,760	129,483	128,272
Summary indicators						
Median age.....	34.4	34.3	34.1	33.8	33.5	33.2
Mean age.....	35.1	35.1	34.9	34.7	34.6	34.4
Five-year age groups						
Under 5 years.....	9,663	9,668	9,696	9,768	9,867	9,991
5 to 9 years.....	10,190	10,213	10,195	10,105	9,946	9,773
10 to 14 years.....	10,070	10,015	9,855	9,778	9,733	9,656
15 to 19 years.....	10,201	10,159	10,046	9,841	9,617	9,357
20 to 24 years.....	9,263	9,197	8,996	8,894	8,902	9,138
25 to 29 years.....	9,025	9,067	9,247	9,370	9,439	9,441
30 to 34 years.....	9,715	9,780	10,007	10,288	10,589	10,853
35 to 39 years.....	11,202	11,221	11,256	11,259	11,219	11,087
40 to 44 years.....	11,095	11,045	10,845	10,577	10,287	10,011
45 to 49 years.....	9,616	9,505	9,252	9,058	9,044	8,565
50 to 54 years.....	8,137	8,001	7,648	7,372	6,765	6,629
55 to 59 years.....	6,281	6,186	5,956	5,639	5,447	5,315
60 to 64 years.....	4,993	4,973	4,849	4,745	4,707	4,723
65 to 69 years.....	4,341	4,339	4,393	4,466	4,510	4,505
70 to 74 years.....	3,872	3,866	3,857	3,818	3,824	3,839
75 to 79 years.....	3,085	3,060	2,997	2,927	2,828	2,729
80 to 84 years.....	1,836	1,816	1,764	1,721	1,671	1,616
85 to 89 years.....	864	848	814	780	749	723
90 to 94 years.....	313	308	294	280	267	258
95 to 99 years.....	79	76	70	65	61	55
100 years and over..	11	11	10	9	9	8
Special age categories						
5 to 13 years.....	18,250	18,231	18,114	17,911	17,710	17,502
14 to 17 years.....	8,090	8,059	7,985	7,974	7,829	7,631
18 to 24 years.....	13,384	13,294	12,993	12,734	12,659	12,790
16 years and over...	101,944	101,493	100,301	99,112	97,984	96,899
18 years and over...	97,849	97,395	96,251	95,107	94,076	93,147
15 to 44 years.....	60,501	60,468	60,396	60,229	60,052	59,886
65 years and over...	14,402	14,323	14,198	14,066	13,920	13,734
85 years and over...	1,267	1,242	1,187	1,134	1,086	1,045

Note: For more details about this table, see corresponding menu item "Sources and Methods".

Resident Population Estimates of the United States by Age and Sex:
April 1, 1990 to November 1, 1999 - Cont.
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	July 1, 1994	July 1, 1993	July 1, 1992	July 1, 1991	July 1, 1990	April 1, 1990
BOTH SEXES						

Population, all ages	260,289	257,746	254,995	252,127	249,439	248,765
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Summary indicators

Median age.....	34.1	33.7	33.4	33.1	32.8	32.8
Mean age.....	35.7	35.6	35.4	35.3	35.2	35.2

Five-year age groups

Under 5 years.....	19,697	19,670	19,488	19,186	18,850	18,763
5 to 9 years.....	18,749	18,439	18,290	18,203	18,059	18,040
10 to 14 years.....	18,713	18,505	18,099	17,676	17,196	17,065
15 to 19 years.....	17,740	17,373	17,178	17,232	17,762	17,890
20 to 24 years.....	18,385	18,781	19,042	19,153	19,132	19,139
25 to 29 years.....	19,101	19,564	20,134	20,709	21,232	21,333
30 to 34 years.....	22,130	22,224	22,237	22,156	21,910	21,837
35 to 39 years.....	21,975	21,602	21,096	20,528	19,981	19,849
40 to 44 years.....	19,714	19,207	18,805	18,760	17,793	17,592
45 to 49 years.....	16,677	15,929	15,357	14,098	13,823	13,746
50 to 54 years.....	13,194	12,728	12,054	11,648	11,369	11,314
55 to 59 years.....	10,931	10,677	10,483	10,421	10,474	10,489
60 to 64 years.....	10,076	10,235	10,437	10,580	10,619	10,626
65 to 69 years.....	9,966	10,013	9,974	10,027	10,076	10,067
70 to 74 years.....	8,736	8,616	8,468	8,243	8,022	7,980
75 to 79 years.....	6,585	6,483	6,397	6,280	6,146	6,103
80 to 84 years.....	4,359	4,255	4,140	4,039	3,935	3,909
85 to 89 years.....	2,300	2,246	2,178	2,104	2,051	2,035
90 to 94 years.....	967	916	865	827	765	748
95 to 99 years.....	250	240	231	218	206	203
100 years and over..	45	43	41	40	37	36

Special age categories

5 to 13 years.....	33,707	33,376	32,937	32,465	31,998	31,835
14 to 17 years.....	14,489	13,987	13,701	13,451	13,321	13,343
18 to 24 years.....	25,391	25,734	25,970	26,348	26,830	26,956
16 years and over...	199,516	197,631	195,658	193,763	191,993	191,576
18 years and over...	192,397	190,713	188,868	187,025	185,270	184,824
15 to 44 years.....	119,044	118,751	118,493	118,537	117,810	117,641
65 years and over...	33,209	32,812	32,294	31,777	31,239	31,082
85 years and over...	3,562	3,446	3,315	3,189	3,059	3,022

Note: For more details about this table, see corresponding menu item "Sources and Methods".

Resident Population Estimates of the United States by Age and Sex:

April 1, 1990 to November 1, 1999 - Cont.

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July 1, 1994	July 1, 1993	July 1, 1992	July 1, 1991	July 1, 1990	April 1, 1990
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FEMALES

Population, all ages	133,261	131,979	130,590	129,184	127,825	127,494
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Summary indicators

Median age.....	35.2	34.9	34.6	34.3	34.0	34.0
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Mean age.....	37.0	36.9	36.8	36.7	36.6	36.6
Five-year age groups						
Under 5 years.....	9,619	9,606	9,519	9,370	9,204	9,161
5 to 9 years.....	9,152	9,001	8,927	8,884	8,814	8,805
10 to 14 years.....	9,127	9,024	8,826	8,620	8,387	8,324
15 to 19 years.....	8,622	8,446	8,354	8,388	8,651	8,713
20 to 24 years.....	9,045	9,233	9,350	9,414	9,387	9,393
25 to 29 years.....	9,550	9,769	10,041	10,324	10,576	10,627
30 to 34 years.....	11,114	11,156	11,159	11,124	11,007	10,972
35 to 39 years.....	11,050	10,868	10,621	10,347	10,077	10,014
40 to 44 years.....	9,977	9,723	9,521	9,497	9,014	8,914
45 to 49 years.....	8,494	8,112	7,819	7,187	7,044	7,005
50 to 54 years.....	6,782	6,541	6,199	5,990	5,848	5,820
55 to 59 years.....	5,691	5,560	5,463	5,437	5,470	5,479
60 to 64 years.....	5,341	5,434	5,549	5,636	5,671	5,679
65 to 69 years.....	5,466	5,507	5,500	5,536	5,564	5,559
70 to 74 years.....	4,946	4,887	4,817	4,704	4,599	4,581
75 to 79 years.....	3,923	3,881	3,847	3,795	3,735	3,714
80 to 84 years.....	2,803	2,749	2,686	2,631	2,569	2,553
85 to 89 years.....	1,600	1,568	1,525	1,475	1,440	1,429
90 to 94 years.....	724	687	650	622	577	564
95 to 99 years.....	199	191	183	173	162	159
100 years and over..	37	35	33	32	29	28

Special age categories

5 to 13 years.....	16,451	16,288	16,072	15,842	15,615	15,536
14 to 17 years.....	7,032	6,789	6,651	6,532	6,472	6,484
18 to 24 years.....	12,464	12,626	12,734	12,932	13,153	13,215
16 years and over...	103,607	102,646	101,635	100,705	99,795	99,588
18 years and over...	100,160	99,296	98,348	97,441	96,535	96,313
15 to 44 years.....	59,358	59,196	59,047	59,093	58,712	58,632
65 years and over...	19,697	19,505	19,241	18,967	18,674	18,587
85 years and over...	2,560	2,482	2,391	2,302	2,208	2,180

Note: For more details about this table, see corresponding menu item "Sources and Methods".

