

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                | DATE       | RESTRICTION |
|--------------------------|------------------------------|------------|-------------|
| 001. list                | re: SSNs and DOBs (11 pages) | 05/02/2000 | P6/b(6)     |
| 002. list                | re: SSNs and DOBs (3 pages)  | 05/02/2000 | P6/b(6)     |

**COLLECTION:**

Clinton Presidential Records  
First Lady's Office  
Shirley Sagawa  
OA/Box Number: 24267

**FOLDER TITLE:**

Shirley Teen Conference Binder

2013-0124-S

rc1204

**RESTRICTION CODES****Presidential Records Act - [44 U.S.C. 2204(a)]**

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

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Office of the First Lady  
Files of Shirley Sagawa  
January 19, 2001  
Box 6 of 11

Shirley Sagawa

Youth development -- Shirley's Teen Conference Binder  
Youth development -- Teen Conference Breakout reports and audiotapes  
Youth development -- Conference responses  
Youth development -- Teen Conference Thank Yous  
Youth development -- Teen Conference Followup Forms  
Youth development -- Teen Surveys/Save the Children  
Youth development -- Recommended teens  
Youth development -- Advisors  
Youth development -- Teen conference speaker info  
Youth development -- Teen conference miscellaneous  
Youth development -- Teen conference schedule requests  
Youth development -- Website/satellite information  
Youth development -- Celebrities -- in general  
Youth development -- Room 450  
Youth development -- Teen conference video  
Youth development -- Room reservations  
Youth development -- Media  
Youth development -- CEA report  
Youth development -- Deliverables  
Youth development -- Teen breakout requests  
Youth development -- Breakouts  
Youth development -- Agendas and scripts  
Youth development -- Memos to HRC and Shirley Sagawa notes  
Youth development -- YMCA poll  
Youth development -- YMCA correspondence  
Youth development -- Mailed in responses  
Youth development -- Internal responses  
Youth development -- Invite lists/how tos  
Youth development -- Youth development -- Agencies  
Youth development -- Teen conference program/folders/handouts

PODS -  
CEA

brain mass  
rating media  
holiness

7 point  
agenda for  
America's  
family

## WHITE HOUSE CONFERENCE ON TEENAGERS

Program Draft 4/27/00 pm

continuing to  
learn

- 10:13 **Melanne Verveer** welcomes audience and explains how the program will work, introduces video
- 10:15 **Opening Video:** Montage of a diverse group of parents and teens speaking about their lives.
- 10:19 **THE PRESIDENT and MRS. CLINTON** announced into room. MRS. CLINTON proceeds to lectern. THE PRESIDENT sits next to lectern. Panel I is already seated on stage.
- 10:20 **MRS. CLINTON** speaks. MRS. CLINTON introduces THE PRESIDENT.
- 10:28 **THE PRESIDENT** speaks. Introduces Ben Casey, Dallas YMCA.
- 10:40 **Ben Casey** makes remarks.
- 10:44 **THE PRESIDENT** makes closing remark and departs.
- 10:45 **MRS. CLINTON** introduces topic of panel (who are today's teens and what do they need) and introduces panel members Jacqueline Eccles, Jay Giedd, Karen Pittman, Rhea Perlman and Danny DeVito. She calls on Jacquelynne Eccles to speak first.
- 10:47 **Jacquelynne Eccles** discusses adolescent development, including the stages, peer cues, behavioral pressures, and the need for independence.
- 10:51 **MRS. CLINTON** comments and introduces Jay Giedd, a scientist at the National Institute of Mental Health.
- 10:53 **Jay Giedd** presents his recent research that suggests that an important phase of brain development occurs around puberty and what happens at that time matters and can set the stage for later successes or failures.
- 10:57 **MRS. CLINTON** comments and introduces Angela Diaz, a doctor with the Mt. Sinai Center on Adolescence, who will speak from the audience.
- 10:59 **Angela Diaz** discusses the health care needs of teens she sees in her work and the challenges serving them.

- mention that  
parent like to  
be at work

- 11:02 **MRS. CLINTON** comments and introduces Karen Pittman, of the International Youth Foundation.
- 11:04 **Karen Pittman** lays out the assets that all teenagers need – a caring adult, healthy habits, safe places, a good education, and the opportunity to give back.
- 11:08 **MRS. CLINTON** comments and introduces Emily McDonald, age 17, who is involved in community service in her hometown in Appalachia. She will speak from the audience.
- 11:10 **Emily McDonald** describes her community, her classmates, her involvement in service, her relationship with her parents and grandmother.
- 11:13 **MRS. CLINTON** comments and introduces Rhea Perlman and Danny DeVito.
- 11:15 **Danny DeVito and Rhea Perlman** speak about their experience as parents of teenagers and about the Afterschool Alliance.
- 11:23 **MRS. CLINTON** comments, thanks panel, and invites panel II to take the stage. Panel I leaves the stage and panel II, consisting of Laura Sessions Stepp, Edd Speaker, Robert Blum, Geoff Canada, and Gabriella Contreras are seated.
- MRS. CLINTON** introduces the topic of the second panel – what parents can do to help teens and what communities can do to help teens and parents – and introduces first panelist, Laura Sessions Stepp, author of Our Last Best Shot and Washington Post families reporter.
- 11:28 **Laura Sessions Stepp** outlines what we know about good parenting of teenagers.
- 11:32 **MRS. CLINTON** comments and introduces Edd and Edwin Speaker.
- 11:34 **Edd Speaker** discusses his experience as a parent and introduces his son, Edwin, who will speak from the audience.
- Edwin Speaker** discusses the important influences in his life.
- 11:41 **MRS. CLINTON** comments and introduces Robert Blum, University of Minnesota and Add Health study.
- 11:43 **Robert Blum** discusses research that underscores the importance of teens being connected to their families and the community.

*Spent the night  
back  
reunion*

- 11:47 **MRS. CLINTON** comments and introduces Ellen Galinsky, President of the Work and Family Institute, who will speak from the audience.
- 11:49 **Ellen Galinsky** speaks about the need for employers to think creatively about ways to help parents of teens connect with their children.
- 11:52 **MRS. CLINTON** comments and *if time permits*, introduces Bob Davis, CEO of Lycos, who will speak from the audience.
- 11:54 **Bob Davis** discusses the new media and the need for tools for parents to help safeguard their children.[OPTIONAL SPEAKER]
- 11:57 **MRS. CLINTON** comments and introduces Susan Bales, President of the Frameworks Institute, who will speak from the audience.
- 11:59 **Susan Bales** discusses research on the media's treatment of teens and how it differs from reality.
- 12:02 **MRS. CLINTON** comments and introduces Geoff Canada, author of *Fist, Stick, Knife, Gun* and founder of the Rheedlan Centers for Children and Families.
- 12:04 **Geoff Canada** speaks about the role of community in the life of a teenager, particularly in the inner city.
- 12:08 **MRS. CLINTON** comments and introduces Jay Engelin, Principal of the Year, *if time permits*.
- 12:10 **Jay Engelin** discusses the importance of parent involvement in middle and high school, high school reform, and afterschool programs. [OPTIONAL SPEAKER]
- 12:13 **MRS. CLINTON** comments and introduces Harvard anthropologist Dr. Katherine Newman, author of *No Shame in My Game: The Working Poor in the Inner City*, *if time permits*.
- 12:15 **Katherine Newman** speaks about the responsibility of employers of youth to do more to help them succeed. [OPTIONAL SPEAKER]
- 12:18 **MRS. CLINTON** comments and introduces Gabriella Contreras, age 14.

- 12:20 **Gabriella Contreras** speaks about her own experience with youth violence in her community and ways youth can be resources for other youth.
- 12:24 **MRS. CLINTON** comments and provides closing comments. Mentions breakouts and lunch, invites satellite downlinks to continue talking and let us know what they conclude.
- 12:30 **Break for lunch.**

No place to turn to  
when feeling suicidal  
resiliency work  
Hawaii - Kauai  
always some adult who  
could reach the  
child

## **INTERNAL DOCUMENT ONLY**

### **White House Conference On Teenagers BreakOut Assignments May 2, 2000**

#### **Breakout 1/ The Jackson Room in the White House Conference Center (25max)**

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

Moderators: Director Janice LaChance, OPM  
Sen. Diane Feinstein (D-CA)

Panelists: Stanley Botts, Bell Atlantic  
Ken Canfield, National Center for Fathering  
Donnie & Fonda Malone,  
Lawrence 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,  
Tameka & Lakeeya Malone  
The Silcox Family (Deborah, Drew & Dylan)  
Ruth Wooden, The National Parenting Association

Staff Contact: Ann O'Leary x66626/ count: 27 (includes 3 staff & 5press)

#### **Breakout 2/The Eisenhower Room in the White House Conference Center (35 max)**

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

Moderators: Deputy Director Donald Vereen, ONDCP  
Senator Arlen Specter (R-PA)

Panelists: Zoe Baird, Markle Foundation  
Jim Browne, GetNetWise.com  
Bob Davis, Lycos Inc.  
Judith A. McHale, Discovery  
Kathryn Montgomery, Center for Media Education  
Justin Newland,

