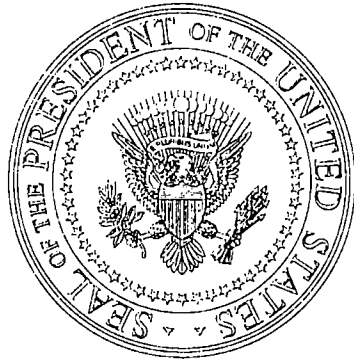
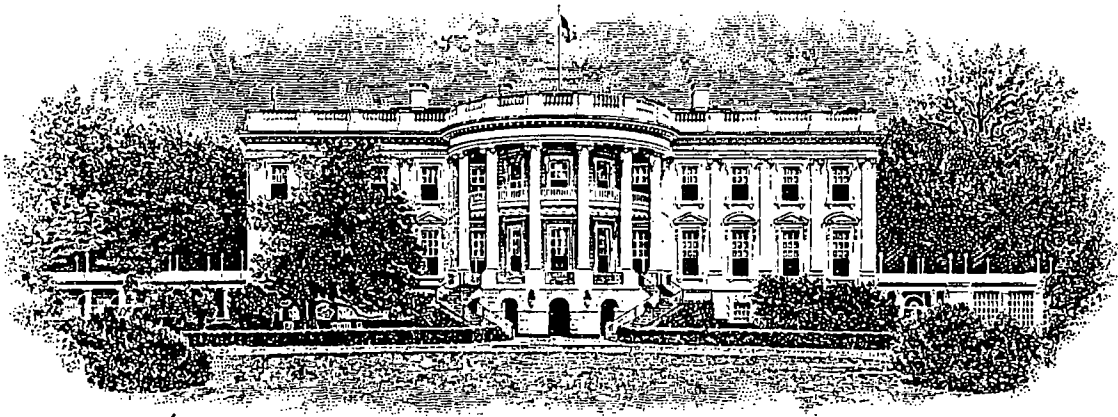




The White House



PHOTOCOPY
PRESERVATION

THE WHITE HOUSE
WASHINGTON

April 28, 2000

Warm greetings to everyone participating in the "White House Conference on Teenagers: Raising Responsible and Resourceful Youth." This conference is in response to the concerns of parents across the country about the unprecedented challenges that today's teenagers face. We hope to provide parents with effective strategies they can use to help their teenagers navigate safely through the difficulties they may encounter during these pivotal years.

During their teens, young people are gaining the skills and confidence they will need as adults. At the same time, they may be exposed to negative influences that present significant risks to their well-being. At this conference, we will discuss what parents, communities, and young people themselves can do to ensure that today's teenagers become successful adults. A portion of the program will be broadcast via satellite, presenting an extraordinary opportunity for communities across the country to participate in our discussion and benefit from the views of the nation's foremost experts on healthy youth development.

We are pleased to welcome you to the White House, and we hope that this conference will help to ensure that the young people of today -- the most diverse group of teenagers in our nation's history -- will also be the most successful.

Bill Clinton Hillary Rodham Clinton

THE WHITE HOUSE CONFERENCE ON TEENAGERS: *RAISING RESPONSIBLE AND RESOURCEFUL YOUTH*

May 2, 2000

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The President and First Lady will announce several new steps the Administration is taking to better understand the teenage years and provide the support that America's teens need.

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New Brain Research Suggests that Early Adolescence is a Critical Time of Development. The First Lady will highlight preliminary research conducted by the National Institute of Mental Health indicating that the cognitive portion of the brain goes through a critical second wave of development just before puberty. Although the total size of the brain is already 95% of its adult size by the first grade, the new research shows that the gray matter of the brain thickens as the

brain cells grow extra connections. This process peaks at about 11 years in girls and 12 years in boys, after which excess connections are “pruned,” resulting in a thinning of the gray matter. This exciting new finding implies that the early years of adolescence are pivotal years for determining the make-up of the adult brain.

TOOLS FOR PARENTS OF TEENS

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- **“Time with Your Teens Campaign”.** The President and First Lady will announce a new public education campaign to raise awareness about the importance of parent-teen time, including family mealtime. The National Partnership for Women and Families, along with the Families and Work Institute, will organize a national coalition to develop a public education campaign around this issue. The campaign will highlight the importance of business support for family time, the need for continued parental involvement in middle school and high school, and a challenge to parents and teens to make more time for one another.
- **Family Meal Time for Federal Workers.** In the federal workplace, the Office of Personnel Management will raise awareness among parents of teenagers about family-friendly tools that they can use, including flexible work schedules, job sharing and the use of leave, in order to make family time a priority. In addition, OPM will encourage agencies to provide information about teen development and teen issues at the workplace. Agencies may also hold seminars and establish support groups for parents of teenagers.
- **Expansion of FMLA.** The President and the First Lady will also renew their call for Congress to pass an expansion of the Family and Medical Leave Act to allow eligible workers an additional 24 hours of leave to meet family responsibilities, such as parent-teacher conferences.

Task Force on “Navigating the New Media Age”. Today, the First Lady will announce a public-private effort to provide tools for parents and teens to find resources through the media and to help parents monitor their teens’ use of the media. The task force plans to complete its work within six months and will: establish an Internet site that provides a one-stop information site for parents of teenagers, including a newly developed federal effort, “Parenting Resources in the 21st Century” www.parentingresources.ncjrs.org; work with the media and entertainment industry to develop one web-site where parents can find comprehensive information on current media ratings systems; establish a portal for teenagers that would include non-commercial, teenager-friendly resources on the Internet; and provide guidance to local communities on how to set up one-stop information centers that list services, hotlines, and community opportunities to teenagers and their parents through toll-free numbers and local web sites.

The following partners are members of this task force: Center for Media Education, American Psychological Association, America’s Promise, Children’s Defense Fund, National Network for Youth, United Way of America, and GetNetWise.

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**The White House Conference on Teenagers:
Raising Responsible & Resourceful Teens
May 2, 2000**

10:15am Morning Session/East Room

Opening Video

Remarks by the President and First Lady

Keynote

Panel I Who are today's teens and what do they need?

Panel II What can parents do to help teens? What can communities do to help teens and parents?

Closing Remarks by the First Lady

12:30pm Luncheon/State Dining Room

2:00pm Breakouts/White House Complex

- Family Time
- The New Media
- Education
- The Village
- Closing the Gap
- Youth as Resources
- A Healthy Start

3:30pm Closing Reception/Indian Treaty Room

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

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

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

Moderators: Director Janice LaChance, OPM
Member of Congress

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

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

Breakout 2/ The Eisenhower Room in the White House Conference Center

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

Moderators: Deputy Director Donald Vereen, ONDCP
Member of Congress

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

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

Karen Hein, William T. Grant Foundation
Katharine Heintz-Knowles, Children's Media Research and Consulting
Sheila Johnson, Black Entertainment Television (BET)
Rachel Jones, National Public Radio
Lisa Paulsen, Entertainment Industry Foundation
Karen Pittman, International Youth Foundation
Ellen Seidman, Seventeen Magazine
William Treanor, Youth Today
Meredith Wagner, Lifetime Television
Mildred Wurf, Girls Incorporated

Breakout 3/ The Truman Room in the White House Conference Center
Education: How can we build school climates that work for teenagers?

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

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

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

Stacy Holmes
Clifford M. Johnson, Institute for Youth, Education & Families
Lois Harrison Jones, National Alliance of Black School Educators
David Kaplan
Louis King, Summit Academy
Kristen Kingdon, Parents, Families & Friends of Lesbians and Gays (PFLAG)
Judith Lichtman, National Partnership for Women and Families
Guillermo Linares, New York City Council
Bill Milliken, Communities in School
Sydney Miner, Simon & Schuster
Kristin Moore, Child Trends
Gail Nayowitz, Citizens Committee for Children of New York
Amy Paulsen, Teen People
Robert Pynoos, UCLA School of Medicine
Nancy Safer, The Council for Exception Children
Katheryn Lee Shaw, Carnegie Mellon University
The Speaker Family (Edd & Edwin)
Laura Stepp, The Washington Post
Sue Swaim, National Middle School Association
Gerald N. Tirrozz, National Association of Secondary School Principals (NASSP)
William S. White, Charles Stewart Mott Foundation
Stephanie Williams
Mark Walker
Richard Yep, American Counseling Association

Breakout 4/ The Lincoln Room in the White House Conference Center
The Village: How can the community better support parents and teenagers?

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

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

Participants: Kent Amos, Urban Family Institute
Shay Bilchik, Child Welfare League of America
J. Ben Casey, Dallas YMCA
Debra Delgado, Annie E. Casey Foundation
Danny Devito
Eden Fisher Durbin, YMCA of the USA
Willa Gardner, Parent
Cora Greenberg, Westchester Children's Association

Victor Hernandez, City Council of Lubbock , Lubock, Texas
Michele D. Kipke, National Academy of Sciences
Sarah Ann Long, American Library Association
Daniel Marcus, U.S. Department of Justice
Patrick McCarthy, Annie. E. Casey Foundation
The McDonald Family (Emily & Veronica)
Matthew L. Myers, National Center for Tobacco Free Kids
Rhea Perlman
Diana Zuckerman, National Center for Policy Research for Women & Families

Breakout 5/ Eisenhower Executive Office Building 476

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

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

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

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

Breakout 6/ Eisenhower Executive Office Building 472

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

Moderators: Harris Wofford, CEO, Corporation for National Service
Member of Congress

Panelists: Kathleen Lee, Turner Middle School, Philadelphia, PA
Michael Preston, Gila River Youth Council
Robert D. Putnam, Harvard University
Nicole Salinas, Antonian High School, San Antonio, TX
Andrew Shue, Do Something
Gary Walker, Public Private Ventures

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

Breakout 7/The Roosevelt Room

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

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

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

Participants: Bernard S. Arons, Center for Mental Health Services
Linda Bearinger, University of Minnesota
Susan Blumenthal, U.S. Assistant Surgeon General
Jon Butler, Pop Warner Little Scholars
Michael Caplin, Childhelp USA
Rodney Chapple, Parent
Steven Culbertson, Youth Service America
Sally Cunningham, National Council of Youth Sports
William C. Dement, Stanford University
Angela Diaz, Mt. Sinai Adolescent Health Center
Jacquelynne S. Eccles, University of Michigan
Michael Faenza, National Mental Health Association
Jay Giedd, National Institute for Mental Health
David A. Hamburg, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Julius Richmond, Harvard Medical School

The White House Conference on Teenagers Breakout Moderator Biographies

Administration Officials

ALEXIS M. HERMAN

Secretary
Department of Labor

Since she was sworn-in May 1, 1997 as the nation's 23rd Secretary of Labor and the first African American to head the department, Alexis Herman has led the U.S. Department of Labor focusing its work on three goals: a prepared workforce, a secure workforce and a quality workplace.

Before joining President Clinton's Cabinet, Secretary Herman served in the administration as assistant to the President and director of the White House Public Liaison Office. In 1992, she served as the deputy director of the Presidential Transition Office.

As founder and president of A.M. Herman & Associates, she advised state and local governments, as well as private corporations during the 1980's. An expert on reducing and eliminating formal and informal labor market barriers, she guided corporations on human resources issues related to training, mentoring and reducing turnover.

Secretary Herman first joined government during the Carter Administration. Secretary of Labor Ray Marshall recruited her to serve as director of the Women's Bureau, a Senate confirmed position in which she became a trusted advisor to Secretary Marshall on workplace policy. Previously, she was National Director of the Minority Women Employment Program of R-T-P, Inc. in Atlanta, where she established programs to place minority women in white-collar and nontraditional jobs.

A native of Mobile, Alabama, Herman began her career as a Catholic Charities social worker, developing training opportunities for unemployed youth, unskilled workers and new entrants to the Mobile labor force at Ingall's Shipbuilding, Inc., in Pascagoula, Mississippi. She graduated from Xavier University in New Orleans in 1969.

RICHARD W. RILEY

Secretary
Department of Education

President Clinton chose Richard Riley to be Secretary in December 1992 after Riley won national recognition for his highly successful effort to improve education in South Carolina. During the President's first term, Secretary Riley helped launch historic initiatives to raise academic standards, improve instruction for the poor and disadvantaged, expand grants and loan programs to help more Americans go to college, prepare young people for the world of work and

improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 4,000 groups.

Secretary Riley's efforts were so successful that President Clinton asked him to stay on in his second term to lead the President's national crusade for excellence in education. He and the President agree that education must be America's number one priority in the years ahead. Already in the second term, Secretary Riley has helped win an historic ruling by the F.C.C. to give schools and libraries deep discounts for Internet access and telecommunications services and helped win major improvements in the Individuals with Disabilities Education Act.

Secretary Riley's goals now include helping all children to master the basics of reading and math, making schools safer, reducing class sizes, modernizing and building new schools, helping students learn to use computers and expanding after-school programs.

Secretary Riley was born in Greenville County, S. C., on Jan. 2, 1933. He graduated cum laude from Furman University in 1954 and served as an officer on a U. S. Navy minesweeper. In 1959, Riley received a law degree from the University of South Carolina. He was a state representative and state senator from 1963-1977 and was elected governor in 1978 and reelected in 1982.