Resident Population Estimates of the United States by Age and Sex:
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	July 1, 1994	July 1, 1993	July 1, 1992	July 1, 1991	July 1, 1990	April 1, 1990
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MALES

Population, all ages	127,028	125,767	124,404	122,943	121,613	121,271
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Summary indicators

Median age.....	32.9	32.6	32.3	31.9	31.6	31.6
Mean age.....	34.3	34.1	34.0	33.9	33.8	33.7

Five-year age groups

Under 5 years.....	10,078	10,065	9,969	9,817	9,646	9,602
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5 to 9 years.....	9,596	9,438	9,363	9,318	9,245	9,234
10 to 14 years.....	9,586	9,481	9,273	9,056	8,808	8,741
15 to 19 years.....	9,118	8,927	8,823	8,844	9,111	9,177
20 to 24 years.....	9,340	9,548	9,692	9,739	9,744	9,747
25 to 29 years.....	9,551	9,795	10,093	10,385	10,656	10,706
30 to 34 years.....	11,016	11,068	11,078	11,032	10,904	10,865
35 to 39 years.....	10,924	10,734	10,475	10,181	9,904	9,836
40 to 44 years.....	9,737	9,484	9,284	9,263	8,779	8,679
45 to 49 years.....	8,183	7,817	7,538	6,911	6,778	6,741
50 to 54 years.....	6,412	6,187	5,856	5,658	5,521	5,494
55 to 59 years.....	5,240	5,117	5,019	4,985	5,004	5,009
60 to 64 years.....	4,735	4,802	4,888	4,944	4,948	4,947
65 to 69 years.....	4,500	4,506	4,474	4,491	4,512	4,508
70 to 74 years.....	3,790	3,729	3,651	3,539	3,423	3,400
75 to 79 years.....	2,663	2,602	2,550	2,486	2,412	2,389
80 to 84 years.....	1,556	1,506	1,455	1,408	1,366	1,356
85 to 89 years.....	700	678	653	629	612	606
90 to 94 years.....	244	229	215	205	188	184
95 to 99 years.....	51	49	47	45	44	44
100 years and over..	8	8	8	8	8	8

Special age categories

5 to 13 years.....	17,256	17,088	16,865	16,624	16,383	16,299
14 to 17 years.....	7,457	7,198	7,050	6,919	6,848	6,859
18 to 24 years.....	12,928	13,108	13,236	13,415	13,677	13,741
16 years and over...	95,909	94,985	94,023	93,058	92,198	91,988
18 years and over...	92,236	91,417	90,521	89,584	88,735	88,512
15 to 44 years.....	59,686	59,555	59,446	59,444	59,098	59,008
65 years and over...	13,512	13,307	13,053	12,810	12,565	12,494
85 years and over...	1,002	964	924	887	852	841

Note: For more details about this table, see corresponding menu item "Sources and Methods".

Stanford Center on Adolescence

Cypress Hall, Building C
466 Via Ortega, Stanford University
Stanford, California 94305-4145

FAX COVER SHEET

To:	Maryellen McGuire
Fax #:	202 456 6244
Date:	March 7, 2000
From:	Ahren Reed, Prof. Damon's ofc.
Subject:	our 1999 Youth Conference

A
Civil
Society
Piece

Number of pages including cover sheet: 10

Message:

Hi Maryellen !

Here is the "white paper" from our
conference last year on youth citizenship.

The second-half of the conference will
be held this year at Brown University.

Please feel free to visit our (somewhat amateur)

web page: <http://www.stanford.edu/group/adolescent.ctr/>

Cheers! - Ahren

Please call if you experience any errors in transmission.

FAX #: (650) 725-8207 / PHONE #: (650) 725-8205

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Conference Consensus Paper

Creating Citizenship: Youth Development for Free and Democratic Society

In June 1999, nearly forty researchers and specialists in youth development gathered under the auspices of the Stanford Center on Adolescence, at the invitation of William Damon (its Director), to participate in a conference entitled "Creating Citizenship: Youth Development for Free and Democratic Society." Faculty and doctoral students (from sociology, psychology, education, political science, anthropology, medicine, and law) from nine universities in the United States as well as from England, Germany, Israel, Northern Ireland, and Poland attended. Prior to the meeting a convening paper had been circulated to participants laying out the research base concerning youth development in the area of citizenship.¹ The schedule included introductory speeches, brief presentations by the visiting researchers, a session convened by youth leaders from organizations in the San Francisco area, and several working group sessions. On the last day of the conference a draft version of a consensus paper was presented and critiqued as the first step in a continuing process intended to revitalize this area of study. The revised text of that paper, which also constitutes the Executive Summary for the conference, is found below, followed by some background and a summary of the content of the conference discussions leading up to the Consensus Document. The conference was supported by a grant to the Stanford Center on Adolescence from the Carnegie Corporation of New York.

Executive Summary - Conference Consensus Document

In order to sustain a society where democratic governance and civil discourse thrive and where the psychosocial development of members of that society is fostered, opportunities to engage in civil society and in the political system should be widely available.

To prepare them to contribute to this kind of society and to foster their political development, young people need face-to-face interpersonal experience in contexts and organizations that are meaningful to them. They should have opportunities to take part in groups and to engage in activities that advance the public good; that incorporate them in reciprocal social networks; and that embody respectful conduct toward familiar and unfamiliar individuals. Young people should acquire the knowledge and capacities that prepare them to understand and actively participate in the political system.

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We have identified a number of qualities and capacities of young people that we believe are essential in achieving these goals:

- A civic identity that includes commitment to a larger sense of social purpose and a positive sense of affiliation with the society.
- An awareness that decisions made in the public political process directly and indirectly affect their private lives and futures.
- Knowledge and the capacity to acquire information necessary to navigate the social and political world, including an understanding of democracy and the functioning of its institutions, current issues of importance, and modes of participation that are likely to be effective.
- A balance between trust and skepticism and a constructive tension between support for legitimate authority and willingness to dissent in relation to the political system and civil society.
- The capacity for making autonomous choices and decisions.
- The capacity and willingness to engage in shared discourse which is tolerant of other opinions and dissent.
- Respect for other individuals and the groups to which they belong.
- Skills of cooperation and negotiation, including the ability to work in a team and present an effective argument for one's views without denigrating the views of others.
- The willingness and ability to assume leadership roles when appropriate.
- Belief in their ability to make a difference by acting alone or with others, including a belief that institutions should be responsive to such actions.

To promote these qualities and capacities, we believe that the following experiences are important and should be available to all young people, consistent with their developmental needs:

- Sustained contact with organizations that treat young persons with respect, operate according to civil rules of conduct, and create opportunities for the safe expression of views.

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- Civic education in schools that provides an experience of democratic society. This means education that enables students to acquire meaningful knowledge about the political and economic systems, to recognize the values of democratic society, to discuss important and potentially controversial issues, to find personally meaningful role models, and to understand the contribution made by organizations in civil society including advocacy groups.
- Opportunities to reflect about the meaning of experiences they have in their communities for their personal and political identities.
- Education about the media that encourages young people to read newspapers and to be critical consumers of print, television, video, and Internet sources.
- Opportunities for youth to communicate their own political and cultural expressions to a wide range of groups and to engage in constructive dialogue.