Participants: Patrice Adcroft, Seventeen Magazine

Susan Bales, Frameworks Institute  
Jeffrey Bleich, National Campaign to End Youth Violence  
Sarita Brown, White House Initiative on Educational Excellence for Hispanic Americans  
Peggy Conlon, The Advertising Council  
Martin Todd Cunningham, MTV  
Dr. Karen Hein, William T. Grant Foundation  
Katharine Heintz-Knowles, Children's Media Research and Consulting  
Rachel Jones, National Public Radio  
Kristin Moore, Child Trends  
Lisa Paulsen, Entertainment Industry Foundation  
Karen Pittman, International Youth Foundation  
Ellen Seidman, Seventeen  
William Treanor, Youth Today  
Meredith Wagner, Lifetime Television  
Mildred Wurf, Girls Incorporated

Staff Contact: Sonia Chessen x65796/ count: 32 (includes 3staff/5press)

**Breakout 3: The Truman Room in the White House Conference Center (max 100)**

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

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

Panelists: Sarah Austin,  
Gene Bottoms, Vice President, Southern Regional Education Board  
Jay Engeln, National Principal of the Year  
Susan Greene, Dance Teacher at IS 218  
Lawrence Hurt, 1999 Indiana Teacher of the Year  
Robert Rivera, Director, Project GRAD

Participants: Karen Austin,  
Susan Ballard, Newton-Conover City Schools, North Carolina  
The Barrett Family (William, Betsy & MaryGrace)  
Martin Blank, Coalition for Community Schools  
The Bosques-Smith Family (Maria, Khyanna & Anastasia)  
Michael Casserly, Council of the Great City Schools  
Clarice Chambers, National School Boards Association  
Anthony Colon,  
Mary Kate Cullen,  
Dr. Steven W. Edwards, East Hartford High School, East Hartford, CT  
Maria Cristina Fernandez  
Elinor Goldberg, Maine Children's Alliance  
Linda Gordon,

Susan Gorin, National Association of School Psychologists  
Beatrix A. Hamburg, Cornell Medical College  
Lois Harrison Jones, National Alliance of Black School Educators (NABSE)  
Karen Hein, William T. Grant Foundation  
Clifford M. Johnson, Institute for Youth, Education & Families  
Dr. Lois Harrison Jones, National Alliance of Black School Educators  
David Kaplan,  
Louis King, Summit Academy  
Kristen Kingdon, PFLAG  
Bill Milliken, Communities in School  
Sydney Miner, Simon & Schuster  
Gail Nayowith, Citizens Committee for Children of New York  
Amy Paulsen,  
Robert Pynoos,  
Nancy Safer,  
The Speaker Family (Edd & Edwin)  
Laura Stepp, The Washington Post  
Sue Swaim, National Middle School Association  
Gerald N. Tirrozzi, NASSP  
William S. White, C.S. Mott Foundation  
Richard Yep, American Counseling Association

Staff Contact: John Buxton x65567/count: 55 (includes 3 staff/5press)

**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: Jeffrey Brown, Ten Point Coalition  
LaToya Gardner, Nashville's Citywide Teen Leadership Council  
Kenneth Gladish, Executive Director, YMCA of the USA  
Milbrey McLaughlin, Stanford University  
Dr. Katherine Newman, Harvard University

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

Victor Hernandez, City Council of Lubbock , Lubbock, Texas  
Dr. 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  
Emily McDonald,  
Veronica McDonald,  
Matthew L. Myers, National Center for Tobacco Free Kids  
Rhea Perlman,  
Diana Zuckerman, National Center for Policy Research for Women & Families

Staff Contact: Julie Anderson x63771/count: 31 (includes 3staff/5press)

**Breakout 5/ OEOP 476 (40 max)**

**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 Benson, The Search Institute  
Talmira Hill, Annie E. Casey Foundation  
Lan-Ahn Phan, Student  
Dorothy Stoneman, Executive Director, YouthBuild  
Kathleen Sylvester,

Participants: Jeanne Brooks-Gunn, Teachers College  
Philip Coltoff, The Children's Aid Society  
Paul Evans, Boston Police Department  
Vernon Gray, National Association of Counties  
Sandra Hoa Dang, Asian American LEAD  
Samuel Halperin, American Youth Policy Forum  
Grace Hou Ovnik, Chinese Mutual Aid Society  
Della M. Hughes, National Network for Youth  
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  
Ameir Ramadan, YouthBuild USA  
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

Staff Contact: Eugenia Chough x65566/ count: 32 (includes 3staff/5press)

**Breakout 6/ OEOB 472 (40max)**

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

Moderators: Harris Wofford, CEO, Corporation for National Service  
Rep. Jennifer Dunn (R-WA)

Panelists: Kathleen Lee, Turner Middle School  
Michael Preston, Student  
Robert Putnam, Harvard University  
Nicole Salinas, City Year City Hero  
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  
Angela Diaz, Mt. Sinai  
Alan Freedman, B'nai B'rith Youth Organization  
Anthony Jackson, Disney Learning Initiative  
James Kielsmier,  
Richard Lerner, Tufts University  
Eric Liu, Domestic Policy Council  
Catherine Milton, Save the Children  
Patrick J. O'Connor, Chicago City Council  
Frank Salinas  
Gorden Raley,  
Ramona Sabori,  
Richard J. Sauer, National 4-H Council

Staff Contact: Shirley Sagawa x62583/ count: 33 (includes 3staff/5press)

**Breakout 7/The Roosevelt Room (35max)**

**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 Brown, Director of the National Campaign to Prevent Teen Pregnancy  
Brandi Chapple, Anchor, BET Teen Show  
Dr. Harold Koplewicz, NYU Child Study Center  
Carole Morris, Mt. Vernon Neighborhood Health Center  
Dr. Michael Resnich, University of Minnesota

Participants: Bernard S. Arons, Center for Mental Health  
Linda Bearinger, University of Minnesota  
Susan Blumenthal  
Jon Butler, Pop Warner Little Scholars  
Michael Caplin, Childhelp USA  
Steven Culbertson, Youth Service America  
Sally Cunningham, National Council of Youth Sports  
William C. Dement, Stanford University  
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,  
Sheila Johnson, Black Entertainment Television (BET)  
Julius Richmond, Harvard Medical School

Staff Contact: Heather Howard x66266/ count:27 (includes 3staff/5press)

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12:30

**Break for lunch.**

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## **WHSO LAYOUT DRAFT 5 (new meet and start time)**

4/27/00 L. Schwartz, S. Kennedy

### **TEEN CONFERENCE**

**Tuesday, May 2, 2000**

**State Floor**

Approx. 190 guests/Open Press/Business Attire

*10 Social Aides*

*4 Volunteers*

|                           |                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------|
| 8:30 a.m.                 | NW gate panelists/pop ups arrive and are met by Mary Ellen McGuire                                               |
| 9:00 a.m.                 | Panelist/pop up walk through in the East Room                                                                    |
|                           | Families in video and foundations for blue room greet arrive NW gate met by Heather Howard                       |
| 9:30 a.m.                 | Guests arrive East Visitor's Entrance and proceed to grand Foyer for juice and proceed to East Room to be seated |
| 9:40 a.m.                 | Members of Cabinet and Congress arrive                                                                           |
| <b>9:30 a.m.</b>          | <b>Brief in Map Room</b>                                                                                         |
| <b>9:50 a.m.</b>          | <b>Blue Room greet</b>                                                                                           |
| <b>10:15 a.m.</b>         | <b>Program begins in East Room</b>                                                                               |
| <b>Approx. 10:45 a.m.</b> | <b>POTUS Depart East Room<br/>Panels Begin</b>                                                                   |
| <b>12:30 p.m.</b>         | <b>HRC Depart East Room</b>                                                                                      |
|                           | Guests have lunch on State Floor<br>Lunch - State Floor                                                          |
| 1:30 p.m.                 | Guests depart to breakout sessions away from Mansion                                                             |

Monday May 1  
Approx. 5:00pm

WHCA set up begins

Approx. 5:00pm

Sat Truck parks and powers west side of north portico and runs cable to back of east room window – large monitors are brought into the room and set up stage left and stage right no other set up allowed inside east room at this time for the sat crew.

Tuesday May 2

**ALL TOURS CANCELLED**

7:30 a.m. Press setup begins.

8:30 a.m. Press set up concludes.

8:30 a.m. Panelists/pop ups arrive Northwest Gate and are met by Mary Ellen McGuire and hold in the West Lobby until all are accounted for.  
*Contact: Mary Ellen McGuire*

9:00 a.m. Families from video and sponsors for greet arrive NW Gate and are escorted to the West Lobby and then once assembled proceed to the Blue Room to get settled for the greet.  
*Contact: Heather Howard*

Panelists/pop ups are escorted from the West Lobby to the East Room for a briefing.  
*Contact: Mary Ellen McGuire*

9:15 a.m. Gate Ready and In Place time.

9:30 a.m. Guests arrive to the East Visitors Gate and proceed State Floor for coffee and juice and are seated in the East Room.  
*Contact: Shereen Soghier*

9:30 a.m. **THE PRESIDENT and THE FIRST LADY** receive briefing in the Map Room.  
*Contacts: Shirley Segawa, Melanne Verveer, Ann O'Leary, Bruce Reed, Eric Liu*

9:40 a.m. Members of the Cabinet and Congress arrive and proceed to the Blue Room.  
*Contact: Wendy Arends and Erica Morris*

9:45 a.m. **THE PRESIDENT and THE FIRST LADY** proceed to the Blue Room for a meet and greet.