DONNA E. SHALALA

Secretary
Department of Health and Human Services

In Donna Shalala's seven years as Secretary, the Department has guided the welfare reform process; made health insurance available to an estimated 2.5 million children through the approval of 50 state and territory Children's Health Insurance Programs (CHIP); raised child immunization rates to the highest levels in history; led the fight against young peoples' use of tobacco; created national initiatives to fight breast cancer, racial and ethnic health disparities, and violence against women; and crusaded for better access and better medications to treat AIDS.

Secretary Shalala is one of the nation's foremost advocates for children and families, and has made improving the quality of life for America's children her highest priority. Before joining the Clinton Administration, Secretary Shalala served for more than a decade on the board of the Children's Defense Fund, succeeding Hillary Rodham Clinton as chair in 1992. As a member of the 1991 Committee for Economic Development, she contributed to bipartisan reports on the basic health, welfare, and educational needs of our youngest children.

Throughout her career, Secretary Shalala has been a scholar, teacher, and a public administrator. As Chancellor of the University of Wisconsin-Madison from 1987-1993, she was the first woman to head a Big Ten University and was named by Business Week as one of the five best managers in higher education. During her tenure at UW, she helped to raise over \$400 million for the university's endowment and spearheaded a \$225 million state-private partnerships program to renovate and add to the university's research facilities for its world class scientists.

Prior to that, Secretary Shalala served as president of Hunter College for eight years, and as an

Assistant Secretary at the Department of Housing and Urban Development during the Carter Administration. From 1975-1977, she served as Treasurer of New York City's Municipal Assistance Corporation, the organization that helped rescue the city from the brink of bankruptcy. An acknowledged scholar of state and local government and finance, Secretary Shalala earned her Ph.D. from the Maxwell School of Citizenship and Public Affairs at Syracuse University in 1970. She has also served as a Peace Corps volunteer in Iran.

JANICE R. LACHANCE

Director
Office of Personnel Management

Janice R. Lachance is the Director of the U.S. Office of Personnel Management (OPM). She was sworn-in as Director by Vice President Al Gore on December 10, 1997, after a unanimous confirmation by the U. S. Senate on November 9.

Prior to becoming the agency's Director, Ms. Lachance was appointed OPM's Director of Communications in 1993 and its Director of Communications and Policy from 1994 to 1996. Ms. Lachance subsequently served as OPM's Chief of Staff from 1996 - 1997. She was appointed Deputy Director by President Clinton in August 1997 and served briefly in that position before assuming the position of Acting Director.

From 1987 until she came to OPM, Janice Lachance served as the Director of Communications and Political Affairs for the American Federation of Government Employees, AFLCIO, where she directed the political, media and public affairs programs for the nation's largest federal employee union. Her early career includes extensive Congressional experience, including Communications Director for Congressman Tom Daschle (D-SD), Administrative Assistant to Congresswoman Katie Hall (D-IN) and Staff Director and Counsel for the House Small Business Subcommittee on Antitrust and Restraint of Trade.

Born in Biddeford, Maine, Ms. Lachance holds a Bachelor of Arts degree from Manhattanville College, Purchase, New York, and a Law degree from Tulane University School of Law, New Orleans, Louisiana.

ERIC H. HOLDER JR.

Deputy Attorney General
Department of Justice

Eric Holder began his career of public service by joining the Department of Justice as part of the Attorney General's Honors Program. He was assigned to the newly formed Public Integrity Section in 1976 and was tasked to investigate and prosecute official corruption on the local, state and federal levels. In 1988, Deputy Attorney General Holder was nominated by the President to become an Associate Judge of the Superior Court of the District of Columbia.

In 1993, President Clinton nominated Mr. Holder to become the United States Attorney for the District of Columbia. Mr. Holder was confirmed in October of that year and served as the head of the largest U.S. Attorney's Office in the nation for nearly four years. As U.S. Attorney, Mr. Holder created a new Domestic Violence Unit, implemented a community prosecution pilot project to work hand-in-hand with residents and local government agencies in order to make neighborhoods safer, supported a renewed enforcement emphasis on hate crimes so that criminal acts of intolerance will be severely punished, developed a comprehensive strategy to improve the manner in which agencies handle cases involving the abuse of children, launched a new community outreach program to reconnect the U.S. Attorney's Office with the citizens it serves, and developed "Operation Ceasefire," an initiative designed to reduce violent crime by getting guns out of the hands of criminals.

On April 14, 1997, President Clinton nominated Mr. Holder to be the Deputy Attorney General. As Deputy Attorney General, Mr. Holder is responsible for the supervision of the day-to-day operation of the Department of Justice. He is now the highest ranking African American in law enforcement in the history of the United States. Deputy Attorney General Holder is active in the organization Concerned Black Men, which seeks to help the youth of the District of Columbia with the problems they face.

Deputy Attorney General Holder received his undergraduate degree from Columbia College and his law degree from Columbia Law School.

DR. DONALD R. VEREEN, JR.

Deputy Director

Office of National Drug Control Policy

Donald Vereen began duties as ONDCP Deputy Director on June 1, 1998. Prior to that time, he served as Special Assistant to the Director for Medical Affairs at the National Institutes of Health (NIH), National Institute on Drug Abuse (NIDA).

During his tenure at NIH, Dr. Vereen worked on the development of new research strategies to address public health issues like violence, drug abuse, and addiction. From 1992-1994 while at the National Institute of Mental Health, he was charged with the development of community-based research projects on violence. Dr. Vereen carried this interest over to the National Institute on Drug Abuse where he worked on interdisciplinary research projects dealing with the causes and consequences of drug abuse. This work lead to the development of research partnerships within NIDA, NIH, and HHS as well as with other institutions, most notably the Departments of Justice and Education. In addition, he was appointed to represent NIH on the District of Columbia Task Force on Health Affairs and worked with the Mayor's Health Policy Council.

Dr. Vereen was born on Keesler Air Force Base in Biloxi, Mississippi. After graduating from Harvard College in 1980 with an A.B. in biology, he attended Tufts University School of Medicine in Boston where he received his M.D. degree. He then completed an internship in internal medicine at Salem Hospital, followed by a residency in psychiatry at Massachusetts

General Hospital where he was appointed Chief Resident. His post-graduate work included a Masters in Public Health (M.P.H.) at the Harvard School of Public Health, an associate fellowship in health services research at Johns Hopkins School of Public Health and Hygiene, and a research fellowship in "Clinically Relevant Medical Anthropology" in the Department of Social Medicine, Harvard Medical School.

Dr. Vereen has held membership and leadership positions in several professional societies. He serves on the board of directors of a number of District of Columbia health organizations.

HARRIS WOFFORD

Chief Executive Officer

Corporation for National Service

Head of the Corporation for National Service since the fall of 1995, Harris Wofford has dedicated much of his career to the goal of making citizen service a common expectation and experience for all Americans. As a U.S. Senator from Pennsylvania from 1991 to 1994, he played a key role in both crafting and working to pass the trailblazing legislation that created the Corporation with broad bi-partisan support.

Wofford's role in The Presidents' Summit for America's Future is in keeping with that bi-partisan spirit. A national service summit was the brainchild of former Michigan Governor George Romney, who shared his vision with Wofford shortly after Wofford was named as the Corporation's CEO. Wofford and Points of Light Foundation President Bob Goodwin agreed to enlist their organizations in initiating the unprecedented meeting. What has become the Presidents' Summit was born. Romney did not live to see the realization of his dream, but he died knowing that the Summit would go forward.

Since helping to launch the Peace Corps in 1961 under the Kennedy Administration, Wofford has been in the forefront of the nation's service movement. In the 1970s, he formed and chaired a panel to study the idea of national service, which in 1979 produced the landmark report *Youth and the Needs of the Nation*. In 1987, as Pennsylvania's Secretary of Labor and Industry, he established and led Governor Robert Casey's Office of Citizen Service, which promoted school-based service-learning and youth corps, and managed the Pennsylvania Conservation Corps.

In 1993, then-Senator Wofford worked with President Clinton's task force, headed by Eli Segal, on both drafting and passing the National and Community Service Trust Act, which created AmeriCorps and the Corporation for National Service.

Wofford played a key role in the civil rights movement with Dr. Martin Luther King. Under President Eisenhower, he was counsel to the Rev. Theodore Hesburgh of Notre Dame on the first U.S. Commission on Civil Rights. In the Kennedy years, he was a Special Assistant to the President and chaired the subcabinet group on civil rights. While on the White House staff, Wofford helped Sargent Shriver plan and organize the Peace Corps and in 1962, he became the Peace Corps' Special Representative to Africa and director of its large Ethiopia program. In the Johnson Administration, he took on the post of Peace Corps Associate Director.

Wofford has been both a law professor and president of two colleges, the State University of New York at Old Westbury and of Bryn Mawr College. An alumnus of the University of Chicago, and both Howard University and Yale Law Schools, he has also practiced law and authored several books, including *Of Kennedys and Kings*.

Members of Congress

Confirmed (4/30/00)

SEN. JOHN KERRY (D-MA)

Currently serving his third term as United States Senator from Massachusetts, John F. Kerry has consistently shown independence and leadership in challenging Washington to respond to the concerns of all Americans.

Senator Kerry was born on December 11, 1943. He graduated from Yale University in 1966 and then enlisted in the Navy, becoming an officer on a gunboat in the Mekong Delta in Vietnam. Among the decorations he received for his service are a Silver Star, a Bronze Star, and three Purple Hearts. He also received two Presidential Unit Citations and a National Defense Service medal. Upon his return home, he became an active leader of the Vietnam Veterans Against the War and a co-founder of the Vietnam Veterans of America.

Senator Kerry graduated from Boston College Law School in 1976, then worked as an Assistant District Attorney in Middlesex County. He was elected Lieutenant Governor in 1982 and elected to the Senate in 1984. Over the years, Senator Kerry has worked to ensure that all Americans have access to a good education, a clean environment, safe streets, and a decent wage that honors hard work. He has fought to balance the budget responsibly, create a regulatory environment friendly to small business, and prepare the United States to meet the new demands of international economic competition.

Senator Kerry believes that government has a proper role in safeguarding vital services for our neediest citizens, young or old. He also believes that any American working diligently day after day to put food on the table should be able to earn a livable wage. In the last year alone he has fought to protect Medicare, expand health coverage for children not covered by Medicaid, and increase the Federal minimum wage from \$4.15 to \$5.25.

As a member of the Senate Commerce and Foreign Relations Committees, Senator Kerry is deeply involved in the effort to develop better ways for American companies to access international markets so they can create more jobs at home. He authored legislation to create new incentives for investment in start-up companies and to promote advanced and environmental technologies. He successfully pushed legislation for targeted preferential capital gains treatment of permanent research and development tax credit. Since coming to the Senate, he has sought prudent reform of U.S. export controls.

REP. RUBÉN HINOJOSA (D-TX)

Rubén Hinojosa (D-TX) was first elected to represent Texas' 15th Congressional District in November 1996. Prior to his being elected to the 105th Congress, Congressman Hinojosa served twenty years as President and Chief Financial Officer of a family-owned food processing company, H&H Foods. With over 300 employees, H&H has received national awards of recognition by the U.S. Department of Commerce and the Small Business Administration.

The Congressman serves on two House committees, Education and the Workforce, and Small Business. His Education Committee assignment and his appointment to chair the Congressional Hispanic Caucus Education Task Force, were critical to the success of his first major legislative initiative entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of \$62.5 million for Hispanic Serving Institutions (HSIs), enhanced visibility of HSIs within the Higher Education Act, relaxed the restrictions for institutional eligibility for HSI designation and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries.

As a member of the House Small Business Committee, Congressman Hinojosa has been very active on the Tax, Finance, and Exports Subcommittee as well as the Subcommittee on Government Programs and Oversight. He increased access to capital and loans for small businesses, removed tax and regulatory burdens and promoted business growth and opportunity in economically depressed areas through new and improved SBA government programs. He also led a successful effort to create a Womens' Business Center at the University of Texas-Edinburg.

Born in Edcouch, Congressman Hinojosa attended Mercedes High School and earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively.

REP. SHEILA JACKSON LEE (D-TX)

Sheila Jackson Lee's swearing-in as a Member of the 106th Congress marks her third term in the U.S House of Representatives where she continues to be an highly active member of Congress, pursuing and successfully achieving a number of legislative objectives. She has distinguished herself as a staunch defender of the Constitution, civil rights and African-American interests.

Congresswoman Jackson Lee, a veteran of both corporate and private law practice, is a member of the House Committee on the Judiciary where she serves on the subcommittees on Crime and Immigration and Claims. She was recently appointed as the Ranking Member of the Immigration and Claims subcommittee. This role establishes her as one of the key policymakers on immigration matters.

In addition, the Congresswoman is also a member of the Committee on Science, where she serves on the subcommittee on Space and Aeronautics. In recognition of her outstanding contributions to Science, the National Technical Association (NTA) of Scientists and Engineers honored the Congresswoman as one of their 1998 TOP Women in the Sciences.

During her tenure in Congress, Congresswoman Jackson Lee has served as a member of the Congressional Human Rights Caucus, the Congressional Caucus on Women's Issues, the Congressional Black Caucus, The Aeronautics and Space Caucus, and House Democratic Caucus Task Forces on Hunger, Welfare Reform, House Internet Caucus, Economic Renewal, Affirmative Action and Travel and Tourism. In addition, she is the founder and chairperson of the Congressional Children's Caucus. This caucus continues to advocate on behalf of children nationwide.

Before her election to Congress, she served two terms as one of the first African American female At-Large members of the Houston City Council. Prior to her Council service, she was an Associate Municipal Court Judge for the City of Houston.