We believe there is reason for concern about this area. Significant numbers of young people are not acquiring important capacities because the experiences listed above are not readily available, not widely known, or underutilized. Indicators that fuel our concern include:

- Low rates of voting participation among newly enfranchised voters.
- Indifference or unthinking distrust of public figures.
- Declining willingness to assume leadership roles in formal political and civic organizations among young adults.
- Non-inclusion and discrimination experienced by minority and disadvantaged youth.
- Acts of incivility and violence among young people from all sectors of society.

We believe that the following policies and practices exacerbate this negative situation:

- Cultural messages (from families, media, and other sources) which exaggerate values of marketplace success and of power.
- An absence of opportunities for ongoing and reflective engagement in their communities for many sectors of the youth population.

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- A lack of connection between the institutions in which young people are engaged as adolescents and those institutions which it will be their responsibility to shape when they become adults.

In order to deal with these issues, we believe it is important to create a meaningful change in policy, practice, and research. The remainder of this document presents background and lays out some initiatives suggested during the conference.

Background to Conference Consensus Document

Creating citizenship in the next generation and the participation of youth in civil society are part of a complex and multi-faceted process. Although the term "a civic crisis for the next generation of citizens" may be too strong, individuals across a variety of disciplines -- the general public as well as those who work with adolescents -- express concern. Some cite the small proportion of newly eligible voters who cast a ballot. Others are concerned about declining levels of trust in public institutions. Still others point to violence, or to the disinclination of most adolescents to move beyond self interest to involvement in the broader community (including political participation).

Some observers blame parents (for spending too little time either with their children or volunteering in their communities). Some blame peer groups (which are so influential in individual identity formation yet often resist adult norms). Some blame television, popular music or the Internet (especially the prevalence of violent themes). Some blame public officials (for behavior which does not merit trust), or the mass media (for emphasizing and sensationalizing such behavior). Some blame the political parties (for ignoring young adults). Some blame the schools for failing to have high academic standards (though others blame an overemphasis on preparing students for knowledge tests supplanting other goals of participatory civic education).

Starting in the late 1950's and extending through the 1970's there was considerable research related to these issues, especially under the rubric of political socialization. Researchers investigated political attitudes and behavior in students as young as second graders and extending through high school, with some studies following these cohorts into adulthood. Much of this research was conducted by political scientists concerned about tracing political partisanship from generation to generation, about assessing the sources of diffuse support for the national political system, or (toward the end of this period) about understanding the roots of student protest. Many of the measures used in adult election studies, such as political efficacy, were administered to young people. Some psychologists and sociologists interviewed or surveyed youth, often focusing on attitudes toward authority, law, the nation, or economics. Some social studies educators collected information to

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shed light on the effectiveness of particular curricular models. A few scholars pointed to the divergences between the socialization of white and of Hispanic or African American young people, especially those coming from underprivileged backgrounds. Communication researchers investigated topics such as the level of interest in political news.

A single study from the late 1960's which had concluded that taking civics classes did not enhance civic knowledge or engagement was widely cited during this period. It was seldom criticized as it became increasingly out of date or for failing to distinguish between different modes of instruction. Several studies in the 1970's, including one conducted in nine countries, found that civic education classes characterized by the discussion of controversial issues were more likely to engage students and result in knowledge and interest in politics than was the rote memorization of factual material. At the local level, however, educators thought it was risky to encourage the classroom discussion of issues which might divide the community, whatever the research conclusions. Other school subjects were of much higher priority. Although economic education became entrenched in the curriculum guidelines of several states, its goals were often isolated from those of civic education. While the economic system was becoming more globally interdependent, terms such as "preparation for global citizenship" were called into question in many school districts citing fears that students might become less patriotic.

In the 1980's interest in this entire research area declined substantially. An article in the late 1980's referred to the "bear market" in political socialization research. Increased cynicism did not cause much public concern during this period, even when especially obvious trends in this direction appeared among young people. Fewer and fewer political scientists saw youth as an interesting group to study.

In the 1990's new interest among political scientists, educators, sociologists, and psychologists has resulted in a number of conferences and publications of research and policy documents on political socialization and civic education. Articles intended for wider audiences have also appeared. An analysis of data from the National Assessment of Educational Progress refuted the assertion accepted since the 1960's, that civics classes do not make a difference for students' knowledge or attitudes. Political socialization has been reframed as a process involving reciprocal communication and modeling. No longer is it a simple matter of socialization agents transmitting their own point of view without taking into account the reactions (or even resistance) of the young.

Ten years ago "civil" rarely appeared as a modifier except for "civil rights." Recently the term "civil society" has become enshrined in public and professional discourse. This concept refers to citizens acting collectively to exchange ideas and

information, bound by shared and often implicit rules. One purpose of action within civil society is to make demands on the government or to hold its officials accountable, but civil society is a broader concept. Organizations encompassed by civil society include those with cultural, informational, religious, educational, and civic purposes, as well as interest and issue-oriented groups. Rules of civil society include respect for differences, rights to dissent, respect for individual rights, trust in institutions, and advancing the public good. The term "civicness" has been used to denote an orientation which includes reciprocity, cooperation, sharing in a common experience, and trust. A renewed concern about these capacities and what some call "civility," or "civil discourse" among young people has been prompted by this interest in civil society.

A Positive (as well as a Negative) View of the Issue

There is new interest in creating citizenship opportunities for young people. Those debating the issue sometimes talk past each other, however, because of differing assessments of the extent or nature of the problem. Indicators to show decline or increase in youth civic involvement have remained limited to voting rates or, more recently, scores on tests assessing knowledge of government. Expanding the meaning of citizenship based on an analysis of the ideas connected with "civil society" could provide more satisfying directions and indicators.

Although it is tempting to focus on the negative, we can also consider adolescents' emerging qualities as assets to civil society. Alienation from some institutions could be seen as serving to motivate involvement in others. What is sometimes called impulsiveness could be seen as a source of energy. What seems to be grandiosity could be seen as openness to being captured by an ideal. Concreteness could be viewed as a willingness to work toward short term goals and persist in looking for results. Young people are willing to take risks, but they also are willing to take action when they feel strongly, and this can result in empowerment and efficacy. Many adolescents know a great deal more about the new communications and information media than their elders, and they are often enthusiastic about using this knowledge to mobilize others toward a common goal or to share art or music they have created. Further, young people's familiarity with making decisions in the consumer economy may prepare them to make some political choices. In the face of increasing isolation, discrimination, marginalization and inequality, many youth recognize that they have a stake in promoting equality and harmony in a diverse society. All these assets can lead to mature forms of action and leadership if there are creative ways to interest young people, to develop their capacities, and to provide avenues for their involvement.

To change youth requires changing adults (the policies they formulate and the programs they design). Many systems and organizations seem to offer little to

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students to help them express the pro-social motives they have developed with their families in the broader community or to transfer the skills of social action they have developed with their peers to the political system at the local, state, or national level. This is one of several instances of disconnection. To give another example, young people have few opportunities to see connections between voting (or other political activity) and actual policy results (either in their student governments or in the political arena more generally).

One promising way to formulate the problem is to say that we need to identify the precursors in adolescence of adults' active involvement in the community and in all levels of the political system. We need to "create sandlots for the development of citizens."

Arenas of Action

The neighborhood or community is increasingly becoming a site or space for positive everyday experiences of civil society. Membership organizations such as religious groups, neighborhood associations, tutoring or peer mediation projects (and a host of others) often maintain themselves over long periods, even if they are not formally organized. They are frequently based on deeply held value commitments. They offer a sense of possible futures, including sites for commitment and identity development. Youth feel they have a personal stake in these organizations because they provide options for real choices (including peers and personal goals), as well as respected role models. Some of these organizations are finding ways to enhance respect for social diversity with a meaning constructed by the youth themselves (and not forms of tolerance dictated by adults). Developing an understanding of how these groups function is vital.