**9:50 a.m.**      **THE PRESIDENT and THE FIRST LADY** greet the following:

**Blue Room Participants**

***Members of the Cabinet/Administration***

Secretary Herman  
Secretary Shalala  
Director Janice LaChance  
Deputy Attorney Eric Holder  
Deputy Donald Vereen, ONDCP  
Mr. Harris Wofford

***Members of Congress***

*Approx 5 tba*

***Sponsors***

YMCA Foundation  
Ken Gladdish, National Executive Director  
Eden Fisher Durbin, Director, Public Policy

CASEY Foundation  
Doug Nelson, President  
Debra Delgado, Senior Associate

William T. Grant Foundation  
Karen Hein

***Celebrities***

Danny Devito & Rhea Perlman

***Speaker***

Ben Casey, YMCA of Metropolitan Dallas

***Families From Video***

The Malone Family: Fonda, Donnie, Tameka, Lekeya  
The Silcox Family: Deborah, Drew, Dylan  
The Bosques-Smith Family: Maria, Anastasia, Khyanna  
The Barret Family: William & Betsy Barrett & MaryGrace Hicks

**10:10 a.m.**      Melanne Verveer is announced from the Blue Room into the East Room to open the program.

**10:12 a.m.**      Opening video is played.

**10:15 a.m.**      Following the video, **THE PRESIDENT and THE FIRST LADY** are announced to the stage to honors accompanied by the families from the video.

***Family Note:*** *Families proceed to their seats in the front row, The President and First Lady to the stage.*

***East Room Note:*** Door to East Room remains open until POTUS departs after program at the top.

***Stage set up:*** 10x24 stage, half moon table with 6 mics and chairs, toast lectern for opening remarks by POTUS, HRC and keynotes on stage right (toast and seats struck when POTUS concludes and departs)

**PROGRAM**

**THE FIRST LADY** makes remarks and introduces **THE PRESIDENT**.

**THE PRESIDENT** makes remarks and introduces Ben Casey.

*(Note: Ben Casey comes to stage from his seat in the front row)*

Ben Casey make brief remarks.

**Aprox.10:45** **THE PRESIDENT** thanks Ben Casey.

*(Note: Ben Casey returns to his seat in the front row)*

**THE FIRST LADY** proceeds to the table on stage to begin Panel I.

**Panel I Begins (this is at approx at 10:30am)**

**6 participants including HRC**

*See Attached.*

**Panel II switches seats with Panel I , Panel II begins (this is at approx. 11:05)**

**5 participants including HRC**

*See Attached.*

**12:30 p.m.** Panel II concludes and **THE FIRST LADY** departs.

Guests go through the lunch buffet in the Cross Hall and proceed to eat in the State Dining Room and the Grand Foyer.

**1:30 p.m.** Guests finish lunch and proceed to breakout sessions outside the Mansion.

***Breakout Session Organization Note:*** Mary Ellen and her staff will be at the stair bottom directing people to their breakout escort - either west on the Ground Floor to hold until taken to the OEOB or east to the East Portico where they will be taken to the White House Conference Center. *(after they all get their cloaks)*

## **SETUP NOTES**

### **GROUND FLOOR**

*Family Theater:* Coat check

*First Ladies Hall:* Screens between Dip and China

### **STATE FLOOR**

*Grand Foyer:* Strings and piano for arrivals and lunch  
Honors group for Entrance to Panel I

*Cross Hall/State Dining Room/Grand Foyer:* Luncheon set up

*Blue Room:* All Furniture removed for meet and greet, a monitor on a table in the south window by the Green Room cabled to East Room for opening video

*East Room:* 180 chairs, 10x 24 stage at gold curtain steps on front and both sides; half circle table on stage left with 6 OFDR armless chairs; 6 WHCA panel mics at half circle table on stage, 2 OFDR chairs next to toast lectern; lectern at stage right for opening of Panel I to be removed after remarks as noted in layout; 3 WHCA mic wranglers – one for each section for interaction during both panels; WHCA announce from Blue Room; 2 press risers on both sides of cross hall doors with rope & stanchion; folders from Mary Ellen on chairs; video monitors - 1 on each side of the stage

## TEEN CONFERENCE SEATING

### Stage – at Table

#### **TENT CARDS**

#### ***Panel 1***

Dr. Jacqueline Eccles  
Dr. Jay Giedd  
Ms. Susan BalesKaren Pittman  
Ms. Rhea Perlman  
Mr. Danny Devito

#### ***Panel 2***

Ms. Laura Sessions Stepp  
Mr. Edd Speaker  
Dr. Robert Blum  
Mr. Geoff Canada  
Miss Gabriella Contreras

#### **BY NAME YELLOW:**

##### Stage

The President  
Mrs. Clinton

##### Front Rows (some spill into 2<sup>nd</sup> rows)

##### *Speaker (1)*

Ben Casey

##### ***Cabinet (7)***

Secretary Herman  
Secretary Shalala  
Director Janice LaChance  
Mr. Harris Wofford  
Deputy Attorney Eric Holder  
Deputy Donald Vereen, ONDCP

##### ***Seated throughout Audience***

##### ***Popups (10)***

Dr. Angela Diaz  
Miss Emily McDonald  
Mr. Edwin Speaker  
Ms. Ellen Galinsky (+1 general for veronica)  
Mr. Bob Davis  
Ms. Susan Bales  
Mr. Jay Engelen  
Dr. Katharine Newman

#### **ORANGE GENERAL RESERVED:**

##### ***Families from video(13)***

Malone's: Fonda, Donnie, Tameka, Lekeya  
Silcox's: Deborah, Drew, Dylan

Bosques-Smith's: Maria, Anastasia, Khyanna  
Barret's: William, Betsy, MaryGrace

##### ***Side Sections (1<sup>st</sup> and 2<sup>nd</sup> rows at least)***

#### **RED GENERAL CARDS – RED CARDS AT GATE**

##### ***Electeds***

Dr. Vernon Gray  
Mr. Victor Hernandez  
Mr. Patrick O'Connor  
Ms. Clarice Chambers  
Ms. Nancy Keenan  
Mr. William Johnson

#### **BLUE GENERAL CARDS**

##### ***Meet participants (entering NW gate)***

Ken Gladdish  
Eden Fisher Durbin  
Doug Nelson  
Debra Delgado  
Karen Hein

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## **Clinton Presidential Records Digital Records Marker**

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## WHITE HOUSE CONFERENCE ON TEENAGERS

Program Draft 4/27/00 pm

10:13

**Melanne Verveer** welcomes audience and explains how the program will work, introduces video.

*Good morning. My name is Melanne Verveer and I am Chief of Staff to the First Lady. I'd like to welcome you all here this morning for the first ever White House Conference on Teenagers. We have with us today, in the audience and on the program, some of the nation's foremost experts on raising responsible and resourceful teens. The program will begin shortly with a video showing some American families who are with us here today.*

*But first a few housekeeping details. This morning's program is being broadcast via satellite to locations across the country – I believe it is also being cybercast by PBS.org, and perhaps broadcast by one or more cable channels. Some of our speakers will be speaking from their seats in the audience; others from the panel. All have been preselected. We will have an opportunity for everyone to engage in discussions in the breakout sessions, which will be taperecorded and included in the full report of the conference.*

*In your folder you will see which breakout you have been assigned to. After the morning's program, we will have a buffet lunch in the State Dining room, and following lunch, you will go down the stairs you came up, pick up your coats, and you will be directed by staff to your breakout session. If your session is being held in the Eisenhower Office Building or the Roosevelt Room of the West Wing, you will be escorted to the room. If your session is in the White House Conference Center, please exit through the East Visitors Gate and proceed to Jackson Place, where the center is located.*

*Finally, we do not have any breaks in this morning's program. If you need to use a restroom during the program, please feel free to get up and exit through either of the doors on sides of the room. The rest rooms are located on the floor below us and a social aide can direct you.*

*Thank you for your attention. We will now view the video and be joined by our satellite audience.*

10:15

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

more  
laudatory

check

Turn off pagers + cell phone  
+ know that you  
may be on  
camera.

we can  
ensure  
that at  
many  
possible  
points  
are  
covered

ME -  
check

- 10:19 **THE PRESIDENT and MRS. CLINTON** announced into room. MRS. CLINTON proceeds to lectern. THE PRESIDENT sits next to lectern. Panel I is already seated on stage.
- 10:20 **MRS. CLINTON** speaks. MRS. CLINTON introduces THE PRESIDENT.
- 10:28 **THE PRESIDENT** speaks. THE PRESIDENT introduces Ben Casey, Dallas YMCA.
- 10:40 **Ben Casey** makes remarks.
- 10:44 **THE PRESIDENT** makes closing remark and departs.
- 10:45 **MRS. CLINTON** introduces topic of panel (who are today's teens and what do they need) and introduces panel members Jacqueline Eccles, Jay Giedd, Karen Pittman, Rhea Perlman and Danny DeVito. She calls on Jacquelynne Eccles to speak first.