Congresswoman Jackson Lee received her undergraduate degree from Yale University, graduating from the Honors Program in Political Science. She went on to receive her Juris Doctorate from the University of Virginia School of Law.

REP. ELLEN TAUSCHER (D-CA)

Ellen Tauscher, a Democrat representing California's 10th Congressional district, launched her career in public service by winning election in a Republican district in San Francisco's East Bay suburbs. As a New Democrat and Blue Dog representing a key swing district, she has made her mark as a moderate in California and in Washington, DC. Her fiscally responsible, bi-partisan, independent brand of leadership was coined "Tauscherism" by Time Magazine. During her first term in office, she was selected Co-Chair of the Democratic Congressional Campaign Committee (DCCC) and currently is one of only two women to hold a leadership post among House Democrats.

For those who have known Congresswoman Tauscher, her short path to leadership is nothing new. At just 25 years of age, she was the youngest woman to hold a seat on the New York Stock Exchange for Bache Securities. During 14 years on Wall Street, she also joined current SEC chairman Arthur Leavitt as an officer of the American Stock Exchange.

Congresswoman Tauscher has used her leadership posts and her 20 years of private-sector business experience to serve the working families and businesses in her district. An author and advocate on child care issues before serving in Congress, she wrote the Democrats' comprehensive bill to guarantee America's working families safe, affordable and accessible child care. She also introduced the State Infrastructure Banks for Schools Act to provide innovative approaches to rebuild our nation's aging schools and libraries. As the co-chair of the NDC's Entitlement Reform Task Force, she participated in the White House Conference on saving Social Security and has been appointed by her peers to co-chair the Democratic Caucus Task Force on Campaign Finance Reform.

Congresswoman Tauscher earned a degree in Early Childhood Education from Seton Hall University. A proud resident of Tassajara Valley, California, she has one daughter, Katherine.

After moving to California in 1989, she founded the ChildCare Registry -- the first national research service to help parents verify the background of child care workers. She published her first book, *The ChildCare Sourcebook*, to help working parents make informed decisions about their own child-care needs.

Additional Members to be Confirmed

The White House Conference on Teenagers

Speaker Biographies

Morning Program and Breakouts

SARAH AUSTIN

Student

Decatur High School, Atlanta

Sarah Austin is a 15-year-old sophomore at Decatur High School, near Atlanta. She has served as president of her school's Gay-Straight Alliance for two years and is also on the school newspaper staff. She is involved in several community action groups, including the Gay, Lesbian & Straight Education Network (GLSEN) and Youthpride Atlanta. Ms. Austin lives in Atlanta with her mother and two sisters.

ZOË BAIRD

President

Markle Foundation

Zoë Baird is president of the Markle Foundation, an organization that works to realize the potential of communications, media and information technology to improve the quality of life for all Americans. The Markle Foundation pursues its goals through a range of activities, including analysis, research, public information and the development of innovative media products and services. Markle creates and operates many of its own projects - using not only grants but also investments and strategic alliances with non-profits and businesses.

Ms. Baird was recently senior vice president and general counsel of Aetna Inc. She has also served as associate counsel to President Jimmy Carter, attorney in the Office of Legal Counsel of the U.S. Department of Justice and law clerk to U.S. District Judge Albert Wollenberg in San Francisco. In 1993, President Clinton appointed her to the President's Foreign Intelligence Advisory Board. Ms. Baird founded and currently chairs the nonprofit organization Lawyers for Children America, which addresses the impact of violence on children.

Ms. Baird holds a law degree from the University of California at Berkeley's Boalt School of Law and an undergraduate degree from Berkeley with majors in communications and public policy and political science.

SUSAN NALL BALES

President

FrameWorks Institute

Susan Nall Bales is president of the FrameWorks Institute, a project of the College University Resource Institute in Washington, D.C., which conducts communications research on social

issues. Current projects involve interdisciplinary teams of scholars working on public perceptions and media portrayals of adolescence, global issues, violence prevention, gender equity and other children's issues. This work is supported in part by the Annie E. Casey Foundation, the Caroline and Sigmund Schott Foundation, the Aspen Institute and the W.T. Grant Foundation.

Ms. Bales is a founder of the Coalition for America's Children and helped create the "Who's for Kids and Who's Just Kidding?" campaign. She serves on the board of the National Funding Collaborative for Violence Prevention, is a fellow of the Advocacy Institute, and is a member of the Adolescence 21st Century Study Group of the Society for Research on Adolescence.

For six years, she served as director of Strategic Communications and Children's Issues at the Benton Foundation, where she was the founding editor of www.connectforkids.org, an award-winning website on children's policy issues. She is editor of *Effective Language for Discussing Early Childhood Education and Policy* (1998) and *Effective Language for Communicating Children's Issues* (1999). Ms. Bales received her M.A. degree from Middlebury College and B.A. from the University of California, Los Angeles.

PETER L. BENSON

President
Search Institute

Dr. Peter Benson is president of Search Institute in Minneapolis, a national nonprofit research organization dedicated to promoting the well-being of children and adolescents. As a lecturer, author, researcher and consultant, Dr. Benson's work focuses on strengthening communities, social institutions and public policy on behalf of America's youth. His research and writing have generated new thinking and action in hundreds of cities across the United States on how communities can mobilize and unite to raise healthy, successful and caring children and adolescents.

Dr. Benson is an adjunct professor in the Department of Educational Policy and Administration at the University of Minnesota and is the author of nine books on children, adolescents and the community forces that shape their lives. His books include *Beyond Leaf Raking: Learning to Serve, Serving to Learn*; *What Kids Need to Succeed*; *All Kids are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*; and *The Fragile Foundation: The State of Developmental Assets among American Youth*.

He received his B.A. at Augustana College, Rock Island, Illinois; an M.A. from Yale University; and both M.A. and Ph.D. degrees in social psychology from the University of Denver. He joined Search Institute in 1978 following academic appointments at Eastern Michigan University and Earlham College, and has been president since 1985. In 1991, he received the William James Award for career contributions to psychology from the American Psychological Association.

ROBERT Wm BLUM

Director, Division of General Pediatrics & Adolescent Health
University of Minnesota

Robert Blum is director of the Division of General Pediatrics and Adolescent Health, and director of the WHO Collaborating Center in Adolescent Health, both at the University of Minnesota. He was co-investigator for the National Longitudinal Study on Adolescent Health (Add Health), a study of adolescents in grades 7 through 12, designed to measure the social settings of adolescent lives, the ways in which adolescents connect to their social world and the influence of these social settings and connections on health.

Dr. Blum was the 1998 American Public Health Association's Needleman Award recipient for "scientific research and courageous advocacy for children." He is a past president of the Society for Adolescent Medicine and currently serves as chair of the Alan Guttmacher Institute Board of Directors and on the Scientific Panel of the National Campaign to Prevent Teen Pregnancy. Dr. Blum's research interests include adolescent sexuality, chronic illness and international adolescent health care issues. He has edited two books and has written over 180 journal articles and numerous special reports.

In addition to his M.D. from Howard University College of Medicine, Dr. Blum has a Masters in Public Health in Maternal and Child Health, and a doctorate in Health Policy, both from the University of Minnesota. Dr. Blum also acts as a consultant to the World Health Organization, Pan American Health Organization and UNICEF.

GENE BOTTOMS

Senior Vice President
Southern Regional Education Board

Gene Bottoms is director of the Southern Regional Education Board's *High Schools That Work* program, the largest effort in the United States to improve high schools for career-bound students. Currently, over 950 high schools in 22 states are participants in the program, and many more are adopting the goals and key practices of the program.

Prior to his work with SREB, Mr. Bottoms served as executive director of the American Vocational Association, where he emphasized academics in vocational education. He has also served as director of Educational Improvement for the Georgia Department of Education, where he oversaw improvement efforts in the same field. Mr. Bottoms has also been a local school teacher, principal, and guidance counselor.

In 1995, Secretary of Education Richard Riley appointed Mr. Bottoms to the National Educational Research Policy and Priorities Board. This board helps to create and evaluate a national consensus with respect to a long-term agenda for educational research, development and dissemination. In the same year, he received the Harold W. McGraw, Jr. Prize in Education, an award presented annually to individuals who have made significant contributions to the advancement of knowledge through education.

STANLEY J. BOTTS

Senior Specialist, Office of Ethics and Corporate Compliance
Bell Atlantic

Stanley Botts is a senior specialist in the Office of Ethics and Corporate Compliance of Bell Atlantic. He began his career with C&P Telephone Company in 1981 as an account executive and held positions in product management and external affairs prior to his current position at Bell Atlantic. Mr. Botts has held various positions in the federal government and District of Columbia Government, including 13 years in management positions at the Office of Personnel Management and D.C. Government. He is involved in numerous company, community and civic activities with local school districts, college alumni and local county leadership programs.

Mr. Botts received his bachelor's degree in Business Administration from Central State University in Ohio.

JEFFERY L. BROWN

Co-Founder
Ten Point Coalition

Reverend Jeffrey Brown is co-founder of the Boston Ten Point Coalition, which was started in 1992. The Ten Point Coalition is an ecumenical group of Christian clergy and lay leaders working to mobilize the Christian community around issues affecting black youth--especially at-risk youth issues such as violence, drug abuse and other destructive behaviors.

In 1997, Reverend Brown helped launch the national Ten Point Leadership Foundation, an umbrella organization for churches interested in the Ten Point Plan. In 1999, Brown founded Ten Point International, designed with the same mission and focus as its parent organization. It serves as a technical resource entity for churches and faith-based groups around the world. In addition, Reverend Brown created Positive EDGE in 1993, which provides city street advocacy, court advocacy and outreach ministry for at-risk youth.

Reverend Brown is a Master of Divinity graduate of the Andover Newton Theological School. He also attended Harvard Divinity School, concentrating in American Church History. He is a recipient of numerous awards commending him on his dedication to the betterment and security of his community including the national Lyndhurst Prize for Outstanding Leadership and Community Service. He is the author of several articles on religion, youth and violence, a columnist for the Cambridge Chronicle, and is currently writing a book on the importance of innovative faith-based institutions in confronting violence and rebuilding community.

SARAH S. BROWN

Director

The National Campaign to Prevent Teen Pregnancy

Sarah Brown is director of the National Campaign to Prevent Teen Pregnancy, a private and independent initiative organized in 1996 to stimulate and support actions nationwide to reduce adolescent pregnancy. Prior to joining the Campaign, she was a senior study director at the Institute of Medicine, where she completed a major study on unintended pregnancy, resulting in the report, "The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families." While at the Institute, she directed other projects on topics related to maternal and child health.

Ms. Brown serves on the boards of several organizations, including the Alan Guttmacher Institute, and is a member of the Early Life and Adolescent Health Policy Working Group of Harvard University. She is on several advisory councils, including Teen People Magazine, the Division of Health Promotion and Disease Prevention at the Institute of Medicine, the Department of Maternal and Child Health at Johns Hopkins University and the Maternal and Child Health Advisory Council of the March of Dimes. Ms. Brown has received numerous awards, including the John MacQueen award for excellence in maternal and child health from the Association of Maternal and Child Health Programs and the Martha May Elliot Award of the American Public Health Association for unusual achievement in the field of maternal and child health.

Ms. Brown holds undergraduate and graduate degrees from Stanford University and the University of North Carolina. She has recently been elected to Delta Omega, the public health honorary society.

JIM BROWNE

Director

GetNetWise.org

Jim Browne is the director of GetNetWise.org, a service brought to the public by internet industry corporations and public interest organizations to help ensure that families have safe, constructive, educational and entertaining online experiences. Prior to directing GetNetWise, he served as co-director of New Initiatives at the Communications Consortium Media Center, which serves to make both electronic and print media available to nonprofit organizations and collectively helps them use "strategic media" to advance common issues. At CCMC, Mr. Browne launched the Coordinated Campaign for Learning Disabilities, a major effort to recognize and address learning disabilities in children.

Previously, Mr. Browne was the senior program officer of the Field Foundation of New York, where he focused on youth development, voter participation, and issues of civil liberties. Mr. Browne was also a senior fellow at the Robert F. Kennedy Memorial where he helped to conduct an inquiry into the state of high school journalism for the Memorial.

GEOFFREY CANADA

President & CEO

Rheedlen Centers for Children & Families

Geoffrey Canada has been president and Chief Executive Officer of the Rheedlen Centers for Children and Families since 1990. Rheedlen's mission is to contribute to the renewal of some of New York City's most devastated communities by providing quality preventive social services to children, families and their neighborhoods. Among its many activities is demonstrating the correlation between child abuse, neglect and dropping out of school and a later life of dependency.

Mr. Canada enjoys a national reputation as both an advocate for children and expert on issues concerning violence, children and community redevelopment. He is the acclaimed author of *Fist Stick Knife Gun: A Personal History of Violence in America*, and was the recipient of the first Heinz Award in 1994 for his passionate concern for children and his selfless determination to make their lives safer and saner. The Robin Hood Foundation's Heroes of the Year Award and Bowdoin College's Common Good Award have also recognized him for his dedicated work.

Mr. Canada is the founder of the Chang Moo Kwan Martial Arts School, a nationally recognized model for violence prevention efforts. Prominent among his many efforts are Rheedlen's Beacon School, Harlem Peacemakers Program and Community Pride Initiative. His newest initiative is the Harlem Children's Zone, which will work with all of the children and families in a 23-block area in Central Harlem. In addition, he serves as the East Coast Regional Coordinator for the Black Community Crusade for Children. He holds a B.A. from Bowdoin College and an M.A. in Education from the Harvard Graduate School of Education.