Youth organizations frequently are able to offer small group projects which are involving and from which adolescents can see benefits; these are characteristics which are valued and sometimes even expected by today's youth. At their best these organizations can offer experiences with commonly agreed upon rules, recognition of the rights of individuals to dissent, and constructive ways to deal with the inevitable frustrations of group activity. More formal political organizations seldom operate in this way.

Youth organizations are valuable in themselves, not just as they relate to later more formal political involvement. It is also the case that community service can lead to political activity, especially when it is accompanied by reflection on the conditions within the system that create unjustified levels of inequality or fail to take citizens' input into account.

Schools are places where nearly all youth spend large amounts of time each week.

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They are public places with many opportunities to foster public values. Although recent research has shown that taking civic education classes does make a contribution to what students know, many school programs designed to transmit information about government or appreciation of the role of citizens in democracy have failed to engage substantial groups of young people. Simply requiring more hours of the same kind of instruction is unlikely to be an adequate solution to the problem we have identified. Schools need to go beyond the transmission of knowledge to foster skills and dispositions of citizen involvement among all students.

Research and reflection about practice suggest that education for participation in civil society and the political system should be implicit in all aspects of schooling. Civics should also be explicitly taught in courses required at certain grades using materials that make it engaging for students. Improved civic education in school must institute high expectations for the acquisition of meaningful knowledge and for active and even critical civic involvement. Instructional programs to realize these expectations require enhanced preparation of teachers. We can identify some elements of effective civic education, such as the opportunity to express opinions in classrooms and to be involved in the community and then to reflect with adults about the social issues raised. Much current educational reform, however, is going in other directions by focusing on students' test performance in reading, mathematics, and science.

Supporting Programs with Research

The convening paper identified relevant previous research, the majority conducted in the 1960's or 1970's. Findings in this area, however, become dated as political circumstances and the demographics of the youth population change. In addition, there are issues which have never been thoroughly studied in a way that could inform program development. Reinvigorating research in the overlapping areas of youth development, political socialization, and civic education is thus a priority. Efforts should be made to identify differentiated ways to conceptualize political socialization and education for citizenship as it takes place both in and out of school. We also need to identify effective reforms, especially in communities where young people experience discrimination or marginalization and where the negative factors identified in the consensus paper are especially prevalent.

We need to develop multifaceted measures of civic knowledge, attitudes, and involvement, and to use them to compare young people cross-nationally as well as nationally. An effort to investigate what makes programs of civic education effective is also needed. The field would benefit from assessments of the context of civic education in a variety of community and political organizations. We need to know more about the motivation to participate and learn in this area and about the

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personal sources of healthy autonomy in decision making. Studies which follow adolescents into early adulthood, examining how early investments of time serving the community relate to later political involvement, are also needed.

One of the most important by-products of new research would be methods and measures for evaluating existing or planned programs. This would also allow the formulation of design experiments with innovations in schools and youth organizations which are intended to foster involvement in civil society.

Conclusion

The conference attendees hope that the Consensus Paper and the Background Document will serve as the first step in a process to revitalize reflective action in this area on the part of youth development specialists, educators, policy makers, researchers across a range of disciplines, funders, parents, and the general public.

¹The convening paper was prepared by Judith Torney-Purta, Professor of Human Development at the University of Maryland in College Park, who was a Visiting Scholar at the Stanford Center on Adolescence during the Spring Quarter 1999. A copy of the full text of that paper, including a list of references, may be found [here](#).

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Memo

To: Ann O'Leary, Special Assistant to the President for Domestic Policy
Ruby Shamir, Associate Director for Domestic Policy

Date: 03/15/00

Re: White House Conference on Youth, May 2000

This memorandum represents the first step in the Department of Health and Human Service's contributions to the planned White House conference on youth. As noted in several places below, we will continue to work with various parts of the Department to get additional information, deliverables, etc.

A. SUPPORT FOR WHITE HOUSE CONFERENCE ON YOUTH:

The window of opportunity is open for the creation of a new, more proactive approach to youth development. As DHHS Secretary Donna Shalala pointed out in her testimony of September 14, 1999 before the Senate Appropriations Subcommittee on Labor, HHS, Education, effective youth development programs do more than prevent risky behavior. "They promote such things as the social, emotional, cognitive and moral competence of young people... Most importantly, [a comprehensive strategy] must include adolescents themselves and make them active participants in the strategies that we develop for their successful futures." Positive youth development takes a public health approach, preventing negative outcomes by developing healthful behaviors among young people.

Just as new findings in cognitive development have revolutionized national policy toward young children (from birth to age 3), the same could happen for older children and teens based on our rapidly developing body of knowledge about the public and social health aspects of adolescent maturation. In an article entitled "Key Brain Growth Goes On Into Teens," the March 9, 2000 *Washington Post* reported that: "Scientists have discovered that the brain undergoes surprisingly dramatic anatomical changes between the ages of 3 and 15," with significant cognitive and emotional implications for success and health later in life. This White House conference could build on the earlier White House conferences on early brain development and child care by conveying the message that we need to protect our

investment in our youngest children by fully supporting them as they go through this second period of accelerated change and growth.

Given the context of recent national initiatives for workforce investment, welfare reform, and after-school programs, as well on concurrent activities on youth development in the youth-serving and health fields, DHHS feels that the time is ripe to begin a national dialogue on the policies and practices that will help America protect and empower our young people as they grow from the dependency of childhood into productive, independent adults. **The Department of Health and Human Services (HHS) welcomes this opportunity to focus on positive youth development.**

B. ADDRESSING THE ROLE OF YOUTH, PARENTS AND COMMUNITIES IN POSITIVE YOUTH DEVELOPMENT:

HHS strongly supports the themes of *community, opportunity and responsibility* that are referenced in the 3/3/00 White House draft document. To build on these themes and capture the energy and commitment of youth, along with the families and communities in which they grow up, HHS would recommend modifying the title of the conference to convey the message that youth, families and communities are partners in a positive effort to build strong futures. This approach would connect genuine concern about the risks youth navigate as they grow up with a sense of hope and promise. Possible suggestions include:

- Promoting Opportunity, Responsibility and Community Engagement for Youth in the 21st Century
- Coming of Age: Empowering Youth in the 21st Century
- Communities, Families and Youth -- Building a Better Future
- Building on Strengths: Communities, Families and Youth Working Together
- America and Youth: Responsible, Caring and Creative Partners
- The Nation and its Youth: Building the Future through Positive Youth Development
- Investing in the Future: Supporting Positive Youth Development in the 21st Century
- Developing Youth, Building a Better Future

C. PARTNERS AND RESOURCES:

The following individuals would be valuable contributors to the design, planning and implementation of this event:

- Stewart Smith, Executive Director of Campfire Boys and Girls and Chair of the National Collaboration for Youth (representing dozens of major youth serving organizations)
- Karen Pittman, International Youth Foundation

- David Hamburg, former President, Carnegie Foundation
- Pam Stevens, Edna McConnell Clark Foundation
- Inca Mohamed, Ford Foundation
- Della Hughes, Executive Director of the National Network for Youth
- Michelle Kipke, Chair, Board for Children Youth and Families, National Academy of Sciences
- Andy Hahn, Brandeis University
- Sam Halprin, American Youth Policy Forum

The Administration on Children, Youth and Families (ACYF) has already begun engaging a number of these partners to begin this dialogue on positive youth development. For instance, on February 9, 2000, ACYF organized a half day discussion on the topic of setting a national "Blueprint for Youth." This discussion was planned in conjunction with the National Network for Youth's annual symposium so the audience included over a hundred youth service providers and young people. This session included a federal panel with representatives from DHHS, DOL, DOJ and ED, as well as youth. A second panel included representatives from the Ford Foundation, the National Collaboration for Youth, and the National Academy of Sciences. This forum was well-received and demonstrated how growing federal interest is coinciding with similar efforts by the National Collaboration for Youth, the United Way's Leadership 18 umbrella and America's Promise. ACYF is planning to follow up with these youth development leaders in a meeting in late March.