*The first of two panels this morning will focus on an important question – who are today's teens and what do they need? One thing we do know about teenagers today – they are the most diverse group of teenagers in our nation's history. In fact, [insert stat about racial composition of cohort].*

X

*But as we celebrate their diversity, we also know that this group – and their parents – have much in common. The President is fond of quoting a leading geneticist [name] who spoke at one of our Millennium Evenings. He told us that all human beings are 99.9% the same genetically. Isn't that amazing?*

X

*Well, I have been doing quite a bit of traveling lately and talking to many different families, many different parents of teens. And I am learning that whatever their background, race, economic status, they have many of the same concerns. They are worried about violence, and drugs, and the quality of education their children are receiving. And they are a little bewildered at the changes their preteen and teenage children are going through physically and emotionally.*

*We have two experts here on the panel who will talk to us about the changes that occur during adolescence. Dr. Jacquelynne Eccles is a psychology professor and research scientist at the University of Michigan. Much of her work has focused on adolescent development – most recently she has chaired the MacArthur Foundation's Project on Successful Pathways through Middle Childhood.*

*Dr. Jay Giedd is the Chief of Brain Imaging at the Child Psychiatry Branch of the National Institute of Mental Health. He is also a practicing clinician who has written extensively in medical and science journals on the biological basis of behavioral, cognitive and emotional disturbances. He will share with us his recent work on healthy brain development of adolescents.*

*Let's start with Dr. Eccles.*

10:47 **Jacquelynne Eccles** discusses adolescent development, including the stages, peer cues, behavioral pressures, and the need for independence.

10:51 **MRS. CLINTON** comments and introduces Jay Giedd, a scientist at the National Institute of Mental Health.

*Now let's hear from Dr. Giedd who will help us understand <sup>what may be</sup> ~~the biological~~ basis for some of the changes Dr. Eccles shared with us. ~~going on in adolescents~~ the brains of young teenagers.*

10:53 **Jay Giedd** presents his recent research that suggests that an important phase of brain development occurs around puberty and what happens at that time matters and can set the stage for later successes or failures.

10:57 **MRS. CLINTON** comments and introduces Angela Diaz, a doctor with the Mt. Sinai Center on Adolescence, who will speak from the audience.

*Of course, as Dr. Giedd notes, we can only speculate about the ways in which this breakthrough research can help teenagers appreciate that they have a real ability to influence what they will be good at for the rest of their life. What he tells us is intuitively sensible – but also confirms our worst fears that if we don't promote healthy behavior during these formative years, we may never be able to reverse the damage. It's a lot like what we know about early brain development, which we focused on at a White House Conference in 1998?. And it turns out, this period of life may be equally important, but with an important difference – the teens themselves have a measure of control over their futures that they lacked as babies and toddlers.*

*Our next speaker, Dr. Angela Diaz, works to ensure that teenagers stay healthy. [insert bio information].*

10:59 **Angela Diaz** discusses the health care needs of teens she sees in her work and the challenges serving them.

11:02 **MRS. CLINTON** comments and introduces Karen Pittman, of the International Youth Foundation.

*I have known Karen Pittman for many years – when she was at the Children’s Defense Fund promoting an adolescent policy agenda, and later when she agreed to serve as the Director of the President’s Crime Prevention Council. She is a sociologist by training and a nationally recognized leader in the field of youth development, who helped to launch America’s Promise, ~~and~~<sup>she</sup> is currently the Senior Vice President of the International Youth Foundation, an organization dedicated to improving conditions and prospects for children and youth worldwide. Karen – help us understand what all teenagers need to develop ~~into~~ into successful adults.*

11:04        **Karen Pittman** lays out the assets that all teenagers need – a caring adult, healthy habits, safe places, a good education, and the opportunity to give back.

11:08        **MRS. CLINTON** comments and introduces Emily McDonald, age 17, who is involved in community service in her hometown in Appalachia. She will speak from the audience.

*It’s about time we heard from a young person, isn’t it? Emily McDonald, who is in our audience today, is seventeen. She grew up in Clarkrange, Tennessee, in Appalachia. As a young child, she was “sponsored” by Save the Children, and benefited from the Head Start program. And now, she is a straight A student, ~~a cheerleader~~<sup>setting goal to go to college +</sup>, and a dedicated volunteer with Save the Children, helping to renovate that old Head Start center so it can serve as an afterschool center. Emily, tell us about yourself.*

11:10        **Emily McDonald** describes her community, her classmates, her involvement in service, her relationship with her parents and grandmother.

11:13        **MRS. CLINTON** comments and introduces Rhea Perlman and Danny DeVito.

*Emily, I understand your mother is with you today – Mrs. McDonald, would you stand up and let us congratulate you on raising such a ~~wonderful~~<sup>responsible +</sup> young woman?*

*Our next speakers may not be scientists or researchers, but they are experts – I understand they are the parents of three teenagers. [insert more bio info]. They have recently signed on as spokespeople for the Afterschool Alliance, [which does what?].*

X

11:15        **Danny DeVito and Rhea Perlman** speak about their experience as parents of teenagers and about the Afterschool Alliance.

11:23 **MRS. CLINTON** comments, thanks panel, and invites panel II to take the stage. Panel I leaves the stage and panel II, consisting of Laura Sessions Stepp, Edd Speaker, Robert Blum, Geoff Canada, and Gabriella Contreras are seated.

*I'd like to thank panel I for their insightful comments, and invite panel II to take their places on the stage.*

**MRS. CLINTON** introduces the topic of the second panel – what parents can do to help teens and what communities can do to help teens and parents – and introduces first panelist, Laura Sessions Stepp, author of *Our Last Best Shot* and Washington Post families reporter.

*We will now turn our attention to what parents can do to help their teenage children through adolescence. My good friend, Dr. David Hamburg, who was instrumental in planning this conference and who is one of the nation's leading experts on adolescent development, called our next speaker's recent book, *Our Last Best Shot*, "the best book on adolescence ever written for the general public." Laura Sessions Stepp is a Pulitzer Prize winning journalist with Washington Post, but she is here today to share with us what she learned in researching her book, which really is a road map for parents through the challenging teen years. She will then introduce for us our next speakers, who are aptly named Edd and Edwin Speaker and who are featured in a chapter in her book intriguingly entitled "Am I Competent"?*

11:28 **Laura Sessions Stepp** outlines what we know about good parenting of teenagers. She then introduces Edd and Edwin Speaker.

11:32 **MRS. CLINTON** comments and introduces Edd and Edwin Speaker.

← 11:34 **Edd Speaker** discusses his experience as a parent and introduces his son, Edwin, who will speak from the audience.

**Edwin Speaker** discusses the important influences in his life.

11:41 **MRS. CLINTON** comments and introduces Robert Blum, University of Minnesota and Add Health study.

*I think I know that answer to the question Laura Stepp posed, "Am I Competent?" – clearly Edd and Edwin are not only competent, but examples for us all in overcoming challenges with heart and determination.*

*Our next speaker, Dr. Robert Blum, is the Director of the Division of General Pediatrics and Adolescent Health at the University of Minnesota,*

*and the co-investigator for the seminal National Longitudinal Study on Adolescent Health, known as "Add Health." This important research holds important information about the influence of social factors and connections to the health of teenagers. Dr. Blum?*

11:43 **Robert Blum** discusses research that underscores the importance of teens being connected to their families and the community.

*Clearly a close relationship with a parent – like the one Edd and Edwin enjoy – makes a great deal of difference in the health of teens. But we also know, from the YMCA poll and our opening video and, I'm afraid, also from our own experience, that time together isn't always easy to achieve. And all too often, it's work that gets in the way.*

*Our next speaker who is in the audience today, is one of the nation's leading authorities on work and family issues. Ellen Galinsky is the co-founder and president of the Families and Work Institute, which conducts pioneering studies on the ways that jobs and homelife interrelate. Her recent book, *Ask the Children*, challenged some of the conventional wisdom about children's views of their parents work. Ellen, it is good to see you again. Tell us, what can employers do to help their employees parent teenage children?*

11:47 **MRS. CLINTON** comments and introduces Ellen Galinsky, President of the Work and Family Institute, who will speak from the audience.

11:49 **Ellen Galinsky** speaks about the need for employers to think creatively about ways to help parents of teens connect with their children.

11:52 **MRS. CLINTON** comments and *if time permits*, introduces Bob Davis, CEO of Lycos, who will speak from the audience.

*For too long our national dialogue about work and family has focused only on parenting young children. We now know how important parents are even in the lives of teenagers about to become adults. Ellen, thank you for your leadership in this effort.*

*Another area parents are asking for help with is monitoring their teens' television and internet use. As I mentioned earlier, I believe we need a uniform rating system that will tell parents in a simple and consistent way whether the material their children want to view is appropriate. Until we have such a system in place, we at least have a variety of rating systems to rely on. Unfortunately, many parents don't know about them, and find them confusing and therefore unhelpful. We also know, from the poll*

*released this morning, that parents think they are supervising their children's internet use, but their teenage children tell a different story.*

*Our next speaker is playing a leading role in an effort to bring better information about the internet to parents. Bob Davis, the CEO of Lycos, has supported "Get Net Wise," an effort to enable parents to monitor their children's use of the internet. Mr. Davis, tell us what tools are available to parents who worry that the world wide web poses real life risks.*

11:54                    **Bob Davis** discusses the new media and the need for tools for parents to help safeguard their children. ~~[OPTIONAL SPEAKER]~~

11:57                    **MRS. CLINTON** comments and introduces Susan Bales, President of the Frameworks Institute, who will speak from the audience.

*Another concern that is often brought up about the media is the way young people are depicted – that unrealistic images of women and girls inspire unhealthy dieting and eating disorders; that racial stereotypes abound; that sex and violence are too common and caring and communication too rare.*

*Our next speaker has studied <sup>these</sup> these issues and drawn some interesting conclusions about the implications of the media's depiction of teens. Susan Bales is the President of Frame Works Institute, a project of the College University Resource Institute which conducts communications research on social issues. Tell us, Ms. Bales, is there a danger in the media's portrayal of young people today?*

11:59                    **Susan Bales** discusses research on the media's treatment of teens and how it differs from reality.