KEN R. CANFIELD

President & Founder

National Center for Fathering

Ken Canfield is president and founder of the National Center for Fathering, a Kansas City-based nonprofit education and research center dedicated to inspiring and equipping men to be responsible fathers. A research scholar specializing in the area of fatherhood and the history of the family, he serves as a consultant to state and local community officials on ways to engage and equip fathers in local programming. In addition to his work with the National Center for Fathering, he is one of the founding members of Vice President Gore's "Father to Father" initiative.

Dr. Canfield is the author of books and magazine articles on fathering skills and research, including the award-winning 1992 *Seven Secrets of Effective Fathers*, and has been interviewed on numerous television and radio programs about his work. In conjunction with a number of scholars, he developed the *Personal Fathering Profile*, one of the largest ongoing databases on fathering in the country and a tool for men to inventory their strengths and opportunities as fathers.

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

J. BEN CASEY, JR.

President

YMCA of Metropolitan Dallas

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

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

BRANDI CHAPPLE

Student

Trinity College, Washington D.C.

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

GABRIELLA CONTRERAS

Student

Roskrige Elementary and Middle School, Tucson, AZ

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

beyond her school, serving as the Arizona Youth Delegate at the President's Summit for America's Future in 1997, and by organizing a citywide Youth Summit in Tucson.

Most recently, Ms. Contreras led a community-wide peace march involving more than 500 people in response to local copy-cat violence that occurred following the Littleton tragedy. She also serves on several national boards, including the 4-H Council, and is a representative for the Department of Health and Human Service's "Girl Power!" initiative, a national public education campaign to encourage girls 9 to 14 years of age to make the most of their lives.

Ms. Contreras has received more than \$30,000 in scholarship funds for her community service.

ROBERT J. DAVIS

President & CEO

Lycos, Inc.

Robert J. Davis, president and Chief Executive Officer of Lycos, Inc., was the company's first employee in June 1995. Since that time Davis has transformed Lycos from an Internet search engine to one of the most powerful Internet hubs and media companies worldwide. In less than four years, Davis has led Lycos from a company with \$2 million in venture capital to a multi-billion dollar business. In addition to Lycos, he serves on the board of directors of Boston College High School, the Greater Boston Chamber of Commerce, the Massachusetts Interactive Media Council and The Man.com.

Through a string of strategic partnerships and investments, along with eight major acquisitions, Mr. Davis has led Lycos in developing the Lycos Network, a pioneering Web media model that delivers mass reach and diversity of audience and programming. This community-based, integrated network of complementary websites and entities includes three top 10 websites and is one of the most visited hubs on the Internet, being used by one out of every two web users each month.

Mr. Davis holds a Bachelor of Science degree, summa cum laude, from Northeastern University and an MBA, with high distinction, from Babson College.

DANNY DEVITO

Writer, Director, Actor and Producer

Danny DeVito is a prolific actor with upcoming appearances in four films. In addition, he is a filmmaker who directs, writes and produces. He is also the co-founder of Jersey Films.

Mr. DeVito started his career on stage and eventually was cast as Martini in the production of "One Flew Over the Cuckoo's Nest," a role that would lead to many others. Like many accomplished actors, DeVito became an "overnight success" after years of hard work. He has accrued numerous credits in television, cable and film and has won a Golden Globe and Emmy. He is now considered one of the entertainment industry's most successful filmmakers.

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

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

ANGELA DIAZ

Professor

Mount Sinai Adolescent Health Center

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

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

JACQUELYNNE S. ECCLES

Wilbert McKeachie Collegiate Professor of Psychology

University of Michigan

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

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

California, Los Angeles in 1974. Dr. Eccles has served on the faculty at Smith College, the University of Colorado, and the University of Michigan.

JAY ENGELN

MetLife/NASSP National Principal of the Year 2000
William J. Palmer High School, Colorado Springs, CO

Jay Engeln is principal of William J. Palmer High School in Colorado Springs, Colorado. He is also the MetLife/NASSP National Principal of the Year 2000.

In 1974, Mr. Engeln began his career in education as a science teacher and soccer coach in Colorado Springs. He taught biology and environment science at Mitchell High School and human anatomy and physiology at Doherty High School, always placing strong emphasis on student interaction and involvement in the learning experience. While at Doherty High School, Engeln was a finalist for Colorado Teacher of the Year. He organized the first high school soccer team in Colorado Springs and in 1985 was named National High School Soccer Coach of the Year.

In 1993, Mr. Engeln was named principal of William J. Palmer High School. The school, located in the heart of downtown Colorado Springs, included aging buildings, a declining and transient population base, a ninth grade failure rate of 45 percent, an overall student dropout rate 8.4 percent and a negative image within the community. Mr. Engeln felt strongly that as the principal, his role was to provide direction and support for initiatives that focused on improving student achievement through the creation of programs that met all students needs. Under his leadership and with the dedicated support of staff, students and community members, enrollment has almost doubled since Engeln assumed the role of principal, construction projects are underway to provide new and better facilities, graduation rates have steadily increased, dropout rates have declined and test scores (ACT/SAT and TAP) are consistently among the highest in any public or private school in the region.

In addition, Mr. Engeln has been involved in several unusual methods to obtain support for school programs. Last year, Engeln rode his bicycle 324 miles across the state of Colorado to raise money for programs at the school.

Mr. Engeln received his undergraduate degree in biology from Colorado College. He continued his education at the University of Colorado to receive his Master's degree in Science Education.

ELLEN GALINSKY

President & Co-Founder
Families and Work Institute

Ellen Galinsky is the president and co-founder of the Families and Work Institute, a Manhattan-based nonprofit organization conducting research on the changing family, workplace and community. Ms. Galinsky co-authored the 1997 National Study of the Changing Workforce, a

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

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

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

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

LATOYA GARDNER

Student

Maplewood Comprehensive High School, Nashville, TN

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

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

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

JAY N. GIEDD

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

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

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

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

KENNETH L. GLADISH

Chief Executive Officer
YMCA of the USA

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

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

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

SUSAN GADDY GREENE

Teacher
I.S. 218 in New York City

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

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

siblings, preventing many absences related to medical appointments and illnesses. Examples of extended-day programs include individual tutoring, the student-run school store, "Peace Teams," which pairs students with police officers for cross-cultural learning and a student-initiated day care center at a local welfare office. Average attendance rates are over 90 percent and reading and math scores are 15 percent higher than comparable schools.

Ms. Greene received her B.A. in Dance from the University of Maryland and her M.A. in Dance Education from Teachers College at Columbia University. In 1998, she was selected for *Who's Who Among American Teachers*, and she has recently published an article in AAHPERD, an international journal, titled *Mourning Into Dancing- The Transformation of Lives, A Personal Journey*.

TALMIRA L. HILL

Program Associate
Annie E. Casey Foundation

Talmira Hill is a program associate with the Annie E. Casey Foundation since 1995, where her research has focused on youth development and economic opportunity for vulnerable young adults making a transition to adulthood. Prior to joining Casey, Ms. Hill worked in the U.S. Department of Education focusing on high school education reform and workforce education and training, and in the policy advocacy field with the Center for Law and Education on issues of education for low-income children and youth.

Ms. Hill also gained experience in international health issues as research coordinator for the Johns Hopkins University, as a practitioner with Africare and as a specialist on literacy issues in Senegal, West Africa. She holds a Master of Education degree from Harvard University and a Bachelor of Science degree in International Politics from the School of Foreign Service at Georgetown University.

LARRY HURT

1999 Indiana Teacher of the Year
Ben Davis High School, Wayne Township, Indianapolis

Larry Hurt is an art teacher at Ben Davis High School in Indianapolis and was named the 1999 Indiana Teacher of the Year. Using his year away from the classroom to serve as Teacher in Residence/Teacher Ambassador in the Indiana Department of Education, Mr. Hurt is participating in a variety of projects in Program Development while speaking to education students and student teachers throughout the state about becoming and remaining a passionate teacher.

In Wayne Township, Mr. Hurt has been chosen by students 15 years in a row for the Senior's Choice Awards. He was Ben Davis Teacher of the Year in 1991 and 1998, and Teacher of the Year of Wayne Township in 1998. He received the Prelude Awards/Kightlinger and Gray Outstanding Arts Educator Award in 1998, the Governor's Art Award in 1999, and was one of

three visual arts teachers honored by the Walt Disney Company's American Teacher Awards in 1992.

At Ben Davis High School, Mr. Hurt is credited by colleagues with 25 years of innovative arts outreach programs. He co-founded the Special Arts Club, an outreach program that brings special needs students and art students together in a peer-tutoring environment. Mr. Hurt is also the Ben Davis school improvement chair, chairs the North Central Association and Performance-Based Accreditation committees, and has served on the district Strategic Planning Team.

Mr. Hurt earned the B.A. degree in art education at Purdue University in 1973 and his M.S. in education at Butler University in 1983. He is currently working on his Ph.D. in art education at Purdue.

HAROLD S. KOPLEWICZ

Founder & Director

New York University Child Study Center

Harold Koplewicz is founder and director of the NYU Child Study Center, vice-chairman of the Department of Psychiatry, professor of Child and Adolescent Psychiatry and a professor of Clinical Pediatrics at the New York University School of Medicine. Dr. Koplewicz has appeared frequently on national television shows to discuss child and adolescent psychiatry. In addition, he has authored several books, including the textbooks *Depression in Children and Adolescents*, *It's Nobody's Fault: New Hope and Help for Difficult Children and their Parents* and *Childhood Revealed: Art Expressing Pain, Hope and Discovery*.

He has won several awards for his work, including the 1997 Exemplary Psychiatrist Award from the National Alliance of the Mentally Ill and the 1997 Reiger Service Award from the American Academy of Child and Adolescent Psychiatry in recognition of his work in the development of school-based mental health programs. He serves on the National Advisory board of *Parents Magazine*, and since 1997 has been editor-in-chief of *the Journal of Child and Adolescent Psychopharmacology*.

KATHLEEN LEE

Teacher

John P. Turner Middle School, Philadelphia, PA

Kathleen Lee has been an English teacher at John P. Turner Middle School, West Philadelphia Improvement Corps (WEPIC), since 1989. She is an award-winning teacher, a leader in her community and an expert on service-learning.

Ms. Lee serves as a board member for various community organizations, including the YMCA of Philadelphia, Columbia North Branch and the Pennsylvania Middle School Association.

Ms. Lee is a graduate of the University of Pennsylvania and holds a masters of Education from Temple University. Recently, she has been nominated for the Time Warner Cable Teacher of the Year Apple Award.

THE MALONE FAMILY

Laurel, Maryland

Donnie and Fonda Malone live in Laurel, Maryland with their four children: daughters Lakeya, Temaka and Alivia, and son Donnie. Lakeya and Temaka are both active teenagers, involved in their schools and in numerous extracurricular activities. Between Donnie and Fonda's career responsibilities and Lakeya, Temaka, Alivia and Donnie's busy schedules, the Malones often struggle to find quality time together.

Mr. and Mrs. Malone both believe that their first priority, as parents, is to help their children make healthy decisions and learn the value of responsibility. The Malones recognize that they must remain focused and firmly committed to the essential responsibility of nurturing their relationship with their children.

Mrs. Malone is a teacher at Laurel Woods Elementary School in Howard County, Maryland. During her tenure as an educator, she has received praise and thanks from her students, parents, and co-workers for her enthusiasm in the classroom and her dedication to her students.

Mr. Malone is the executive director of the Druid Hill Family YMCA, located in a high poverty, high crime neighborhood in the city of Baltimore, Maryland. He has dedicated his career to carrying out the mission of the YMCA to build strong children, strong families, and strong communities.

EMILY McDONALD

Student

Clarkrange High School, Clarkrange, TN

Emily McDonald is a junior at Clarkrange High School. A participant in Appalachian Teen Leaders for the past three years, she has risen in the ranks to the position of facilitator at Save the Children conferences. Her teen group in Fentress County calls themselves THE-Teens Helping Everyone. Among the many service activities THE has been involved in is the building of an outdoor playground at a local community center. THE has participated and aided in the packaging and distribution of over 500 emergency assistance kits including toiletries and first aid supplies for survivors of disasters such as floods and hurricanes. It has also challenged other youth groups in the area to match or exceed their output.

This past summer, Ms. McDonald served as a Child Youth Intern for Save the Children and will return again this summer to volunteer for the Summer America Reads program and the summer arts program at South Fentress.

She plans to attend a four-year university after graduation.

JUDITH A. McHALE

President & COO

Discovery Communications, Inc.

As President and Chief Operating Officer of Discovery Communications, Inc. (DCI), Judith McHale is responsible for overall strategic direction, business development and operations of all DCI resources and properties in the United States and around the world. Under her leadership, DCI has grown from its core property, the Discovery Channel, to become the leading global real work media company.

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

Before joining Discovery in 1987 as its general counsel, she served as general counsel for MTV Networks, where she was responsible for legal affairs for MTV, Nickelodeon and VH-1. Ms. McHale graduated from Fordham Law School and earned her undergraduate degree in politics from the University of Nottingham in England.