D. ISSUES/THEMES:

At the March 3 meeting, Departments were requested to identify important issues/themes that could be discussed in the morning or used as break-out sessions and to recommend Cabinet Secretaries, Members of Congress, or other high-level individuals who could function as leads for breakouts. In your follow up email, you requested that we note the 2-3 themes we feel cannot be left out of the conference; these are listed first below.

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

Other suggested topics:

- **Aiming High: Helping Teens Set Goals and Achieve Them** (What motivates young people to aim high? How do we get youth involved in community building, educational and career pursuits, creative expression, athletics, and developmental experiences in and beyond the classroom?) [Sec. Riley, ED]
- **Preparing Youth for the World of Work: Concerns and Opportunities** (what opportunities do youth believe they have in terms of education, training and work? What motivates young people to seek a career and take the steps necessary to make it a reality? What concerns youth about inequalities in the labor market?) [Sec. Herman, DOL]
- **Building Local Capacity for Community Youth Development** (What is the role of community, faith-based, and volunteer organizations in building up youth's responsibility and commitment? How do we break through bureaucracies to get results for our kids?) [Sec. Cuomo, HUD]
- **Conflict Resolution and Alternatives to Violence** (How do young people learn to resolve conflicts? How can parents, mentors and other adults involved with teens build a positive foundation of social skills that will enable youth to deal with anger or conflict productively?) [Attorney General Reno, DOJ]
- **Communication: Valuing the Perspectives of Youth** (Are kids ready to talk? Are adults ready to hear them? How can parents and other adults who work with teens learn to speak and listen in ways that allow youth to express themselves and be understood?) [Member of Congress/Youth Organization Leader/Foundation Leader]
- **Peer Learning** (What can low-risk and high-risk youth learn from one another? How can young people resist learning negative habits from peers?) [Member of Congress/Youth Organization Leader/Foundation Leader]
- **The Values We Teach** (How do young people develop their own values? What values are kids learning today and who is teaching them? How do family values, customs and conversations make a difference in a youth's maturation?) [Member of Congress/Youth Organization Leader/Foundation Leader]

E. ANNOUNCEMENTS/DELIVERABLES

We are still in the process of working with DHHS agencies to identify possible announcements, but the following represent some initial ideas:

- Every May, DHHS works with the White House to create an event commemorating teenage pregnancy prevention month. As in past years, CDC will have new state-by-state birth rates broken down by ethnicity to announce. It is expected that this will be the seventh year in a row that teen birth rates will have gone down. Additionally, the Administration has worked with the Campaign to Prevent Teenage Pregnancy to recognize their annual award recipients --- national and community leaders from a variety of fields who have made a real difference in helping teens avoid pregnancy. This conference would be a natural venue for these announcements.

- Although the Surgeon General's Report on Youth Violence will not be complete until December 2000, there may be a way to make a preliminary announcement about this project.

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

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

F. DOWNLINK AUDIENCES

- The National Collaboration for Youth and the HHS Regional ACF youth staff could help coordinate downlink sites around the nation (e.g. Girl Scouts in Atlanta, Campfire in Kansas City, etc.)

G. DHHS SERVICES/PROGRAMS FOR YOUNG PEOPLE AND THEIR FAMILIES

A preliminary survey of DHHS programs/activities in this area follows:

HHS Positive Youth Development/Prevention Programs

- Girl Power! (ASPA/SAMHSA)
- Girl Neighborhood Power! (HRSA/MCHB)
- Safe Schools/Healthy Students (SAMHSA)
- Secretarial Initiative on Youth Substance Abuse Prevention (SAMHSA)
- National Youth Sports (ACF/OCS)
- Project Youth Connect (mentoring/advocates) (SAMHSA or CDC)
- *Your Time – Their Future* National Public Education Program (SAMHSA/CSAP)
- Parenting IS Prevention (SAMHSA/CSAP)
- Division of Adolescent and School Health (DASH) school health/health education programs (CDC)
- Youth Violence Prevention (OPHS)

Intervention Services for Youth in Crisis

- Street Outreach for runaway and homeless youth (ACF/FYSB)
- Basic Center (Shelter with Services) for runaway and homeless youth (ACF/FYSB)

- Transitional Living Program for runaway and homeless youth (ACF/FYSB)
- Child Welfare Services (including child protective services, foster care, family preservation/support/reunification, etc.)
- Independent Living Program (ACF/CB)

Research Activities

- Study of Adolescent Health (Add Health Study) (NICHD)
- Project Youth Connect (SAMHSA)
- Injury Prevention Effects of Violence Interventions (studying curfew laws) (SAMHSA)
- Predictor Variables (on negative behaviors leading to substance abuse) (SAMHSA)
- Family Strengthening (SAMHSA/CSAP)
- High Risk Youth Demonstration Grant Program (SAMHSA/CSAP)
- National Survey on Child and Adolescent Well-Being (ACF)
- Youth Risk Behavior Surveillance and Data (CDC)
- Patterns of Alcohol Use Among Adolescents and Associations with Emotional and Behavioral Problems (SAMHSA)

H. RESEARCH AND OTHER BACKGROUND MATERIALS

- *Translating Youth Development into Action* (1999 issue of The Exchange newsletter) (ACF/FYSB)
- *Best Practices to Prevent Violence by Children and Adolescents: A Sourcebook* (CDC)
- *Things that DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (American Youth Policy Forum)
- [Guidelines to managing anger, confrontation and one's own stress – literature to be identified]

Name	Office	Ext.
Shirley Sagawa	OFL	62583
Sharon Kennedy	Soc	66749
Julia Dean	OPL	66260
GRICA ~~BARRETT~~	OFL	662712
Sonya Hebert	Comm	62628
Genie Chouh	DPC	65566
Bernard Little	DPC	65543
★Ricky★Shinn★	OFL	68646
LAVEN ~~SCHWARTZ~~	Wt Social office	65655
Heather Howard	OFL/DPC	67263
Wendy Arends	CCA	67007
Lafayette Brown	OPL	67339
Lisa Towne	OSTP	66070
Julie Anderson	OPL	63771
Eric Dodds	GSA	501-1104
Lowell Taylor	CEA	5-4597



Rob Keast <rkeast@welfaretowork.org>

04/19/2000 05:38:28 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: Bank of America

Ann,

I spoke with our contact at Bank of America regarding some of their families policies. Our contact is trying to pull more exact information together but basically they give parents time off for PTA, school meeting, etc. They're heavily involved in job shadowing and school-to-work among other things. If you're still interested in more information, give a yell. We still have a call out to some of our other businesses and I'll follow-up soon.

Thanks.

Rob Keast, Senior Policy Associate

The Welfare to Work Partnership

202-955-3005 ext. 325

rkeast@welfaretowork.org <mailto:rkeast@welfaretowork.org>



"Zweben, Stephanie" <Stephanie.Zweben@hq.gte.com>

04/19/2000 05:16:08 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP

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

Subject: Program for Consideration: Conference on Teenagers

Ms. O'Leary,

GTE Corporation would like to forward a Program for consideration for the upcoming The White House Conference on Teenagers: Raising Responsible and Resourceful Youth to be held on May 2nd.

The Program we are submitting for consideration is our Life's Playbook Program. To quote from our brochure "Life's Playbook is an exciting program designed to motivate and inspire high school students nationwide. Created to address the challenges facing today's students, the program spotlights the wisdom, experience and achievements of members of the GTE All-America Academic Hall of Fame - distinguished scholar-athletes who have gone on to make substantial contributions in their professions and in their communities...Through the Hall of Famer's insights and stories, students gain new perspectives on how to clear life's inevitable hurdles and achieve their goals and dreams." Examples of some of the outstanding GTE Hall of Famer's are Joe Thiesmann, ESPN Football Analyst, Jamal Wilkes - Sports/Financial Consultant, and Val Ackerman - WNBA president. During the 1999-2000 academic year GTE will sponsor over 150 talks at high schools around the nation by GTE Hall of Famer's.