12:02                    **MRS. CLINTON** comments and introduces Geoff Canada, author of *Fist, Stick, Knife, Gun* and founder of the Rheedlan Centers for Children and Families.

*One reason, I think, the media has such an influence in our views of youth is that so many adults never come in contact with a young person – a majority <sup>personal</sup> according to one study, ~~xx~~ percent of adults have no interaction with ~~children and~~ teenagers whatsoever.*

*In contrast, our next speaker has given his life over to helping the children in his community succeed. Geoff Canada is President and CEO of the Rheedlen Centers for Children and Families, and the author of *Fist Stick Knife Gun: A Personal History of Violence in America*. He is a hero to many for his groundbreaking work in Harlem, and is here to tell us what*

*community organizations can do to help especially those children who live in destitute conditions.*

12:04 **Geoff Canada** speaks about the role of community in the life of a teenager, particularly in the inner city.

12:08 **MRS. CLINTON** comments and introduces Jay Engelin, Principal of the Year, *if time permits*.

*A comprehensive approach to helping teens succeed of course demands the involvement of middle and high schools. When I think about the "connectedness" Dr. Blum spoke of, I ~~also~~ think <sup>with dismay about</sup> of the enormous size of so many of our nation's high schools, where it's too easy for students to become faces in a crowd. I also think about how important it is for parents to be involved in their children's education – isn't it interesting that both parents and teens rated education so high on their list of important issues in the YMCA poll? But so often, middle and high schools offer few avenues for involvement.*

*Our next speaker knows something about high school. He is the Met Life/National Association of Secondary School Principals "principal of the year." His school, the William J. Palmer High School in Colorado Springs has a slogan, "Together we can make a difference." Tell us, Mr. Engeln, what do you recommend schools do to "make a difference"?*

12:10 **Jay Engelin** discusses the importance of parent involvement in middle and high school, high school reform, and afterschool programs. [OPTIONAL SPEAKER]

12:13 **MRS. CLINTON** comments and introduces Harvard anthropologist Dr. Katherine Newman, author of *No Shame in My Game: The Working Poor in the Inner City*, *if time permits*.

*Like schools, jobs are another place teens spend a lot of time. In fact, [insert statistics]. While some may view paid employment as a way to teach teens important lessons about the value of money and the ethic of work, others worry that teens are spending too much time on the job, to the detriment of their school work, social relationships, and family connections.*

*Our next speaker, Harvard Anthropologist Katherine Newman, has studied the experience of low-wage workers in low-income communities. Her book is entitled "No Shame In My Game," and I am eager to hear her perspective on what employers of youth can do to make sure their experience contributes to their future success, ~~instead of ensuring their future failure.~~*

12:15                    **Katherine Newman** speaks about the responsibility of employers of youth to do more to help them succeed. [OPTIONAL SPEAKER]

12:18                    **MRS. CLINTON** comments and introduces Gabriella Contreras, age 14.

*Community service offers young people many of the benefits of work without most of the risks. And study after study shows that serving others can be a powerful antidote to feelings of helplessness or alienation. [insert data from CEA report].*

X

*Our last speaker knows firsthand how service can define and transform a life. Gabriella Contreras is fourteen, but she has been setting an example for others since she was a tiny child. She came to us through Donna Shalala's Girl Power project, which [does what?] Gabriella, tell us what can young people do to help themselves and their peers.*

X

12:20                    **Gabriella Contreras** speaks about her own experience with youth violence in her community and ways youth can be resources for other youth.

12:24                    **MRS. CLINTON** comments and provides closing comments. Mentions breakouts and lunch, invites satellite downlinks to continue talking and let us know what they conclude.

*I'm sorry we don't have time for more discussion. This morning's program has certainly given us a great deal to think about. I'm sure that this afternoon's breakout sessions will allow for lively debates. We will say goodbye now to our friends who are participating via satellite. Please proceed to the State Dining Room for lunch.*

12:30                    **Break for lunch.**

## WHITE HOUSE CONFERENCE ON TEENAGERS

Program Draft 4/27/00 pm

10:13

**Melanne Verveer** welcomes audience and explains how the program will work, introduces video.

*Good morning. My name is Melanne Verveer and I am Chief of Staff to the First Lady. I'd like to welcome you all here this morning for the first ever White House Conference on Teenagers. We have with us today, in the audience and on the program, some of the nation's foremost experts on raising responsible and resourceful teens. The program will begin shortly with a video showing some American families.*

*But first a few housekeeping details. This morning's program is being broadcast via satellite to locations across the country – I believe it is also being cybercast by PBS.org, and perhaps broadcast by one or more cable channels. Some of our speakers will be speaking from their seats in the audience; others from the panel. All have been preselected. We will have an opportunity for everyone to engage in discussions in the breakout sessions, which will be taperecorded and included in the full report of the conference.*

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*Thank you for your attention. We will now view the video and be joined by our satellite audience.*

10:15

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

- 10:19       **THE PRESIDENT and MRS. CLINTON** announced into room. MRS. CLINTON proceeds to lectern. THE PRESIDENT sits next to lectern. Panel I is already seated on stage.
- 10:20       **MRS. CLINTON** speaks. MRS. CLINTON introduces THE PRESIDENT.
- 10:28       **THE PRESIDENT** speaks. THE PRESIDENT introduces Ben Casey, Dallas YMCA.
- 10:40       **Ben Casey** makes remarks.
- 10:44       **THE PRESIDENT** makes closing remark and departs.
- 10:45       **MRS. CLINTON** introduces topic of panel (who are today's teens and what do they need) and introduces panel members Jacqueline Eccles, Jay Giedd, Karen Pittman, Rhea Perlman and Danny DeVito. She calls on Jacquelynne Eccles to speak first.

*The first of two panels this morning will focus on an important question – who are today's teens and what do they need? One thing we do know about teenagers today – they are the most diverse group of teenagers in our nation's history. In fact, [insert stat about racial composition of cohort].*

*But as we celebrate their diversity, we also know that this group – and their parents – have much in common. The President is fond of quoting a leading geneticist [name] who spoke at one of our Millennium Evenings. He told us that all human beings are 99.9% the same genetically. Isn't that amazing?*

*Well, I have been doing quite a bit of traveling lately and talking to many different families, many different parents of teens. And I am learning that whatever their background, race, economic status, they have many of the same concerns. They are worried about violence, and drugs, and the quality of education their children are receiving. And they are a little bewildered at the changes their preteen and teenage children are going through physically and emotionally.*

*We have two experts here on the panel who will talk to us about the changes that occur during adolescence. Dr. Jacquelynne Eccles is a psychology professor and research scientist at the University of Michigan. Much of her work has focused on adolescent development – most recently she has chaired the MacArthur Foundation's Project on Successful Pathways through Middle Childhood.*

*Dr. Jay Giedd is the Chief of Brain Imaging at the Child Psychiatry Branch of the National Institute of Mental Health. He is also a practicing clinician who has written extensively in medical and science journals on the biological basis of behavioral, cognitive and emotional disturbances. He will share with us his recent work on healthy brain development of adolescents.*

*Let's start with Dr. Eccles.*

10:47      **Jacquelynne Eccles** discusses adolescent development, including the stages, peer cues, behavioral pressures, and the need for independence.

10:51      **MRS. CLINTON** comments and introduces Jay Giedd, a scientist at the National Institute of Mental Health.

*Now let's hear from Dr. Giedd who will help us understand the biological basis for some of the changes Dr. Eccles shared with us.*

10:53      **Jay Giedd** presents his recent research that suggests that an important phase of brain development occurs around puberty and what happens at that time matters and can set the stage for later successes or failures.

10:57      **MRS. CLINTON** comments and introduces Angela Diaz, a doctor with the Mt. Sinai Center on Adolescence, who will speak from the audience.

*Of course, as Dr. Giedd notes, we can only speculate about the ways in which this breakthrough research can help teenagers appreciate that they have a real ability to influence what they will be good at for the rest of their life. What he tells us is intuitively sensible – but also confirms our worst fears that if we don't promote healthy behavior during these formative years, we may never be able to reverse the damage. It's a lot like what we know about early brain development, which we focused on at a White House Conference in 1998?. And it turns out, this period of life may be equally important, but with an important difference – the teens themselves have a measure of control over their futures that they lacked as babies and toddlers.*

*Our next speaker, Dr. Angela Diaz, works to ensure that teenagers stay healthy. [insert bio information].*

10:59      **Angela Diaz** discusses the health care needs of teens she sees in her work and the challenges serving them.

11:02      **MRS. CLINTON** comments and introduces Karen Pittman, of the International Youth Foundation.

*I have known Karen Pittman for many years – when she was at the Children’s Defense Fund promoting an adolescent policy agenda, and later when she agreed to serve as the Director of the President’s Crime Prevention Council. She is a sociologist by training and a nationally recognized leader in the field of youth development, who helped to launch America’s Promise, and is currently the Senior Vice President of the International Youth Foundation, an organization dedicated to improving conditions and prospects for children and youth worldwide. Karen – help us understand what all teenagers need to development into successful adults.*

11:04        **Karen Pittman** lays out the assets that all teenagers need – a caring adult, healthy habits, safe places, a good education, and the opportunity to give back.

11:08        **MRS. CLINTON** comments and introduces Emily McDonald, age 17, who is involved in community service in her hometown in Appalachia. She will speak from the audience.