MILBREY W. McLAUGHLIN

Professor of Education

Stanford University

Milbrey McLaughlin is the David Jacks professor of education at Stanford University, and serves as the co-director of the Center for Research on the Context of Teaching. She is also co-principal investigator of a multi-year project that examines community-based resources for at-risk youth in diverse community settings and directs the Pew Forum on Educational Reform. Prior to joining the faculty at Stanford University, Dr. McLaughlin served as a senior social scientist at the Rand Corporation.

Dr. McLaughlin is the author or co-author of numerous books, articles and chapters on education policy issues, contexts for teaching and learning, productive environments for youth and community-based organizations. Her recent book, *Community Counts: How Youth Organizations Matter for Youth Development*, calls for communities to rethink how they design and deliver services for youth, particularly during the non-school hours.

Dr. McLaughlin received her B.A. from Connecticut College and her Ed.M. and Ed.D. from Harvard University.

KATHRYN C. MONTGOMERY

President & Co-Founder
Center for Media Education

As president and co-founder of the Center for Media Education (CME), Kathryn Montgomery is an authoritative and influential voice for creating a quality media culture for children, their families and the community. She directs CME's *Research and Public Education Initiative on New Media, Children, and Youth* which is designed to both stimulate research and act as a clearinghouse on research and policy developments for academics, industry, the public and policymakers.

Dr. Montgomery's research, writings and testimony have helped frame public policy on critical media issues, including online safeguards for children through the Children's Online Privacy Protection Act (COPPA), a content-based ratings system for television programs and the 1996 FCC rule requiring a minimum of three hours of educational programming for children. Dr. Montgomery's book, *Target: Prime Time – Advocacy Groups and the Struggle Over Entertainment Television*, is the definitive study of the relationship between advocacy groups and network television.

Dr. Montgomery has served as a consultant to the Center for Substance Abuse Prevention, U.S. Department of Health and Human Services and as a guest scholar at the Woodrow Wilson International Center for Scholars. She was a professor of film and television at the University of California, Los Angeles. She received her Ph.D. in film and television from UCLA.

CAROLE MORRIS

Founder & CEO
Mount Vernon Neighborhood Health Center

Carole Morris is founder and CEO of the Mount Vernon Neighborhood Health Center in Mt. Vernon, New York, a comprehensive health facility which provides multifaceted health services to over 52,000 patients. A nurse by training, Ms. Morris has been working to improve the public health in her community for over thirty years. She has served as Chairman of the National Association of Community Health Centers and founded the Community Health Care Association of New York State.

Ms. Morris is also President of Community Choice Health Plan of Westchester, a Medicaid-managed care plan. Ms. Morris received her B.A. at Iona College and is a registered nurse from Mount Vernon School of Nursing.

JUSTIN NEWLAND

Member

National Youth Action Council, National Campaign Against Youth Violence

Justin Newland (age 19) is a sophomore majoring in Agriculture Education, with a minor in Agriculture Business, at Coffeyville Community College. From rural Kansas, Mr. Newland joined Future Homemakers of America (FHA) in junior high school where his work emphasized family and community development. From FHA, he joined other state and national organizations and was a high school athlete, competing in football, basketball and track. He is currently an intern with the National Safety Council and serves as their youth representative to the National Organizations for Youth Safety.

Mr. Newland is a Member of the National Youth Action Council of the National Campaign Against Youth Violence. He wrote in his application to the National Youth Action Center, "We have been stereotyped as a violent generation, with no regard for human life. I think it is very important for today's youth to stand up and take a voice in issues that surround them."

KATHERINE NEWMAN

Malcolm Wiener Professor of Urban Studies

Harvard University

Katherine Newman is presently the Malcolm Wiener professor of urban studies at Harvard University's John F. Kennedy School of Government. She chairs the National Science Foundation training program on "Inequality and Social Policy" and the joint doctoral programs in sociology, government and social policy.

Dr. Newman is the author of several books on middle class economic insecurity. Her 1999 book, *No Shame in My Game: The Working Poor in the Inner City*, focused on job search strategies, work experiences and family lives of African American and Latino youth and adults in Harlem. *No Shame in My Game* has been named the winner of the Sidney Hillman Book Prize and the Robert F. Kennedy Book Award for 2000.

Dr. Newman holds a Ph.D. in anthropology from the University of California, Berkeley.

RHEA PERLMAN

Writer, Actress & Producer

Rhea Perlman is an Emmy-award winning actress with a wide variety of television, cable and film credits. She is currently starring in the television drama "The Further Adventures," a pilot being developed for the fall season. Although Ms. Perlman is most widely known for her role on NBC's "Cheers," she has written and produced numerous projects as well as founded her own development company, New Street Productions, with her husband Danny DeVito.

Ms. Perlman helped found the Colonnades Theater Lab and is a strong supporter of many children's charities including LA's Best, the Westside Children's Center, Children's Action Network, the Children's Defense Fund and the Pediatric AIDS Foundation.

Ms. Perlman received her bachelor's degree from Hunter College.

LAN-ANH PHAN

Student

Woodrow Wilson High School, Washington, D.C.

Lan-Ahn Phan's family came to the United States from Vietnam in 1995 when she was 14 years old. Within a year after her arrival, and with the help of a mentor, Ms. Phan became an honor student, won first place for a Science Fair Project, and was honored as the Student of the Year in English at Woodrow Wilson High School, in Washington, DC. Since then, she has served as President of the Asian American Student Association, co-captain of the Girl's Cross Country Team and coordinator of the National Honor Society.

In addition to her academic achievements, Ms. Phan has been a leader in her community, helping other refugee children in her neighborhood. She has organized and taught Vietnamese classes to elementary school children and was a founding board member of Asian American LEAD (a nonprofit service provider for refugee and immigrant families) where she works with parents, youth, staff and other professionals to develop youth programs. In 1998, Ms. Phan founded the Youth Power Group with the mission to engage youth in developing educational, cultural and recreational programs for refugee youth. Ms. Phan also serves as an advisory board member for the National Campaign to Prevent Teenage Pregnancy.

Ms. Phan plans to attend the University of Virginia at Charlottesville in the fall.

KAREN JOHNSON PITTMAN

Senior Vice President

International Youth Foundation

Karen Pittman is senior vice president of the International Youth Foundation (IYF), an organization dedicated to improving conditions for children and youth worldwide by enabling them to care more responsibly for themselves, their families, their communities and the world. In 1999, she established IYF-US, an arm of IYF committed to bringing international lessons and perspectives to U.S. conversations about youth development and youth policy.

An accomplished sociologist and recognized leader in the youth development field, Ms. Pittman began her career at the Urban Institute. She spent six years at the Children's Defense Fund promoting an adolescent policy agenda through the development of a bimonthly report series that linked pregnancy prevention to broader youth development strategies. Ms. Pittman was the founder and Director of the Center for Youth Development and Policy Research until 1995,

when she accepted a position with the Clinton Administration as director of the President's Crime Prevention Council.

Ms. Pittman has written three books and dozens of articles on youth issues and is a regular columnist and public speaker. Currently, she sits on the boards of the E.M. Kauffman Foundation, Educational Testing Service, American Youth Work Center and is a member of the National Research Council's Forum on Adolescence. In the course of her career she has also served on the board of the Carnegie Council on Adolescent Development.

Ms. Pittman received her B.A. in Sociology and Education at Oberlin College and her master's in Sociology at the University of Chicago.

MICHAEL PRESTON

President

Gila River Youth Council

Michael Preston is a freshman at Scottsdale Community College, majoring in Administration and Justice. Mr. Preston, a Native American, has worked to educate his fellow peers about his tribe's history. Currently, he serves as president of the Gila River Youth Council, an organization focused on getting youth involved with the community in a positive way while educating young Native American adults on the system of tribal government.

Mr. Preston is a passionate advocate for the rights of tribes. He oversees Gila River Close-Up, a three-day hands-on program involving youth from around the area to educate them on the inner workings of the tribal government system. Mr. Preston is also actively involved as a member of the Office of Juvenile Justice and Delinquency Prevention's National Youth Network and leader in his local Boys' and Girls' Club in Sacaton, AZ.

ROBERT D. PUTNAM

Peter & Isabel Malkin Professor of Public Health
Harvard University

Robert Putnam is the founder of "The Saguaro Seminar: Civic Engagement in America," a program that has brought together leading practitioners and thinkers to develop broad-scale ideas to fortify our nation's civic connectedness. Dr. Putnam is also the Peter & Isabel Malkin Professor of Public Health at Harvard University, where he teaches undergraduate and graduate courses in American politics, international relations, comparative politics and public policy.

As an accomplished writer, Dr. Putnam has authored and co-authored ten books and more than thirty scholarly works, including *Making Democracy Work: Civic Traditions in Modern Italy*; which has been published in twelve languages. In June 2000, Dr. Putnam's study of civic engagement in the United States will be published as *Bowling Alone: The Collapse and Revival of American Community*.

Currently, Dr. Putnam is a member of the Council on Foreign Relations and the Trilateral Commission and is a fellow of the American Academy of Arts and Sciences. Dr. Putnam was recently nominated as President of the American Political Science Association for 2001-2002. Before beginning his career at Harvard University in 1979, Dr. Putnam served on the staff of the National Security Council and is a former dean of the John F. Kennedy School of Government.

Dr. Putnam attended Balliol College, Oxford and received his BA from Swarthmore College and Ph.D. from Yale University.

MICHAEL D. RESNICK

Director of Research, Division of General Pediatrics & Adolescent Health
University of Minnesota School of Medicine

Michael Resnick, a sociologist, is a Professor of Pediatrics and Director of Research for the Division of General Pediatrics and Adolescent Health in the School of Medicine at the University of Minnesota. He is also Director of the National Teen Pregnancy Prevention Research Center. He was lead author on the first paper published from the National Longitudinal Study of Adolescent Health (Add Health), and is particularly interested in the identification of the factors, experiences and events in the lives of young people that protect against involvement in behaviors that are dangerous to adolescents and to others.

Dr. Resnick has earned four awards for outstanding teaching, including one from the Society for Adolescent Medicine. He is a reviewer for over 20 scholarly journals and serves on the board of the Journal of Adolescent Health.

ROBERT S. RIVERA

Associate Director
Project GRAD

Robert Rivera is the Associate Director of Project GRAD, a school-community collaboration that focuses on improving the instructional quality, school environment and the college entrance of at-risk children in Houston. The model for the Administration's GEAR-UP program, Project GRAD has emerged as a leading school reform effort in the United States for public schools in distressed urban communities.

Previously, Rivera served as project manager and cluster leader for Communities in Schools at Jefferson Davis High School in Houston, Texas. In these capacities, he supervised staff in delivering a multitude of services to students, including mentoring, tutoring, health care and employment, for at-risk high school students.

Rivera is a graduate of Texas Southern University.

NICOLE SALINAS

Antonian High School
San Antonio, TX

Seventeen-year-old Nicole Salinas, a senior at Antonian College Preparatory, is the student director of City Year City Heroes, a student-led volunteer program affiliated with City Year AmeriCorps. A bright and energetic young teenager, she devotes most of her spare time to contributing to the betterment of the community around her. She is affiliated with many service-oriented organizations and sits on several youth advisory boards around the city of San Antonio, including the United Way Youth Council and the Family Services Youth Advisory Board

Ms. Salinas was recently selected to represent the U.S. at the Global Youth Leadership Conference this summer. She was also selected for the 1999 Congressional Youth Leadership Conference, the Global Youth Leadership Conference to be held this summer, and received the prestigious San Antonio "Express News" Jefferson Award for her contributions to her community through leadership and service. For National Youth Service Day, a nationwide effort led by Youth Service America, she recently organized a youth summit and graffiti clean up project for 500 youth in her community.

Ms. Salinas will be attending the University of Texas at Austin in the fall where she hopes to major in communications.

ANDREW SHUE

Co-Founder & Chairman
Do Something

Andrew Shue is co-founder and chairman of the national non-profit organization Do Something, a nationwide network of young people creating solutions to the challenges facing their schools and communities. Over the last seven years, he has been instrumental in guiding the strategic direction of Do Something, as well as the formation of strategic partnerships with a variety of corporations, including McKinsey & Company, Arnold Corporations, MTV, Fox Television, Blockbuster Entertainment and Applied Materials.

Mr. Shue's passion for community involvement developed in high school when he founded Students Serving Seniors, a group dedicated to matching students with senior citizens. Thirteen years later the organization is still thriving. In 1990, he spent a year teaching high school in math in Bulawayo, Zimbabwe. Most recently, he has co-founded ClubMom, Inc., a national membership organization that serves and celebrates Moms.

Mr. Shue has played professional soccer and served as a pioneer player and spokesperson for the Los Angeles Galaxy and Major League Soccer. He co-founded International Sports Publishing, Inc., which produces MLS Gameday programs. He also co-founded Shue Media, Inc. with his brother and is currently co-producing an IMAX movie about World Cup Soccer. For six years Mr. Shue starred in the popular television show *Melrose Place*.

Mr. Shue graduated from Dartmouth College.

EDD L. SPEAKER

Senior Claims Consultant
Marsh USA

Edd Speaker is a Senior Claims Consultant at Marsh USA, Risk & Insurance Services in Los Angeles. He is a member on the Board of Trustee of Brookins Community AME Church. Mr. Speaker also has ten years of association with Challengers Boys and Girls Club of Los Angeles and is a past member of the Los Angeles Commission on Assaults Against Women. He has also served as a counselor for victims of rape and domestic violence.