This Program is managed by Ms. Marie Horton, GTE Director - National Community Affairs. Ms. Horton would be delighted to send you more materials on this Program for your consideration. She can be reached directly by phone at (972) 507-5442 or by electronic mail at Marie.Horton@hq.gte.com.

Thank you so much in advance for your consideration of this Program.

Sincerely,

Stephanie Zweben
GTE Corporation
Sr. Consultant - Diversity and Employee Relations Planning
(972) 507-5745

Message Copied To:

"egalinsky@familiesandwork.org" <egalinsky@familiesandwork.org>
"Chiffriller, Donna" <DONNA.CHIFFRILLER@hq.gte.com>
"Horton, Marie" <Marie.Horton@hq.gte.com>
"Zweben, Stephanie" <Stephanie.Zweben@hq.gte.com>
"Gomez, Oscar (TEL)" <oscar.gomez@telops.gte.com>

March 24, 2000

Ms. Diane Rossi
Chief of Staff
Office of the Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Ms. Rossi:

I understand you are gathering information for the White House on significant education and literacy events in May. On behalf of PBS, I'd like to update you on the launch of a major national literacy initiative on May 16th at the National Press Club and the Library of Congress in Washington, DC.

BACKGROUND

In response to the national reading crisis, the Department of Education in 1996 invested \$4.2 million in a new television series that promised to help young children learn to read. Through a grant to PBS's Ready to Learn Service via the Corporation for Public Broadcasting, the Department provided the critical early support that enabled the producers to leverage private and foundation grants to support the \$30 million project.

From this seed grew an ambitious new literacy initiative to be launched by PBS nationwide. This unprecedented campaign will target what research shows is the most critical period for young readers: ages four to seven.

The centerpiece of the campaign is the research-based children's television show, called *Between the Lions*, produced by WGBH Boston and Sirius Thinking. The show will debut on **April 3rd, 2000** on PBS stations across the country. It uses cutting-edge research and technology to bring a daily half-hour tutorial into the homes of even the most disadvantaged children, since PBS is available free to virtually every home with a television in the United States.

RATIONALE

Secretary Riley has focused much of his considerable energy on improving student reading achievement. Nearly 4 in 10 fourth-graders fail to even partially master the reading skills needed for grade-level work. As you know, low-income minority children have the highest rates of reading failure in the country. (According to the 1998 National Assessment of Educational Progress, 60 percent of Hispanic 4th graders read below the

Basic level and 86% read below the Proficient level. 64 percent of Black 4th graders read below the Basic level and 90 percent read below the Proficient level.)

You also may know that minority children watch the most television. (According to the Kaiser Family Foundation's 1999 report, the average Hispanic child watches 3 ¼ hours of television per day and the average Black child watches 4 hours per day.) *Between the Lions* will deliver high-quality literacy training to millions of struggling students right in their own homes.

THE INITIATIVE

The *Between the Lions* series is the center of a hub of activities that includes:

- A first-of-its-kind web site with interactive teaching materials (www.pbskids.org/lions);
- The Designated Reader Campaign, the first national public service initiative to call on all adults to make sure every child is read to daily;
- Free parent training to extend learning through PBS's Ready to Learn service, which targets low-income families through 130 local member stations;
- Book Cub Clubs to involve young children in organized, literacy-building activities, through campaign partner Reading is Fundamental;
- Outreach to parents and childcare providers on better use of the library, through campaign partner The American Library Association;
- Further outreach through other founding partners, such as the Library of Congress' Center for the Book, the Girl Scouts of the USA, the International Reading Association, the National Association of Elementary School Principals, the National Center for Learning Disabilities, and others; and
- Free license of characters to nonprofit organizations to promote literacy.

SUPPORTERS

In addition to the Department of Education, funders for the series include the Carnegie Corporation of New York, the Park Foundation, The Arthur Vining Davis Foundations, the Charles H. Revson Foundation, and The Institute for Civil Society. National corporate support is provided by Cheerios and E-Toys.

Between the Lions has also won support from a broad range of experts in the reading field, and its creative team includes many of the education experts who brought *Sesame Street* to public television. The show's curriculum achieves a remarkable balance between the whole language and phonics methods, integrating the best of both as recommended by the National Research Council's 1998 report, "Preventing Reading Difficulties in Young Children".

EVENTS

PBS will celebrate *Between the Lions* with a full day of events: a panel discussion featuring prominent literacy experts and educational thinkers; a celebratory luncheon featuring Members of Congress, leaders of national educational organizations, and members of the media; and an evening reception designed for both adults and children.

Secretary Riley has been invited to speak at the luncheon, which will also be the first major event that Pat Mitchell will host in her new capacity as PBS President & CEO.

This luncheon presents an ideal opportunity for the President to receive the accolades he is due for his administration's relentless assault on illiteracy. The dramatic launch of *Between the Lions* is but the latest of the Clinton administration's innovative investments in improving children's literacy. From the smashing success of the Read*Write*Now! summer program, to the popular America Reads tutoring programs, to the school-family Compact for Reading, to the Reading Excellence program's teacher training funds, and the expansion of the Even Start family literacy project, the President, the Vice President and Secretary Riley have been champions for children. Now, millions more children will be reached as the vision of *Between the Lions* comes to fruition.

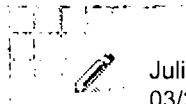
We hope you will recommend this opportunity to the White House on behalf of the Secretary. I am happy to answer any questions you may have on this initiative and event. Please feel free to call me at 703/739-5074. A videotape of the program and a press kit are enclosed. Other supplementary materials will be delivered under separate cover.

Thank you for your anticipated consideration.

Sincerely,

Tom Epstein
Vice President, Communications

cc: Jill Riemer



Julie K. Anderson
03/29/2000 04:03:21 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP
cc: Laura Efurd/WHO/EOP@EOP
Subject: PBS Education Event: Children's Literacy

Please see below.

----- Forwarded by Julie K. Anderson/WHO/EOP on 03/29/2000 03:50 PM -----



PamEHughes@aol.com
03/29/2000 10:41:25 AM

Record Type: Record

To: Julie K. Anderson/WHO/EOP, Bethany_Little@odp.eop.gov
cc:
Subject: PBS Education Event: Children's Literacy

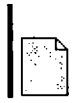
I wanted you to be aware of the opportunity to credit the administration for its investment in an unprecedented NEW children's literacy initiative based on a groundbreaking PBS series called Between the Lions. The new show, which debuts NEXT MONDAY, APRIL 3, will actually help children learn to read through a combination of whole language and phonics techniques.

The daily show is the centerpiece of an impressive variety of off-air activities that will involve parents, teachers, tutors and others in research-based reading assistance. The show is complemented by a first-of-its-kind Web site (www.pbskids.org/lions) which will extend learning through a full curriculum of interactive games and activities.

Because PBS is available free in virtually every television household in America, this innovative combination of research and technology will reach children most in need: low-income minority kids who watch the most TV and have the highest rates of reading failure. That is why the Department of Education has invested more than \$4 million in Between the Lions.