*It’s about time we heard from a young person, isn’t it? Emily McDonald, who is in our audience today, is seventeen. She grew up in Clarkrange, Tennessee, in Appalachia. As a young child, she was “sponsored” by Save the Children, and benefited from the Head Start program. And now, she is a straight A student, a cheerleader, and a dedicated volunteer with Save the Children, helping to renovate that old Head Start center so it can serve as an afterschool center. Emily, tell us about yourself.*

11:10        **Emily McDonald** describes her community, her classmates, her involvement in service, her relationship with her parents and grandmother.

11:13        **MRS. CLINTON** comments and introduces Rhea Perlman and Danny DeVito.

*Emily, I understand your mother is with you today – Mrs. McDonald, would you stand up and let us congratulate you on raising such a wonderful young woman?*

*Our next speakers may not be scientists or researchers, but they are experts – I understand they are the parents of three teenagers. [insert more bio info]. They have recently signed on as spokespeople for the Afterschool Alliance, [which does what?].*

11:15        **Danny DeVito and Rhea Perlman** speak about their experience as parents of teenagers and about the Afterschool Alliance.

11:23 **MRS. CLINTON** comments, thanks panel, and invites panel II to take the stage. Panel I leaves the stage and panel II, consisting of Laura Sessions Stepp, Edd Speaker, Robert Blum, Geoff Canada, and Gabriella Contreras are seated.

*I'd like to thank panel I for their insightful comments, and invite panel II to take their places on the stage.*

**MRS. CLINTON** introduces the topic of the second panel – what parents can do to help teens and what communities can do to help teens and parents – and introduces first panelist, Laura Sessions Stepp, author of *Our Last Best Shot* and Washington Post families reporter.

*We will now turn our attention to what parents can do to help their teenage children through adolescence. My good friend, Dr. David Hamburg, who was instrumental in planning this conference and who is one of the nation's leading experts on adolescent development, called our next speaker's recent book, *Our Last Best Shot*, "the best book on adolescence ever written for the general public." Laura Sessions Stepp is a Pulitzer Prize winning journalist with Washington Post, but she is here today to share with us what she learned in researching her book, which really is a road map for parents through the challenging teen years. She will then introduce for us our next speakers, who are aptly named Edd and Edwin Speaker and who are featured in a chapter in her book intriguingly entitled "Am I Competent"?*

11:28 **Laura Sessions Stepp** outlines what we know about good parenting of teenagers. She then introduces Edd and Edwin Speaker.

11:32 **MRS. CLINTON** comments and introduces Edd and Edwin Speaker.

11:34 **Edd Speaker** discusses his experience as a parent and introduces his son, Edwin, who will speak from the audience.

**Edwin Speaker** discusses the important influences in his life.

11:41 **MRS. CLINTON** comments and introduces Robert Blum, University of Minnesota and Add Health study.

*I think I know that answer to the question Laura Stepp posed, "Am I Competent?" – clearly Edd and Edwin are not only competent, but examples for us all in overcoming challenges with heart and determination.*

*Our next speaker, Dr. Robert Blum, is the Director of the Division of General Pediatrics and Adolescent Health at the University of Minnesota,*

*and the co-investigator for the seminal National Longitudinal Study on Adolescent Health, known as “Add Health.” This important research holds important information about the influence of social factors and connections to the health of teenagers.*

11:43      **Robert Blum** discusses research that underscores the importance of teens being connected to their families and the community.

*Clearly a close relationship with a parent – like the one Edd and Edwin enjoy – makes a great deal of difference in the health of teens. But we also know, from the YMCA poll and our opening video and I’m afraid, also from our own experience, that time together isn’t always easy to achieve. And all too often, it’s work that gets in the way.*

*Our next speaker who is in the audience today, is one of the nation’s leading authorities on work and family issues. Ellen Galinsky is the co-founder and president of the Families and Work Institute, which conducts pioneering studies on the ways that jobs and homelife interrelate. Her recent book, Ask the Children, challenged some of the conventional wisdom about children’s views of their parents work. Ellen, it is good to see you again. Tell us, what can employers do to help their employees parent teenage children?*

11:47      **MRS. CLINTON** comments and introduces Ellen Galinsky, President of the Work and Family Institute, who will speak from the audience.

11:49              **Ellen Galinsky** speaks about the need for employers to think creatively about ways to help parents of teens connect with their children.

11:52      **MRS. CLINTON** comments and *if time permits*, introduces Bob Davis, CEO of Lycos, who will speak from the audience.

*For too long our national dialogue about work and family has focused only on parenting young children. We now know how important parents are even in the lives of teenagers about to become adults. Ellen, thank you for your leadership in this effort.*

*Another area parents are asking for help with is monitoring their teens television and internet use. As I mentioned earlier, I believe we need a uniform rating system that will tell parents in a simple and consistent way whether the material their children want to view is appropriate. Until we have such a system in place, we at least have a variety of rating systems to rely on. Unfortunately, many parents don’t know about them, and find them confusing and therefore unhelpful. We also know, from the poll*

*released this morning, that parents think they are supervising their children's internet use, but their teenage children tell a different story.*

*Our next speaker is playing a leading role in an effort to bring better information about the internet to parents. Bob Davis, the CEO of Lycos, has supported "Get Net Wise," an effort to enable parents to monitor their children's use of the internet. Mr. Davis, tell us what tools are available to parents who worry that the world wide web poses real life risks.*

11:54                    **Bob Davis** discusses the new media and the need for tools for parents to help safeguard their children.[OPTIONAL SPEAKER]

11:57                    **MRS. CLINTON** comments and introduces Susan Bales, President of the Frameworks Institute, who will speak from the audience.

*Another concern that is often brought up about the media is the way young people are depicted – that unrealistic images of women and girls inspire unhealthy dieting and eating disorders; that racial stereotypes abound; that sex and violence are too common and caring and communication too rare.*

*Our next speaker has studied this issues and drawn some interesting conclusions about the implications of the media's depiction of teens. Susan Bales is the President of Frame Works Institute, a project of the College University Resource Institute which conducts communications research on social issues. Tell us, Ms. Bales, is there a danger in the media's portrayal of young people today?*

11:59                    **Susan Bales** discusses research on the media's treatment of teens and how it differs from reality.

12:02                    **MRS. CLINTON** comments and introduces Geoff Canada, author of Fist, Stick, Knife, Gun and founder of the Rheedlan Centers for Children and Families.

*One reason, I think, the media has such an influence in our views of youth is that so many adults never come in contact with a young person – according to one study, [x] percent of adults have no interaction with children and teenagers whatsoever.*

*In contrast, our next speaker has given his life over to helping the children in his community succeed. Geoff Canada is President and CEO of the Rheedlen Centers for Children and Families, and the author of Fist Stick Knife Gun: A Personal History of Violence in America. He is a hero to many for his groundbreaking work in Harlem, and is here to tell us what*

*community organizations can do to help especially those children who live in destitute conditions.*

12:04      **Geoff Canada** speaks about the role of community in the life of a teenager, particularly in the inner city.

12:08      **MRS. CLINTON** comments and introduces Jay Engelin, Principal of the Year, *if time permits*.

*A comprehensive approach to helping teens succeed of course demands the involvement of middle and high schools. When I think about the "connectedness" Dr. Blum spoke of, I also think of the enormous size of so many of our nation's high schools, where it's too easy for students to become faces in a crowd. I also think about how important it is for parents to be involved in their children's education – isn't it interesting that both parents and teens rated education so high on their list of important issues in the YMCA poll? But so often, middle and high schools offer few avenues for involvement.*

*Our next speaker knows something about high school. He is the Met Life/National Association of Secondary School Principals "principal of the year." His school, the William J. Palmer High School in Colorado Springs has a slogan, "Together we can make a difference." Tell us, Mr. Engeln, what do you recommend schools do to "make a difference"?*

12:10      **Jay Engelin** discusses the importance of parent involvement in middle and high school, high school reform, and afterschool programs. [OPTIONAL SPEAKER]

12:13      **MRS. CLINTON** comments and introduces Harvard anthropologist Dr. Katherine Newman, author of No Shame in My Game: The Working Poor in the Inner City, *if time permits*.

*Like schools, jobs are another place teens spend a lot of time. In fact, [insert statistics]. While some may view paid employment as a way to teach teens important lessons about the value of money and the ethic of work, others worry that teens are spending too much time on the job, to the detriment of their school work, social relationships, and family connections.*

*Our next speaker, Harvard Anthropologist Katherine Newman, has studied the experience of low-wage workers in low-income communities. Her book is entitled "No Shame In My Game," and I am eager to hear her perspective on what employers of youth can do to make sure their experience contributes to their future success, instead of ensuring their future failure.*

12:15                    **Katherine Newman** speaks about the responsibility of employers of youth to do more to help them succeed. [OPTIONAL SPEAKER]

12:18                    **MRS. CLINTON** comments and introduces Gabriella Contreras, age 14.

*Community service offers young people many of the benefits of work without most of the risks. And study after study shows that serving others can be a powerful antidote to feelings of helplessness or alienation. [insert data from CEA report].*

*Our last speaker knows firsthand how service can define and transform a life. Gabriella Contreras is fourteen, but she has been setting an example for others since she was a tiny child. She came to us through Donna Shalala's Girl Power project, which [does what?] Gabriella, tell us what can young people do to help themselves and their peers.*

12:20                    **Gabriella Contreras** speaks about her own experience with youth violence in her community and ways youth can be resources for other youth.

12:24                    **MRS. CLINTON** comments and provides closing comments. Mentions breakouts and lunch, invites satellite downlinks to continue talking and let us know what they conclude.