Mr. Speaker's commitment to his family and his active participation in the community have been recognized by numerous commendations, including a Parent of the Year Award in 1993 and a Volunteer of the Year Award in 1994. Both the IRS and Franchise Tax Board have acknowledged his volunteer work with the low income and elderly in the preparation of tax returns. Mr. Speaker was also a past nominee for a national Community Service Award given by Sedgwick, Inc. Currently, Mr. Speaker resides in Los Angeles, CA with his wife and four children. He attended Texas Southern University on a football scholarship, majoring in business. He served in the United States Air Force and the Strategic Missile Command at Vandenberg AFB, California.

EDWIN SPEAKER

Student
Taft High School, Los Angeles, CA

Edwin Speaker was born and raised in California and is currently a senior at Taft High School, where he is an active participant in various extra-curricular activities. Edwin is an accomplished musician specializing in drums and percussion. He is a member of the Taft High School marching band, concert band and jazz band, and has served as drum line captain for two years. In his spare time, he is a back-up drummer with the Brookins AME Church.

Mr. Speaker's interests include restoration of antique cars and working part-time as a host at Red Lobster Restaurant on the weekends. He plans to attend West Los Angeles College in the fall.

LAURENCE STEINBERG

Laura H. Carnell Professor of Psychology
Temple University

Laurence Steinberg is a Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. A nationally recognized expert on psychological development in adolescence, Dr. Steinberg has focused his research on a range of topics in the study of

contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform and juvenile justice.

Dr. Steinberg has taught previously at Cornell University, the University of California at Irvine and the University of Wisconsin at Madison. 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.

Among the many honors Dr. Steinberg has received are 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.

Dr. Steinberg was educated at Vassar College, where he was elected to Phi Beta Kappa and graduated in 1974 with honors. In 1977, he received his Ph.D. in human development and family studies from Cornell University.

LAURA SESSIONS STEPP

Journalist/Author

The Washington Post

Laura Sessions Stepp is a Pulitzer Prize winning journalist specializing in the coverage of teenagers and the adolescent years for the Style Section of the Washington Post. Ms. Stepp has written about children and families for more than a decade, and her work has appeared in such publications as *Parent*, *Child*, *Working Mother*, *Reader's Digest* and *Nieman Reports* of Harvard University.

Ms. Stepp served as a member of the U.S. Surgeon General's Healthy People 2000 Panel on Adolescence in 1998 and 1999 and chairs the board of advisors of the Casey Journalism Center for Children and Families at the University of Maryland. She authored *Our Last Best Shot: Guiding Our Children Through Early Adolescence*, which will be released in June and has already been highly acclaimed by experts in the field.

After receiving her bachelor's degree from Earlham College in Richmond, Indiana, Laura Stepp was awarded a masters degree by the Columbia University Graduate School of Journalism. From 1996-98, Ms. Stepp was a visiting scholar at the National Academy of Sciences' Board on Children, Youth and Families.

DOROTHY STONEMAN

President & Founder
YouthBuild USA

Dorothy Stoneman is president and founder of YouthBuild USA, a national non-profit support center for YouthBuild programs to provide construction skills, education and leadership training for unemployed and undereducated youth, while producing affordable housing for low-income individuals. Dr. Stoneman also chairs the YouthBuild Coalition, with 650 member organizations in 49 states. Prior to founding YouthBuild USA, she spent 25 years running day care centers, community-based schools, housing development corporations and youth programs in East Harlem.

Dr. Stoneman and colleagues developed the prototype YouthBuild in East Harlem between 1978 and 1990. Encouraged by young people, visitors, and program officers from the Charles Stewart Mott and Ford Foundations, Stoneman founded YouthBuild USA in 1990 to replicate the success her program in New York City had demonstrated. Legislation authorizing YouthBuild programs under HUD was passed in 1992. There are now 145 programs in 44 states.

Dr. Stoneman has a bachelor's degree in biology and American history from Harvard University, a masters degree in early childhood education and a doctor of humane letters from Bank Street College of Education. She is a 1996 MacArthur Fellow, and currently serves on the board of trustees of Wheelock College for teachers and as a member of Harvard's Saguaro Seminar on civic engagement.

AMY SWISHER

Communications Coordinator
First Day Foundation

Amy Swisher works with Hemmings Motor News as communications coordinator for the First Day Foundation in Bennington, Vermont. Founded and funded by Hemmings Motor News, the foundation's purpose is to promote a "First Day of School Holiday" initiative launched by Hemmings and the Bennington community in 1997. The program has since been adopted by nearly 400 schools in 35 states. The First Day of School Holiday is a simple and effective way to encourage greater parental involvement in education, starting on day one each year. Through her newsletter stories, group presentations and workshops, Ms. Swisher shares the First Day Firsthand accounts she has gathered from participating schools to illustrate the positive impact this "holiday" on the relationships among parents, teachers, schools and communities.

In addition to her work with First Day, Ms. Swisher is an experienced group facilitator who leads a self-advocacy course for teens at the high school in Bennington. She writes a monthly teen-issues column for the local newspaper in which she integrates the perspectives and insights of her students.

KATHLEEN SYLVESTER

Director

Social Policy Action Network

Kathleen Sylvester is director of the Social Policy Action Network (SPAN), a non-profit intermediary that promotes effective social policy by transforming the findings of research and the insights of front-line practitioners into concrete action agendas for policymakers. SPAN builds public support for ideas through clear messages for the public and the news media.

Previously, Ms. Sylvester was vice president for domestic policy of the Progressive Policy Institute, where she directed the institute's work in a variety of domestic policy areas, including family policy, education, and governance. Ms. Sylvester served as a consultant to Vice President Gore's National Performance Review and she advises federal, state and local officials on a variety of domestic social issues. She serves on the Board of Visitors of Georgetown University's Graduate Public Policy Institute and is a founder and past president of Jobs for Homeless People of Washington, D.C.

Ms. Sylvester began her professional career teaching in New Haven, Connecticut and also worked as a community organizer on a South Dakota Indian reservation. She spent the next two decades as an award-winning journalist and was a senior writer at *Governing*, the leading national magazine of state and local public policy, which she helped found in 1987. She also reported for NBC News, National Public Radio and *The Washington Star* and has contributed to numerous publications including *The Washington Post*, *USA Today*, *Newsday* and *Policy and Practice*.

She is the author of *Preventable Calamity: Rolling Back Teen Pregnancy* (1994), *Second Chance Homes: Breaking the Cycle of Teen Pregnancy and Reducing Teen Pregnancy, A Handbook for Action*. Most recently, she wrote *Seeking Supervision: Second Chance Homes* and the *TANF Minor Teen Parent Living Arrangement Rule*.

Ms. Sylvester earned an undergraduate degree from the Georgetown University School of Foreign Service and a master's degree from Wesleyan University. She also studied at the Yale Law School and spent a year at Stanford University as the recipient of a John S. Knight Fellowship.

GARY WALKER

President

Public/Private Ventures

Gary Walker is president of Public/Private Ventures, a national non-profit organization whose mission is to improve the effectiveness of social policies and programs, especially in the areas of youth development, violence prevention and workforce development. Public/Private Ventures carries out its mission through national demonstrations, program evaluations and technical assistance.

In the 1970's, Mr. Walker began his social policy work by setting up a New York firm that hired recovering addicts, ex-convicts and welfare recipients. The success of this business led to the creation of the National Supported Work Research Demonstration, a multi-site experiment supported by various federal departments. In the 1980's, Mr. Walker conducted a study of the Job Training Partnership Act which led to his conviction that more effective policies for youth and young adults were greatly needed.

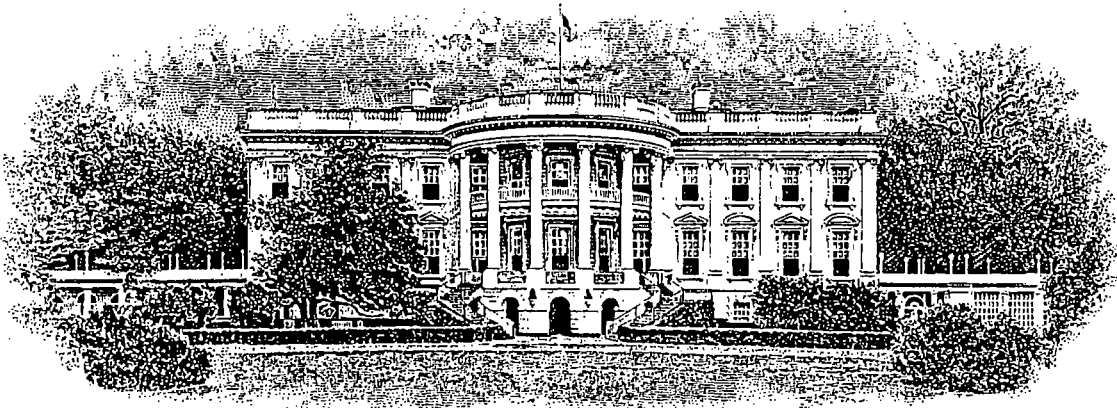
Currently, Mr. Walker serves as a member of the boards of the William Penn Foundation, The Reinvestment Fund, Civic Ventures and Replication and Program Services, Inc. He serves on advisory boards to The Aspen Institute's Roundtable on Comprehensive Community Initiatives, Harvard University's Future of Philanthropy Executive Session, the Ford Foundation's International Learning Groups on Youth Development and the National Institute of Science's Forum on Adolescent Health.

Mr. Walker is a graduate of the University of Kansas and Yale Law School.

1
Weather



The White House



PHOTOCOPY
PRESERVATION

THE WHITE HOUSE
WASHINGTON

April 28, 2000

Warm greetings to everyone participating in the "White House Conference on Teenagers: Raising Responsible and Resourceful Youth." This conference is in response to the concerns of parents across the country about the unprecedented challenges that today's teenagers face. We hope to provide parents with effective strategies they can use to help their teenagers navigate safely through the difficulties they may encounter during these pivotal years.

During their teens, young people are gaining the skills and confidence they will need as adults. At the same time, they may be exposed to negative influences that present significant risks to their well-being. At this conference, we will discuss what parents, communities, and young people themselves can do to ensure that today's teenagers become successful adults. A portion of the program will be broadcast via satellite, presenting an extraordinary opportunity for communities across the country to participate in our discussion and benefit from the views of the nation's foremost experts on healthy youth development.

We are pleased to welcome you to the White House, and we hope that this conference will help to ensure that the young people of today -- the most diverse group of teenagers in our nation's history -- will also be the most successful.

Bill Clinton Hillary Rodham Clinton



YMCA

We build strong kids,
strong families, strong communities.

EMBARGOED FOR RELEASE, Tuesday, May 2, 10:30 a.m. (ET)

YMCA SURVEY HIGHLIGHTS TEEN-PARENT COMMUNICATION GAP

Teens still rely on parents, despite limited quality time

WASHINGTON, May 2— A new poll released today contains troubling news about the quality of communication between American parents and their young teenage children. The poll, released by the YMCA of the USA at a White House Conference on teenagers, concludes that the vast majority of teens still turn to their parents in times of trouble. But it also reveals that parents and teens have differing views on the ways they interact and even on the topics of their conversations.

The survey polled teenagers aged 12 to 15 and parents. Among its findings are that many families do not eat meals together and that parents significantly underestimate the time their teens spend in front of the television or computer. The poll also shows that young people list inadequate family time as one of their greatest concerns.

In the area of communication, the poll makes clear that, while many parents believe they are discussing issues like sex, violence, and drug and alcohol abuse with their children, their children have a different perception. For example, 61 percent of parents say they talk frequently to their children about values and beliefs, but only 41 percent of children report such conversations. A greater percentage of parents than teenagers also reports having conversations about sex, violence, and drug and alcohol abuse. The communication disconnect also exists over whether parents and their teens share the same values and beliefs, with 62 percent of parents saying they do, compared with 46 percent of children.

“The good news is that families are still spending time together,” says Kenneth L. Gladish, Ph.D., national executive director, YMCA of the USA. “The bad news is that children may not be hearing what we parents *think* we’re saying. Our kids deserve our best efforts, and we must not fail them.”

- more -

YMCA of the USA • Public Policy • 1701 K Street, N.W., Suite 903 • Washington, D.C. 20006

202-835-9043 • toll-free: 800-932-9622 • fax: 202-835-9030 • <http://www.ymca.net>

YMCA mission: To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

Gladish made his remarks at the White House during the day-long *White House Conference on Teenagers: Raising Responsible and Resourceful Youth*. The conference was co-sponsored by the YMCA of the USA, a major national child and family advocacy group.

While families share an average of 80 minutes together each day, young teenagers expressed a desire for more time with their parents. A quarter of all parents report eating no more than four meals a week with their teens.

Education and family time are the top teenage concerns, according to the poll. By contrast, the poll found, parents worry most about drug and alcohol abuse.

Parents also seem to have different notions of the way their teenage children spend their time. Nearly half of all teenagers said they spend their free time with friends, while only about one quarter of parents believe that to be the case. Among the poll's most striking findings is that 71 percent of parents say they frequently monitor their children's Internet use, while only 24 percent of teenagers say their parents supervise them.

Talking with Teens: the YMCA Parent and Teen Survey was performed by the Global Strategy Group, Inc. of New York and Washington, which conducted 200 random telephone interviews with children and 200 with parents during the period April 11-20. The margin of error is +/- 6.9%.