Attached is a recent letter to Secretary Riley's Chief of Staff, Diane Rossi, from PBS. It details the initiative and asks her to recommend the series' official launch celebration on May 16 to the White House scheduling office. A formal letter of invitation to the President will follow, but I thought you should be aware of the opportunity of the show's debut next week for any promotional activity. If you would like a tape and the show and a press

packet, please let me know and I will get them to you ASAP. Thanks, Pam
Hughes (for PBS) 301/493-4299



- Lions literacy event.doc

THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

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

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

Committee on Community-Level Programs for Youth

March 27, 2000

Ann O'Leary
Office of the First Lady
2nd floor, West Wing
The White House
Washington, DC 20500

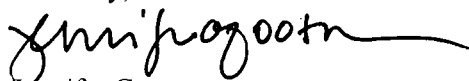
Dear Ann:

Thank you for participating in the meeting of the Board on Children Youth and Families' Committee on Community-Level Youth Programs. I hope that the discussion with the committee was helpful in planning for the White House conference on youth. I am passing along some material to Sonia Chessen that I hope is also useful.

We will continue to inform you on the work of the committee. I appreciate your taking the time to contribute to this meeting and look forward to your continued involvement.

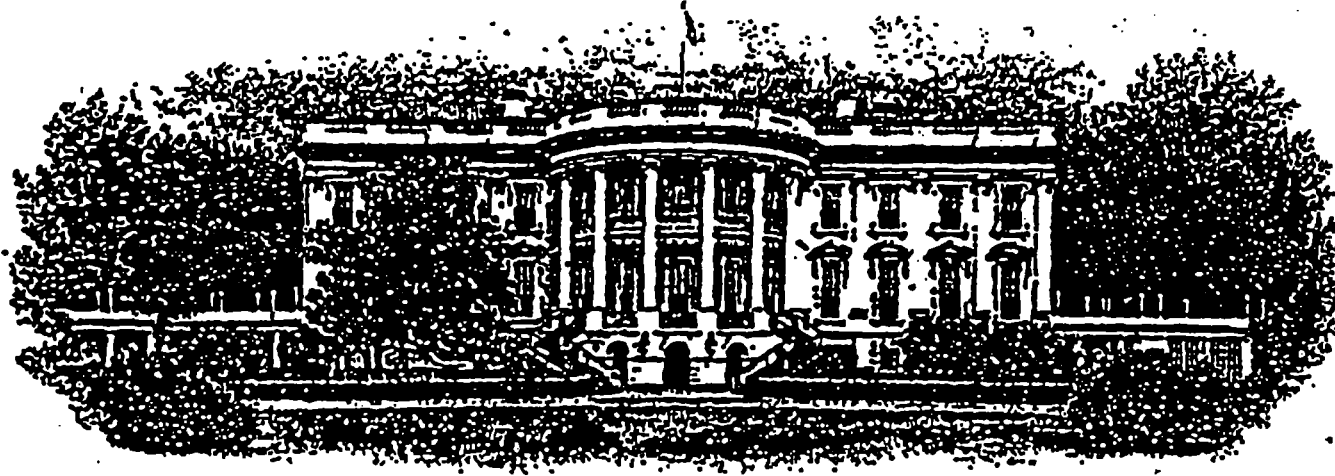
Please let me know if you have other materials or ideas to share with this committee. I can be reached at 202-334-2034 or jgootman@nas.edu.

Sincerely,



Jennifer Gootman
Study Director
Committee on Community-Level Programs for Youth

THE WHITE HOUSE
WASHINGTON, DC 20500



FAX COVER SHEET

DATE: 4/14 TIME: 10:00 am

TO: David Hamburg

PHONE: _____ FAX #: 212-207-6342

FROM: Ann O'Leary

PHONE: (202) 456- 0275 PAGES AFTER COVER: _____

COMMENTS: As I mentioned on the phone, this
draft is still preliminary. We have not yet
met speakers. Please call with any
thoughts or suggestions. Thank you very
much for your continuing support. - Ann

WH CONFERENCE ON TEENAGERS

Draft agenda with breakouts and suggested speakers

Policy Deliverables:

UNIFORM RATING SYSTEM

HRC meeting with industry and advocates prior to May 2nd

Meeting with family/parent groups

Research agenda – dollars and content

MEDIA AND KIDS

Review Susan Bales work

WORK AND FAMILY

HISPANIC CONFERENCE

Share policy doc with Andy, Rey, etc.

Meet with working group to finalize strategies and deliverables, brainstorm on speakers and invitees

Meet with stakeholders to get input on policy

Meet with Brain to discuss private sector commitments

Turn in speakers and invitees to Brian

ADOPTION/FOSTER CARE

Meet with folks on implementation of Foster Care Independence Act

Brainstorm with HHS on events/policy deliverables/implementation issues on Adoption

BAA-UI FINAL RULE

State legislators conference call

OMB regs – work with them on date to release

Mention to Bruce – May 24th goal

FMLA

Study – get back to Labor on questions and timeline

Check with Labor about issue of “serious illness” – what is our guidance? Should we push?

CHILDCARE

Review Senate bill for technical assistance – coordinate with Zoe

Meeting on Senate strategy for next week

Federal Childcare – EO?

DC/GSA childcare – call Michael Barr

CNS

Do Something Presidential Request

Powell/Clinton FWS letters – call ED on FWS list, call correspondence to discuss
Coca Cola ltrs – follow-up with Cabinet affairs on video request, talk to correspondence
about changing Presidential letter (check with WH Counsel to see
if we can)

HRC WORK

Event Ideas memo – child safety, women & heart disease, grandparents
Million Mom march?
Fight Crime/Invest in Kids?

EDUCATION

Single Sex – check with ED to see if DOJ shared comments
Work on teacher recruitment with Bethany

DOMESTIC PARTNERS

Policy Options Memo for Bruce with cc to Karen

EXECUTIVE ORDERS

Non-discrimination in training
Parental non-discrimination

CHOICE

Gag Rule – release of rule and possible Bliley legislation
Partial birth – veto
Fetal tissue (possible legislation)
Child Custody Protection Act
Unborn Victims
Contraceptive Coverage and Title VII
RLPA

CHILDREN'S HEALTH

Toy safety?
Ritalin Conference
Children's Health bill on Hill

OTHER HEALTH

Women and heart disease?
Infectious Diseases: West Nile



U.S. Department of Education

Office of Vocational & Adult Education

Office of the Assistant Secretary

Fax Cover Sheet

To Ann O'Leary

Fax Number 202-456-2878

From Liz Cotham

Telephone 205 - 3684

6 pgs,
incl cover

Comments Per your request, here
is a copy of our Reinventing
High School conf. brochure.
I hope ~~if~~ you can read it --
the background is blue.

IF not, pls give me a
call. We are working on your
speaker request. Hopefully, I
can get you something today.

Telephone: 202.205-5451

Fax: 202.205.8748

www.ed.gov/offices/OVAE

liz

REINVENTING HIGH SCHOOL

TAKING ACTION

June 14-16, 2000

The Omni Shoreham Hotel
2500 Calvert Street, NW
Washington, DC



PRELIMINARY CONFERENCE AGENDA

Wednesday, June 14

3:00-6:00 Registration

6:00-8:00 Reception and Welcome

Thursday, June 15

7:00-8:30 Registration

7:00-8:30 Continental Breakfast

8:30-9:00 Opening Address: A Call to Action

*Patricia McNeil, Assistant Secretary
for Vocational and Adult Education**Michael Cohen, Assistant Secretary for
Elementary and Secondary Education*9:00-10:00 The Look and Reality of
Innovative High Schools10:20 Noon Getting from Here to There:
A Conversation with
Educators, Policymakers, and ParentsNoon-1:15 Luncheon Address:
*Richard Riley, U.S. Secretary of Education*1:15-3:15 Joining Practice and Policy:
Breakout Sessions on New and
Promising Directions.• Small, personalized, and safe
learning environments

• Academic rigor and high expectations

• The culture of teaching and learning

• Principal and teacher leadership

• Partnerships with parents,
community, and business

• Assessment and accountability

• Students' transition to high school

• Students' transition to college,
work, and adulthood• Innovation in designing
schools, educating students,
and using technology3:30-5:00 For Teams:
Team Meetings: Developing Action Plans - Round I3:30-5:00 For Individuals:
Forums on National Issues - Round I

Friday, June 16

7:30-8:30 Continental Breakfast

8:30-10:00 How to Reinvent a High School:
A Conversation with Innovators10:15-12:15 Rethinking the Content of
High Schools. Breakout Sessions

12:15-1:30 Lunch and Closing Plenary Session

1:30-2:30 For Teams:
Team Meetings:
Developing Action Plans - Round II1:30-2:30 For Individuals:
Forum on National Issues - Round II

2:30 Adjourn

U.S. DEPARTMENT OF EDUCATION

REINVENTING HIGH SCHOOL:

TAKING ACTION

June 14-16, 2000

A conference for educators, policymakers, parents, and others dedicated to creating successful high schools



"...I BELIEVE THAT NOW IS THE RIGHT TIME TO CHALLENGE OURSELVES TO DO SOME CREATIVE THINKING ABOUT THE FUTURE OF THE AMERICAN HIGH SCHOOL."