*I'm sorry we don't have time for more discussion. This morning's program has certainly given us a great deal to think about. I'm sure that this afternoon's breakout sessions will allow for lively debates. We will say goodbye now to our friends who are participating via satellite. Please proceed to the State Dining Room for lunch.*

12:30                    **Break for lunch.**

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

## **SURVEY HIGHLIGHTS TEEN-PARENT COMMUNICATION GAP**

*But despite limited quality time, teens still rely on parents*

WASHINGTON, May 2—Underscoring the importance of parents in American family life, more than three-quarters (78%) of young American teenagers say they still turn to mom and dad in times of trouble, but the same public opinion poll reveals that communication between the generations is poor. The survey of teens and parents was released today by the YMCA of the USA at a White House conference on teenagers.

The twin polls of parents and of children ages 12-15 show that time reportedly spent together in conversation may not be “quality time” — parents’ perceived messages are not getting through or are being tuned out by young people. Nearly two-thirds (64%) of parents say they talk frequently to their children about values and beliefs, while only 41% of children report hearing such conversations. And while 62% of parents strongly agree that they share values with their teens, only 46% of children agree. The same disconnect exists when parents report discussions of sex (79%), violence (85%), and drugs and alcohol (94%). Teenagers report fewer such discussions, remembering discussions of sex (60%), violence (76%) and drugs and alcohol (79%).

“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.” 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.

Families are indeed still spending time together. They report sharing an average of 80 minutes of family time daily, including a little more than one meal a day. That is not enough for young people

- more -

however, who list inadequate family time (tied for first place with education worries) on a list of their greatest concerns. Parents place worries about drugs and alcohol at the top of their list. And more than a quarter (26%) of teens interviewed say they take their values and beliefs from their friends — almost half as many as take values and beliefs from mom or dad (56%).

The YMCA poll also shows that parents downplay the potential influence on their children of friends, television and the internet. While parents believe their teens spend 23% of their free time with friends, those teens report that 48% of free time is spent with other teenagers. While 26% of young people said their values are influenced by their friends, only 11% of parents believed that was the case. And while 71% of parents think they monitor their children's Internet-viewing frequently, only 24% of teens say their parents supervise their Internet use.

*Talking with Teens: The YMCA Parent & 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. Margins of error are +/- 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. Ys 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 young, and old alike, clearly understand how important parents are in a family. When kids need someone to turn to in times of need, 78% look to their parents.**
  - Interestingly, boys are more likely than girls to suggest they turn to their parents for advice (84% vs. 72%).
  - Reliance on parental advice increases between the ages of 12 and 13 from 67% to 90% but then appears to diminish over the next two years, with 15 year olds the least likely to turn to their parents for guidance (65%).
- **Another positive is that teens and their parents appear to be talking and spending time together. They average almost 82 minutes per day talking to one another and eat an average of eight meals a week together.**
  - Not surprisingly, younger teens average more time with parents than their older counterparts (89 minutes, 12 y. olds vs. 69 minutes, 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).
- Mothers spend significantly more time with their teens than fathers (on average 93 minutes vs. 78 minutes).
- **However, the time parents and teens are spending together is not necessarily quality time. 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 are the most likely to maintain that they “do not have nearly enough time” available to spend with their teens (23%).
- **Kids are three times more likely than their parents to say that "not having enough time together" is one of their biggest issues of concern (21%). Time spent with parents, is in fact, the most important concern to children <sup>ties</sup> ~~along~~ with education.**
  - 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%.**

- Work is blamed most often, by both teenagers (34%) and parents (34%), for <sup>be</sup>not ~~being able to spend time together as a family.~~ *causing families to*

- 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 careers keep ~~them~~ from spending time with their teenagers.
- Older teens (37%, 14-15) are more likely than twelve and thirteen year olds (30%) to blame their parent's work schedule for detracting from family time. *is this statistically significant?*
- "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%).

- Parents' <sup>work is</sup>are not the only barrier to spending family time together; <sup>a teenager's</sup>friends are a deterrent as well. Teens are twice as likely to say they'd rather spend time with their friends <sup>than their family?</sup> than parents believe (25% vs. 12%). *unclear*

- Teenage boys are significantly more likely than girls to prefer spending time with friends instead of family (31% vs. 19%).

- This may not be surprising since children tend to put more faith in their peers than <sup>they do in</sup> anyone else. While 48% of kids say they spend their free time hanging out with friends, only 23% of parents believe that their children's free time is being spent with other children.

- Interestingly, 54% of younger teens (12-13) report that they spend the majority of their free time hanging out with friends, while just 44% of 14 and 15 year olds report the same.
- Teens in single parent families are significantly more likely than those with married parents to spend their time with friends (63% vs. 45%). Conversely, just 5% of single parents believe their teens are spending their free time outside of school hanging out with their peers.

- One-third of all parents suspect their teens are spending their free time in front of computers and television (33%). Nearly three in ten teens (27%) confirm that computers and television are a common pastime.

- Parents underestimate the influence of television on their teens. 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.

*More up & highlight*

*Is this statistically significant?*

- **The influence of friends is a recurring theme. Kids 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%).
- **Even though families may be spending time together in general, and talking to one another, 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 kids 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 agree 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 pointing to a disconnect between the two groups on the topic of values.**
  - 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 where parents believe they are talking to their children much more than children admit hearing it. It appears that either the children are tuning parents out or the parents are not communicating in a manner that connects with their children.**
  - 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 say the same (25%).
  - ♦ 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.

• **And while parents think that they are monitoring what their children do on the Internet and what they watch on television, kids are obviously sneaking peeks on their own. 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).

*Stat. sign?*

- **Monitoring the use of the Internet is an even starker picture, where 71% of parents say they frequently monitor Internet usage while 45% of teens say they use the Internet “all the time/often” without a watchful parental eye.**

## **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 eleven to fifteen 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.

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**YMCA White House Teen Conference -- Teen Topline Data Report**  
**200 interviews nationwide among teens 12-15 years old**  
**Interviews were conducted between April 11 – 20, 2000**  
**The margin of error for this survey is  $\pm 6.9\%$**

A. Will you consent to your child's participation in this research?

100% Yes

B. May I please speak to your twelve to fifteen year old son or daughter?

100% Yes

C. Would you like to participate in this research?

100% Yes

|                   |
|-------------------|
| <b>Screenener</b> |
|-------------------|

1. First, in what year were you born?

22% 1985 (15 years old)

36% 1986 (14 years old)

30% 1987 (13 years old)

14% 1988 (12 years old)

## Concerns and Free Time

2. Thinking about issues that concern you, what is the single biggest issue of concern for your family today?

21% Education  
 21% Not having enough time together  
 15% Violence  
 12% Drugs and alcohol  
 3% Sex  
 11% Other  
 17% DK/NR

3. How do you spend the majority of your free time outside of school?

|     |                          |    |                             |
|-----|--------------------------|----|-----------------------------|
| 48% | Hanging out with friends | 3% | Spending time with family   |
| 45% | Athletics/sports         | 2% | Listening to music          |
| 29% | Computers/TV             | 1% | At a religious organization |
| 19% | Studying/reading         | 8% | Other                       |
| 5%  | Arts/music/painting      |    |                             |

## Time

4. Which of the following best describes how much time you feel your parents have available to concentrate on quality time with you? Would you say your parents...?

49% Have more than enough time  
 31% Have just enough time, neither too much nor too little  
 18% Have some time but need more  
 2% Do not have nearly enough time  
 - DK/NR

5. And, approximately how much time do you spend talking with your parents each day?

|     |                              |                                 |
|-----|------------------------------|---------------------------------|
| 7%  | Less than 30 minutes a day   | <b>MEAN: 78.5 MINUTES / DAY</b> |
| 37% | 30 minutes to one hour a day |                                 |
| 34% | One to two hours a day       |                                 |
| 21% | Two or more hours a day      |                                 |
| 1%  | DK/NR                        |                                 |

6. Regardless of how much time your parents currently have available, what are some of the barriers you encounter when trying to spend more time with your parents? Any other barriers?

34% They are too busy at work/spend too much time working  
25% Rather spend time with my friends  
16% Too tired or stressed  
10% No one is together at the same time  
5% They are never home  
2% I don't want to spend time with them  
10% Other  
10% DK/NR

7. Approximately how often do you watch TV without any supervision from your parents?

22% All the time  
39% Often  
25% Sometimes  
12% Rarely  
4% Never  
- DK/NR

8. And approximately how often do you use the Internet without any supervision from your parents?

18% All the time  
28% Often  
13% Sometimes  
14% Rarely  
10% Never  
18% Do not have access to the internet  
1% DK/NR

|                          |
|--------------------------|
| <b>Morals and Values</b> |
|--------------------------|

9. Who or what do you believe has had the biggest influence in shaping or forming your values?

56% Parents  
26% Friends  
12% Religious organizations  
4% Teachers and school  
1% The media  
1% DK/NR

10. Do you agree or disagree that you share the same basic values with your parents?

46% Strongly agree

**TOTAL AGREE: 91%**

45% Somewhat agree

4% Somewhat disagree

**TOTAL DISAGREE: 8%**

4% Strongly disagree

3% DK/NR

11. Who or what do you turn to when you need advice on something going on in your life?  
Anywhere else?

78% Parents

4% School/Teachers

51% Friends

3% Church/Priest

14% Relatives

3% Other

I'm now going to read you a list of issues, and I'd like you to tell me how often your parents talk to you about each one. I'd like you to tell me whether your parents talk to you frequently about each issue, sometimes, only when necessary or if your parents never talk to you about each issue.