The YMCA of the USA is the national resource office for the 2,393 independent YMCA associations in the United States. Collectively, America's YMCAs are the nation's largest provider of child care. YMCAs across the country are at the heart of community life and offer a variety of programs such as family activity nights, juvenile delinquency prevention programs, volunteerism and mentoring, and welfare-to-work initiatives. YMCAs serve nearly 17 million people, including 9 million children during non-school hours.

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Talking With Teens: The YMCA Parent and Teen Survey Final Report

I. Key Findings

- **The good news is that most teens (78%) turn to their parents in times of need.**
 - Boys are more likely than girls to say they turn to their parents for advice (84% vs. 72%).
 - Reliance on parental advice increases from 67% to 90% between the ages of 12 and 13, but then declines over the next two years, with 65% of 15 year olds turning to their parents for guidance (65%).
- **Another positive finding is that teens and their parents appear to be talking and spending time together. They report spending an average of about 80 minutes per day talking to one another and eating an average of eight meals a week together.**
 - Not surprisingly, younger teens report spending more time with parents than their older counterparts (89 minutes a day for 12 yr. olds vs. 69 minutes for 15 yr. olds). However, parents say they average over 80 minutes a day with all age groups.

- Children of single parents spend less time talking to their parents than those with two adults at home (on average 67 minutes vs. 81 minutes per day).
- Mothers spend significantly more time with their teens than fathers (on average 93 minutes vs. 78 minutes per day).
- **Although most families break bread together regularly, there are still a large number who cannot find the time for family meals. One in four parents (24%) and 17% of teens report eating no more than four meals a week together as a family.**
 - Disturbingly, 10% of parents report that they eat just one meal a week, or never eat, with their teens.
- **“Not having enough time together” with their parents is the *top* concern among teenagers today. Teens are three times more likely than their parents to say that “not having enough time together” is their biggest issue of concern (21%). Family time is tied with education for first place on the teens’ list of concerns.**
 - Teens of all ages are concerned by the lack of quality time with their parents.
- **Conversely, parents are far more concerned by outside threats such as drugs and alcohol (24%) than they are about family time. Quality time comes in as the fourth most important priority at 8%.**

- **A substantial percentage of parents and teenagers report that teens spend more of their free time watching television and using computers than they do interacting with their parents. Over one-third of all parents (36%) report that their teens spend the majority of their free time in front of a computer or television screen. Nearly three in ten teens (29%) agree.**
 - Parents underestimate the time their teens spend in front of the television. Only 12% of parents believe their children watch TV during the majority of their free time, while 20% of teens confess to being couch potatoes.
- **Parents often say that they frequently monitor their teen's time in front of the TV and on the Internet, but their children don't agree. While 85% of parents say they frequently monitor what their kids watch on TV (42% "all the time," 43% "often"), 61% of children say they are watching TV without any parental supervision (22% "all the time," 39% "often).**
 - Interestingly, younger teens are more likely to watch television unsupervised than their older counterparts (66%, 12 yr. olds vs. 49%, 15 yr. olds).
- **Parents are even more naïve when it comes to Internet exposure. Nearly three-quarters of parents (71%) assert that they frequently monitor their child's use of the Web. However, 45% of teens say they surf the Web "all the time/often" without a watchful parental eye.**

- **Many parents feel the time they spend with their teens is inadequate. Only 30% of parents say that they spend “more than enough time with their kids.” Another 42% are looking for more quality time with their teens (31% “have some time, but need more,” 12% “do not have nearly enough time”).**
 - Fathers have a bigger disconnect with their teenagers than mothers. Nearly half of all dads (47%) are looking to spend more time with their teens, compared to 38% of mothers who say they need more time.
 - Single parents (23%) are the most likely to maintain that they “do not have nearly enough time” available to spend with their teens.
- **Both teenagers (34%) and parents (34%) blame parental work obligations as the primary reason why families are not spending more time together.**
 - Four in ten fathers (43%) blame work for coming between them and their kids. Additionally, younger parents (37%, 25-44) are more likely than older parents (26%, 45+) to feel that their career keeps them from spending time with their teenagers.
 - Older teens (37%, 14-15) are somewhat more likely than 12 and 13 year olds (30%) to blame their parent’s work schedule for detracting from family time.
 - “Pressed parents,” who are looking to spend more time with their teens (42% of parents overall), suggest that the number one barrier to being together is work (42%). Additionally, these parents face the problem of not being in the same place as their teens at the same time (19%), and complain about a general lack of desire on the part of the kids (14%).

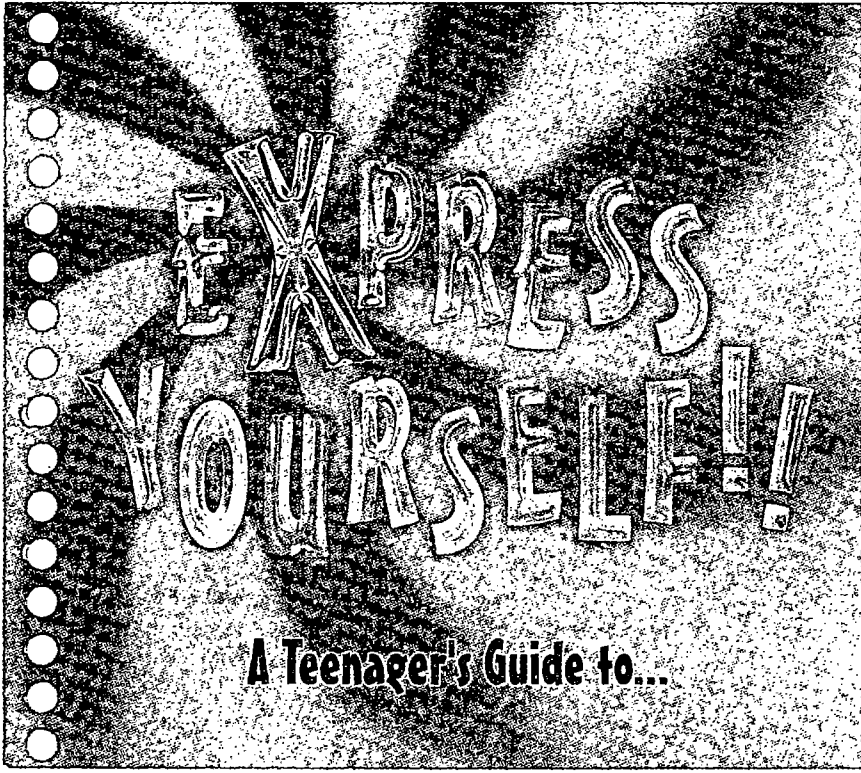
- **Hectic work schedules are not the only barrier families face when trying to spend time together; some teenagers say they would rather spend time with their friends than with their families. Teens are twice as likely to say prefer to spend time with their friends than parents believe (25% vs. 12%).**
 - Teenage boys are significantly more likely than girls to prefer spending time with friends instead of family (31% vs. 19%).
- **The influence of friends is a recurring theme. Teens are almost two-and-a-half times more likely than their parents to state that friends are a critical influence on their values (26% vs. 11%). And over half of all teens (51%) turn to their friends as a source of advice on life issues.**
 - The impact peers have on forming values increases steadily as teens get older. **Just 15% of 12 year olds report that friends are the biggest influence on their values, while 37% of 15 year olds say the same.** Likewise, teens become more dependent on their friend's advice as they get older. Just 37% of 12 year olds cite friends as a source of advice compared to 67% of 15 year olds.
 - Two in five teens who feel their parents do not have enough time to spend with them (40%) turn to friends for guidance on values.
 - Children of single parents are more likely than those from a two parent home to rely on their friends for advice (59% vs. 49%), as well as information concerning values (38% vs. 24%).

- **When families do spend time together, the communication is not getting through. For instance, parents may think that they talk to their children about values and beliefs on a frequent basis (64%), but teens are only hearing it 41% of the time!**
 - Parents of 14 year olds reportedly are the most likely to frequently talk to their teens about values and beliefs (68%). However, only 34% of this age group agrees that they are having conversations about values on a frequent basis.
 - Teenage girls (44%) are more likely to speak with their parents frequently about values than boys of the same age (38%).
- **Similarly, 62% of parents “strongly agree” that they share the same basic values as their teens. However, only 46% of teens suggest that this is true.**
 - Three-quarters of all mothers (75%) “strongly agree” that they share the same values with their teens, compared to just 48% of fathers.
 - Over half of all teenage girls (52%) “strongly agree” that they share the same values with their parents. Just 40% of teen boys feel the same.

- **The same disconnect between parental and teenage perception can be seen on important issues like sex, dating, drugs and alcohol, and future plans.**
 - For example, according to 43% of parents, sex is a frequent topic of conversation in their homes. However, just 26% of teens suggest their parents speak to them about sex with any regularity. Likewise, while 34% of parents suggest they discuss dating frequently, only one-quarter of teens (25%) say the same.
 - ◆ Interestingly, as teens get older, and are more likely to be sexually active, their parents talk to them less about sex. Only 22% of 12 year olds report that their parents “rarely/never” speak to them about the topic, while 58% of 15 year olds do not speak to their parents about sex.
 - ◆ Similarly, parents are more likely to report that they speak to their teens frequently about drugs and alcohol than teens state (51% vs. 35%).
 - ◆ Again, the older a teen becomes the less likely it is that parents will talk to them about the topic. Just 30% of 14 and 15 year olds report that their parents speak to them frequently about drugs and alcohol. In comparison, 41% of 12 and 13 year olds have parents who talk to them regularly on the topic.

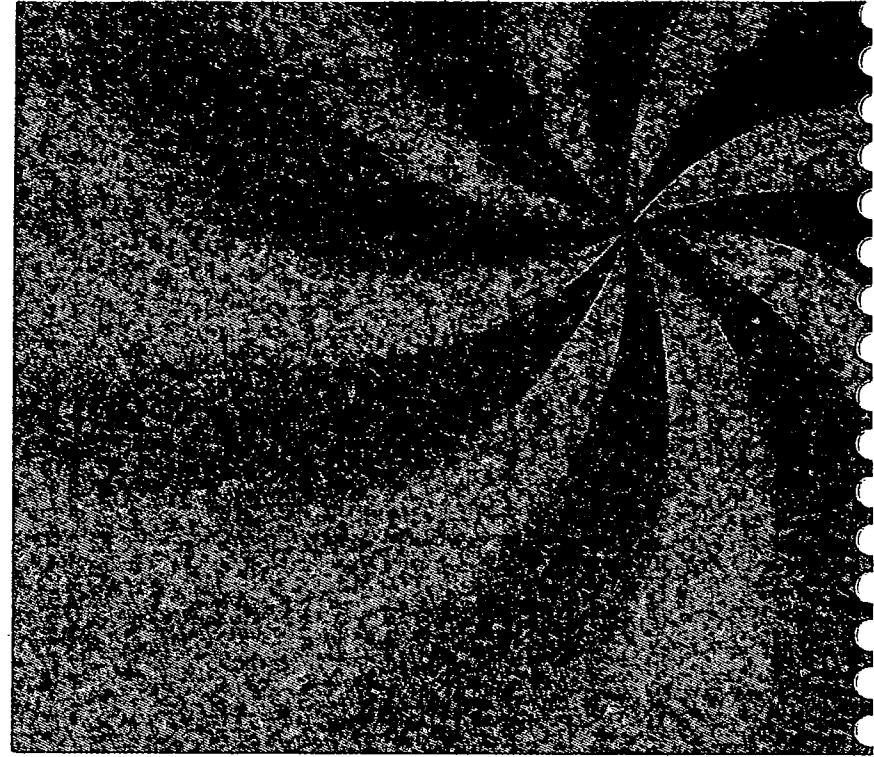
II. Methodology

- Global Strategy Group (GSG) conducted a total of 400 telephone interviews nationwide among children between the ages of 12 and 15 (200 interviews) and parents of children between the ages of 12 and 15 (200 interviews), using experienced research interviewers.
 - Parental consent was obtained for the 200 minors who participated in the research.
- The length of the questionnaire was approximately eight minutes and included a total of 21 questions.
- Respondents were called from a nationwide sample of self-reported households with children 11 to 15 currently living at home.
 - The sample was purchased strictly for the use of this study, and the interviews were stratified by gender and age group.
- The interviews were conducted between April 11 and April 20, 2000.
- The survey has an overall margin of error of $\pm 4.9\%$ at the 95% confidence level.
- - The margin of error is $\pm 6.9\%$ among the 200 children interviews as well as the 200 parent interviews.



EXPRESS YOURSELF!!