*Richard Riley,
U.S. Secretary of Education*



REINVENTING HIGH SCHOOL
is an opportunity for:

Educators

Policymakers at the local,
state, and federal levels

Community and
business leaders

High school and post
secondary personnel

Parents and students

And others who are committed
to high school change

...to explore ideas, experiences,
and strategies for reinventing
American high schools and
to take action.

REINVENTING HIGH SCHOOL
will explore key ingredients
needed to transform high schools.

Small, Personalized, and Safe
Learning Environments

Academic Rigor and High
Expectations

A Culture of Teaching and
Learning

Principal and Teacher
Leadership

Partnerships with Parents,
Community, and Business

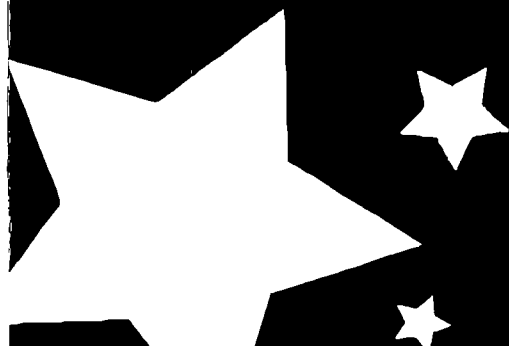
Meaningful Assessment
and Accountability

Support for Students'
Transition to High School

Support for Students'
Transition to College, Work,
and Adulthood

Innovation in Designing
Schools and Educating
Students

Effective Use of Technology



REINVENTING HIGH SCHOOL will help you begin or continue the process of transforming high schools in your community. Innovators from across the nation—teachers, superintendents, parents, governors, and others—will describe the why's and how's of reinventing high schools, including:

- Why to take action
- How to start
- Who to involve and how to form partnerships
- How to create consensus
- How to develop a plan of action
- How to craft policies and practices that support change
- How to overcome barriers
- How to measure and evaluate "success"

REINVENTING HIGH SCHOOL will offer opportunities to network with your peers from around the country and to share successful practices and policies.

REINVENTING HIGH SCHOOL is designed to benefit both *individual* participants and *teams*. All participants will have the opportunity to exchange ideas and experiences about the reinvention process. Team participants will have the opportunity to develop action plans for change. State teams, district teams, school teams, and other types of teams are encouraged to attend.

If you are putting together a team, we suggest that you:

- Include people who are action oriented and will work to promote high school change.
- Include state- and local level policymakers; school district leaders; principals; teachers; parents; students; and post-secondary, business, and community leaders. Representatives from school reform networks, foundations, and associations are also valuable team members.

CO-SPONSORS: The U.S. Department of Education is sponsoring the conference, along with:

- National Association of
Secondary School Principals
- Southern Regional Education
Board *High Schools That Work*
- Jobs for the Future
- Sonoma State University and the California
Department of Education
- Kauffman Center for Entrepreneurial Leadership

CONFERENCE HOTEL

The newly renovated Omni Shoreham Hotel in Washington, DC, is in the Woodley Park neighborhood. It offers a comfortable conference environment that is close to restaurants, shops, and the Metro subway system.

CONFERENCE REGISTRATION

Registration is now available on the Internet for your convenience at www.dtiassociates.com/reinventinghighschool. There is a \$100.00 per person registration fee. Visa, Mastercard, and checks (made payable to DTI Associates, Inc.) will be accepted.

FOR FURTHER INFORMATION:

Visit www.ed.gov/offices/OVAE/nahs or call (703) 299-1680.

REGISTRATION

For your convenience, you can register online at www.dtiassociates.com/reinventinghighschool. You will receive an immediate e-mail confirmation. If you are not able to register online, please complete the following form and either fax (703-706-0476) or mail it to DTI Associates, Inc., 2920 S. Glebe Road, Arlington, VA 22206 ATTN: JSE.

Registration, both online and with this form, is for the **conference only**. Please make **hotel reservations directly** with the Omni Shoreham at 800-843-6664. Remember to identify yourself as an attendee of the Department of Education's Reinventing High School conference in order to receive the conference rate of \$118/single or \$138/double per night.

For special access, dietary, or other participation needs please call Judi Epstein at 703-299-1679.

The items marked with an asterisk will appear on your name badge. Please print or type.

Name _____
 Title _____
 Affiliation* _____
 Address _____
 City* _____ State* _____ Zip _____
 Phone _____ Fax _____ E-mail _____
 Name to appear on badge* _____

Please indicate which of the following best describes your role:

- | | |
|---|--|
| ☐ Teacher | ☐ State official |
| ☐ Principal | ☐ Federal official |
| ☐ Superintendent | ☐ Student |
| ☐ School board member | ☐ Parent |
| ☐ School district administrator | ☐ Business representative |
| ☐ Postsecondary faculty or administrator | ☐ Community representative |
| ☐ Media representative | ☐ Foundation representative |
| ☐ Local official | ☐ Other: _____ |

Are you registering as:

An individual? Yes _____ No _____

Part of a team? Yes _____ No _____ Team Leader? Yes _____ No _____

State team _____ Name of state _____
 District team _____ Name of district _____
 School team _____ Name of school _____
 Other team _____ Please describe _____

Which topics are of greatest interest to you?

Please list your top three choices by putting a "1" by your first choice, a "2" by your second choice, and a "3" by your third choice.

- ____ Small, personalized, and safe learning environments
 ____ Academic rigor and expectations
 ____ Culture of teaching and learning
 ____ Principal and teacher leadership
 ____ Partnerships with parents, community, and business
 ____ Assessment and accountability
 ____ Students' transition to high school
 ____ Students' transition to college, work, and adulthood
 ____ Innovation in designing schools, educating students, and using technology
 ____ Other _____

Registration Fee: \$100.00 per person

Payment must be received by May 14, 2000

Please indicate method of payment: ☐ Check ☐ VISA ☐ MasterCard
 (Please make checks payable to DTI Associates, Inc.)

Credit Card # _____ Exp. Date _____

Signature _____

Note: Please do not e-mail credit card information.

For more information, please call the conference hotline at 703-299-1680

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**ONLINE CONTENT FOR
LOW-INCOME AND UNDERSERVED AMERICANS:
THE DIGITAL DIVIDE'S NEW FRONTIER**

A Strategic Audit of Activities and Opportunities
A Publication of The Children's Partnership

March 2000

Project Directors: Wendy Lazarus and Laurie Lipper

Authors: Wendy Lazarus and Francisco Mora

Research Director: Francisco Mora

Research Assistance: Robert Gable, Mara Rose, Shawnee Pickney,

Drew Furedi, and Kristin Lee

Editorial Support: Carrie Spencer

This report is available online at: www.childrenspartnership.org

For additional copies of the print version of this report, contact:

The Children's Partnership
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Santa Monica, California 90401
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310-260-1921 (fax)

E-mail: frontdoor@childrenspartnership.org

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