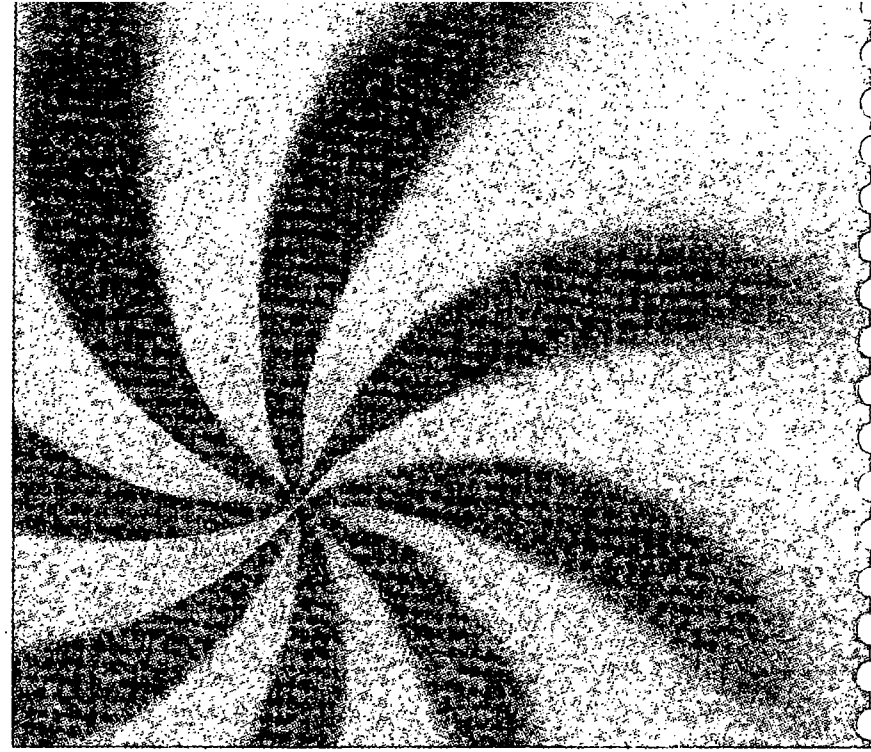
A Teenager's Guide to...



...Fitting in

Getting involved

Finding yourself



If you're a teenager, or about to become one, you have a lot to look forward to. Maybe more than at any other time of life, your world is wide open and the possibilities are endless.

Of course, just as in other times of life, you will have both bad and good experiences.

The ideas in this booklet can help you learn to deal with the tough times and enjoy the good times by finding the people and places that are right for you.

You might find these ideas useful in your everyday life.

Or read them to see if they might be helpful to a friend.

Freedom, and Responsibility Too

The teenage years are full of change. You might get a job to earn money of your own. You may get a driver's license and graduate from high school. You also might begin...

- ☼ Questioning more of what you hear
- ☼ Learning the skills you'll need to pursue a job or a career
- ☼ Spending more time with your friends and others outside your family
- ☼ Hearing from teachers, parents, and other adults about taking more responsibility

Those changes don't mean that your teenage years have to be harder than others. In fact, this can be the time when you get what you need to have fun and be happy now and in the future.

Obviously, what you go through will depend on...

- Whether or not the adults responsible for you are loving and supportive

- Whether or not the neighborhood you live in offers you many opportunities

- Whether or not you feel close to people your age, and are connected with your school and community

That means everyone's experience is different. **But no matter what your experience, you still can figure out how to be happy.**

One thing that most people find satisfying is figuring out what they do well.

Deciding what you do well often is a matter of knowing what you like to do. Most people like to do what they are good at.



(So, think about what you enjoy. Then try asking people
(how you might get involved in those activities. You
(might talk to your parents, other relatives, friends, and
(neighbors. Check with people at your school like a
(teacher, a guidance counselor, or the school librarian.

(Or, if school is not the most comfortable place for you,
(get help at the public library. Look on the Internet. Or
(check the newspaper.

Get connected.

Better yet, get involved in a youth organization.

Youth agencies exist across the country. Their mission is to support young people and link them with activities they're interested in. Wherever you are, one of these organizations usually is close by.

Youth organizations have all kinds of programs. Some offer activities. Others can give you support when you have a problem or are in trouble. Or they can be helpful when you just need someone to talk to.



Youth agencies like the Boys and Girls Clubs, 4-H Clubs, and the YMCA can help you find...

☼ Recreational activities

☼ Volunteer opportunities

☼ Other people who share your interests

To learn more about youth agencies in your area, call them.

Below are two ways to locate a youth organization near you. (If there's not a youth organization where you live, find one in a nearby area.)

1. Check the Yellow Pages. Look under "Youth Organizations," "Youth Centers," or "Teen-Age Activities."
2. Contact the national offices of youth agencies to find their local organization. On the next page are three you can start with.

Boys & Girls Clubs of America

Phone: (404) 815-5700

E-mail: <lmclemore@bgca.org>

Home page: <www.bgca.org>

National 4-H Council

Phone: (301) 961-2800

Home page: <www.fourhcouncil.edu>

(Note: If you are 12 years old or younger, 4-H requires you to involve your parents when you contact them.)

YMCA of the USA

Phone: (312) 977-0031

Home page: <www.ymca.net>

When you call, tell the person you talk to your age and your area of interest. Ask questions to find out more about their programs, for example:

- ☼ What types of programs and activities does your organization offer for someone my age?
- ☼ Do these programs cost anything? What if I do not have money to pay a fee?
- ☼ Do I need my parents' permission to become involved? What if I would like to join but cannot get a signed permission slip from my parents?
- ☼ What do I do next to get involved?

READ ON TO FIND OUT

MORE!

The best youth organization for you has people you feel comfortable with.

One of the bonuses of being involved in a youth club or program is meeting all kinds of people. Some agencies even have "mentoring programs." These link you with someone your age or an adult. You can discuss ideas with that person and learn about new ways to deal with everyday problems. Or you can try out new activities together.

In fact, getting to know people is often what makes life fun and interesting. And the best people to have around are those who do care about you. They can be helpful when you feel pressure to do things that you don't want to do. They can offer advice on how to be yourself and still fit in.

On the next pages are signs that a person does care about you, and questions to help you identify those signs.

**Think about how
real friends treat you...**

**They're interested in your well-being,
not in something that you might
give them or do for them.**

- ☞ Do they value your health and safety (including never asking you to do something that puts you in danger or is illegal)?
- ☞ Do they suggest that you do things that help you, not them?
- ☞ Do other people you respect and trust also trust this person?

**They listen:
they care about
what you have to say.**

- ☞ Are they paying attention to you when you talk to them?
- ☞ Do they ask questions when they don't understand something you tell them?
- ☞ Do they make sure they understand your situation before they offer advice?

**They're interested in your success, and
are happy for you when things go well.**

☯ Do they praise you when something good happens
or you've done something well?

☯ Do they ask about your goals and interests?

**They say they're sorry when
they make a mistake.**

☯ Do they admit when they are wrong (just as you or
anyone else should be able to do)?



They don't expect you to be perfect.

- ☼ Would you feel comfortable telling them when you've made a mistake and need help knowing what to do next?
- ☼ Do they help you recognize and work through mistakes? (Or do they use words that make you feel ashamed or worthless?)
- ☼ Do you have a feeling that no matter what happens, they will look out for your well-being (since everyone makes mistakes)?

**When they give you guidance,
they do so in a way
that shows they care.**

- ☼ Does this person make you feel encouraged and motivated?
- ☼ When they are talking or asking about a mistake you made, do you still feel that they are trying to help you?
- ☼ Do they make you feel comfortable (including never physically or emotionally hurting you)?

**They let you think things through
on your own when you want to
and respect your privacy.**

- ☞ Do they accept that sometimes you might prefer to think through a problem or situation on your own? (Most people do sometimes.)
- ☞ Do they keep things you say private when you ask them to?

Keep in mind, though, that a person you confide in may not have a choice about whether to keep something you tell them private. They may be required under the law to report a problem to authorities if what you tell them involves a legal issue.

So if you go to someone for assistance, you might want to ask them about whether they can keep a problem to themselves. They may say that they will report legal issues to someone else. If so, ask them how they have handled situations like this in the past. Ask what happened to the teenagers involved. And talk with them about your choices before you tell them your story.

So, ask questions and...

Trust your feelings.

Sometimes you may still feel unsure about whether you trust someone. If so, follow your instinct. And talk to someone else. Explain why you feel uncertain. That is one of the best things about having a circle of people to turn to: they can help you think through the doubts all of us have sometimes.

Of course, nobody's perfect. Most people don't always do all the right things. Just remember that people who say they care about you prove that by their actions over a period of time.

People who you trust can help you...

Make the best of all that life has to offer.

There isn't any magical answer that will always make life easy. For all of us, there are both hard times and good times. But having a network of friends, supportive adults, and people to talk to at a youth service organization can help. They'll be there for both the unexpected difficulties *and* life's good surprises.

And on the next page are some ideas to think about no matter how things are going for you.



Believe in yourself.

You can't compare yourself to others.

Don't let a negative response stop your positive effort.

Remember the 4 E's:

- ☼ Expect a lot of yourself.
- ☼ Everyone has strengths and limitations.
- ☼ Everybody needs help sometimes.
- ☼ Express yourself: your ideas and feelings matter.

So...

**Enjoy the good times,
learn from the difficult ones, and
get help when you need it.**

**If you do, you may find that
life has great things to offer.**

YOU ARE
UNIQUE!!



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Family and Youth Services Bureau

This publication was produced for the Family and Youth Services Bureau by Johnson, Bassin and Shaw, Inc., under a contract from the Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services, to manage the National Clearinghouse on Families & Youth.



Reducing the Risk:

Connections That Make a Difference in the Lives of Youth



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Community Counts



PUBLIC
EDUCATION
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www.parentingresources.ncjrs.org

Parenting Resources for the 21st Century puts you in touch with the information you need to meet the challenges of raising a child today.

Find out:

- ▶ How to find child care for your newborn.
- ▶ What to do when your child misbehaves.
- ▶ How your child can benefit from playing organized sports.
- ▶ Who can help when you suspect your teenager is using drugs.
- ▶ Where to find information on college scholarships.

This Web site has been developed in cooperation with and support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Coordinating Council on Juvenile Justice and Delinquency Prevention.

Those without Internet access can learn about the resources featured on the Web site by calling OJJDP's Juvenile Justice Clearinghouse (800-638-8736) for additional information and assistance.

The Parenting Resources for the 21st Century online guide links you with answers to these questions and many more in a user-friendly and easy-to-access format. Just go to www.parentingresources.ncjrs.org (online June 2000) and find the parenting information you need by choosing any one of the site's eight categories:

- ▶ Family Dynamics
- ▶ Health and Safety
- ▶ Child Care and Education
- ▶ Family Concerns
- ▶ Youth Development
- ▶ Out-of-School Activities
- ▶ Resources
- ▶ What's New

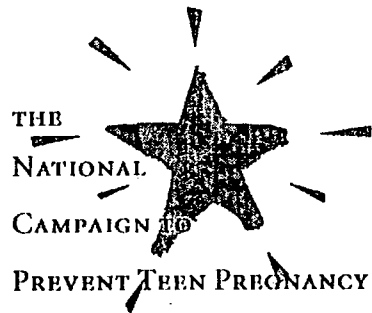
Whether you're a parent, a grandparent, or any other person who cares for—or about—children, this Web site will provide the resources you need.

Parents Matter: Tips for Raising Teenagers

CAMPAIGN FOR TOBACCO-FREE KIDS
NATIONAL CAMPAIGN AGAINST YOUTH VIOLENCE
NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY
OFFICE OF NATIONAL DRUG CONTROL POLICY
U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

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

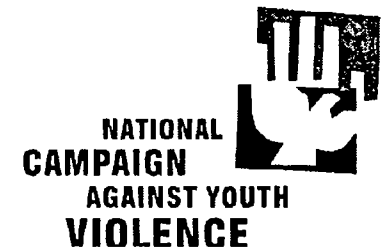
Parents Matter: Tips for Raising Teenagers



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



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



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



Spend time with your children and teens.

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

Help teens gain a sense of self-confidence.

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

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

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

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

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

Let your kids know that you value education highly.

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

Stay involved with your teens' schools.

Parents are often very connected to their children's elementary schools but disengage as the kids get older. Try to stay involved right through middle and high school. Pay attention to the classes your teens are taking and the homework they are being assigned. Join the PTA or another parent organization. Volunteer to be a tutor, mentor, or guest lecturer. Meet your teens' principals, teachers, counselors, and coaches. Attend back-to-school nights, student exhibitions, plays, band and chorus recitals, and sporting events. If you don't show up, your kids will be the first to notice.

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

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

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

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

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

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

Be clear about your own values and attitudes.

Communicating with your children about difficult issues is most successful when you, as a parent, are certain about your own feelings. By being open and honest, you can express your values in a caring way. Many parents worry about seeming hypocritical, particularly if they engaged in risky behavior as teenagers themselves but are now urging their children to take a different path. While most teens have a very well-tuned "hypocrisy radar," they are often sophisticated enough to realize that, in this age of AIDS, automatic weapons, and other dangers, new standards are appropriate.

Set the right example.

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

Pay attention to kids before they get into trouble.

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

Watch for signs that your teenager needs help.

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

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

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

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

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

Get involved in your community.

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

Resources:

Campaign for Tobacco-Free Kids

1707 L Street, NW, Suite 800
Washington, DC 20036
(202) 296-5469
www.tobaccofreekids.org

National Campaign Against Youth Violence

33 New Montgomery Street, 20th Floor
San Francisco, CA 94105-9781
(415) 512-4008
www.NoViolence.net

National Campaign to Prevent Teen Pregnancy

1776 Massachusetts Avenue, NW, Suite 200
Washington, DC 20036
(202) 478-8500
www.teenpregnancy.org

National Clearinghouse on Families and Youth

PO Box 13505
Silver Spring, MD 20911
(301) 608-8098
www.ncfy.com

For information on parenting skills and other ways to raise a drug-free child, please visit www.theantidrug.com.
For printed or audiovisual materials, call the National Clearinghouse for Alcohol and Drug Information at (800) 788-2800.