12. Values and beliefs.

41% Frequently

47% Sometimes

9% Rarely

3% Never

- DK/NR

13. Sex.

26% Frequently

34% Sometimes

26% Rarely

13% Never

1% DK/NR

14. Violence.

34% Frequently

42% Sometimes

17% Rarely

8% Never

- DK/NR



15. Dating.

25% Frequently  
38% Sometimes  
26% Rarely  
13% Never  
- DK/NR

16. Drugs and alcohol.

35% Frequently  
44% Sometimes  
16% Rarely  
6% Never  
- DK/NR

17. Future plans.

46% Frequently  
43% Sometimes  
8% Rarely  
2% Never  
1% DK/NR

|                     |
|---------------------|
| <b>Demographics</b> |
|---------------------|

I only have a few more questions for statistical purposes only.

18. During a normal week, approximately how many meals do you eat with at least one of your parents?

2% 1  
5% 2  
6% 3  
5% 4  
4% 5  
3% 6  
3% 7  
35% 8  
8% 9  
5% 10  
30% More than 10  
- DK/NR (DO NOT READ)

**MEAN : 8.7 MEALS / WEEK**

19. Are your parents single and never married, married, widowed, or divorced?

84% Married  
11% Divorced  
3% Widowed  
2% Single  
- DK/NR

A. CODE GENDER BY OBSERVATION

50% Male  
50% Female

B. CODE REGION AREA FROM SAMPLE

27% East (ME, NH, VT, MA, RI, CT, NJ, NY, PA, DE, MD, DC)  
28% South (VA, KY, TN, NC, SC, GA, FL, AL, MS, LA)  
24% Mid-America (WV, IL, IN, OH, MI, WI, MN, ND, SD, IA, MO, AR, TX, OK, KS, NE, CO, NM)  
21% West (AZ, CA, NV, UT, WY, MT, ID, OR, WA)

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202.265.4619 Fax

**YMCA White House Teen Conference -- Parent Topline Data Report**  
**200 Interviews Nationwide among Parents**  
**Interviews were conducted between April 11 – 20, 2000**  
**The margin of error for the parent survey is  $\pm 6.9\%$**

**Screener**

1. First, how many children between the ages of twelve and fifteen do you currently have living at home with you?

77% One  
19% Two  
4% Three  
1% Four or more

**Concerns and Free Time**

2. Thinking about issues that concern you, what is the single biggest issue of concern for your family today?

24% Drugs and alcohol  
20% Education  
18% Violence  
8% Not having enough time together  
4% Sex  
19% Other  
9% DK/NR

3. How does your twelve to fifteen year old teen spend the majority of his or her free time outside of school?

|     |                                             |     |                                |
|-----|---------------------------------------------|-----|--------------------------------|
| 48% | Athletics/sports                            | 3%  | Listening to music             |
| 36% | Computers/TV                                | 3%  | Arts/music/painting            |
| 23% | Hanging out with friends                    | 2%  | Working                        |
| 18% | Studying/Reading                            | 1%  | Volunteering/community service |
| 9%  | At a community/youth/religious organization | 11% | Other                          |
| 7%  | Spending time with family                   | 1%  | DK/NR                          |

|             |
|-------------|
| <b>Time</b> |
|-------------|

4. Which of the following best describes how much time you personally have available to concentrate on quality time with your teens? Would you say you personally...?

30% Have more than enough time  
29% Have just enough time, neither too much nor too little  
31% Have some time but need more  
12% Do not have nearly enough time  
- DK/NR (DO NOT READ)

5. And, approximately how much time do you spend talking with your teens each day?

4% Less than 30 minutes a day  
34% 30 minutes to one hour a day  
35% One to two hours a day  
28% Two more hours a day  
- DK/NR

**MEAN: 85.8 MINUTES / DAY**

6. Regardless of how much time you currently have available, what are some of the barriers you encounter when trying to spend more time with your teens? Any other barriers?

34% I'm too busy at work/spend too much time working  
15% They would rather spend time with their friends  
13% Kids don't want to spend time together  
12% No one is together at the same time  
9% They are never home  
6% Too tired or stressed  
5% I don't have that problem  
5% Other  
15% DK/NR

7. Approximately how often do you keep track of what your teens' watch on TV?

42% All the time  
43% Often  
11% Sometimes  
3% Rarely  
2% Never  
- DK/NR

8. And approximately how often do you keep track of your teens' use of the Internet?

45% All the time  
26% Often  
9% Sometimes  
4% Rarely  
3% Never  
14% Do not have access to the internet  
- DK/NR

|                          |
|--------------------------|
| <b>Morals and Values</b> |
|--------------------------|

9. Who or what do you believe has had the biggest influence in shaping or forming your teens' values?

74% Parents  
11% Friends  
8% Religious organizations  
5% Teachers and school  
2% The media  
1% Community organizations  
1% DK/NR

10. Do you agree or disagree that you share the same basic values with your teens?

|     |                   |                        |            |
|-----|-------------------|------------------------|------------|
| 62% | Strongly agree    | <b>TOTAL AGREE:</b>    | <b>94%</b> |
| 32% | Somewhat agree    |                        |            |
| 2%  | Somewhat disagree | <b>TOTAL DISAGREE:</b> | <b>4%</b>  |
| 2%  | Strongly disagree |                        |            |
| 3%  | DK/NR             |                        |            |

11. Who or what do you turn to when you need advice on an issue or concern you have with your teens? Anywhere else?

|     |                 |    |                                |
|-----|-----------------|----|--------------------------------|
| 34% | Parents         | 4% | Community groups/organizations |
| 30% | Friends         | 3% | There's no where to go         |
| 28% | Relatives       | 2% | Magazines                      |
| 22% | Church/Priest   | 2% | Other                          |
| 9%  | School/Teachers | 4% | DK/NR                          |

I'm now going to read you a list of issues, and I'd like you to tell me how often you talk to your teens about each one. I'd like you to tell me whether you talk to your teens frequently about each issue, sometimes, only when necessary or if you never talk to your teens about each issue.

12. Values and beliefs.

|     |            |
|-----|------------|
| 64% | Frequently |
| 33% | Sometimes  |
| 2%  | Rarely     |
| 1%  | Never      |
| 1%  | DK/NR      |

13. Sex.

|     |            |
|-----|------------|
| 38% | Frequently |
| 41% | Sometimes  |
| 16% | Rarely     |
| 6%  | Never      |
| -   | DK/NR      |

14. Violence.

|     |            |
|-----|------------|
| 43% | Frequently |
| 42% | Sometimes  |
| 12% | Rarely     |
| 3%  | Never      |
| 1%  | DK/NR      |

15. Dating.

|     |            |
|-----|------------|
| 34% | Frequently |
| 35% | Sometimes  |
| 17% | Rarely     |
| 12% | Never      |
| 3%  | DK/NR      |

16. Drugs and alcohol.

|     |            |
|-----|------------|
| 51% | Frequently |
| 43% | Sometimes  |
| 4%  | Rarely     |
| 3%  | Never      |
| -   | DK/NR      |

17. Future plans.

|     |            |
|-----|------------|
| 58% | Frequently |
| 38% | Sometimes  |
| 3%  | Rarely     |
| 1%  | Never      |
| -   | DK/NR      |

|                     |
|---------------------|
| <b>Demographics</b> |
|---------------------|

I only have a few more questions for statistical purposes only.

18. During a normal week, approximately how many meals do you eat with your teens?

|     |                     |
|-----|---------------------|
| 8%  | 1                   |
| 6%  | 2                   |
| 5%  | 3                   |
| 6%  | 4                   |
| 8%  | 5                   |
| 7%  | 6                   |
| 7%  | 7                   |
| 26% | 8                   |
| 7%  | 9                   |
| 9%  | 10                  |
| 18% | More than 10        |
| 2%  | Do not eat together |
| -   | DK/NR               |

**MEAN: 7.4 MEALS / WEEK**

19. How old is each teen, between the ages of 12 and 15, who currently lives at home with you?

33% 12  
36% 13  
30% 14  
30% 15  
- DK/NR

**MEAN AGE: 13**

20. In which of the following categories does your age fall? **(READ)**

13% 25-34  
61% 35-44  
24% 45-54  
2% 55-64  
1% Refused

21. Are you single and never married, married, widowed, or divorced?

89% Married  
8% Divorced  
2% Single  
1% Widowed  
- DK/NR

A. GENDER

48% Male  
52% Female

B. REGION AREA

27% East (ME, NH, VT, MA, RI, CT, NJ, NY, PA, DE, MD, DC)  
28% South (VA, KY, TN, NC, SC, GA, FL, AL, MS, LA)  
25% Mid-America (WV, IL, IN, OH, MI, WI, MN, ND, SD, IA, MO, AR, TX, OK, KS, NE, CO, NM)  
21% West (AZ, CA, NV, UT, WY, MT, ID, OR, WA)

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**The White House Conference on Teenagers  
Speaker Biographies (Morning Program and Breakouts)**

**SARAH AUSTIN- NEED MORE**

President, Gay-Straight-Alliance  
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 GLSEN and Youthpride Atlanta. Sarah lives in Atlanta with her mother and two sisters.

**ZOË BAIRD – NEEDS COMPLETE REWRITE**

President  
Markle Foundation

Zoë Baird became President of the Markle Foundation in January 1998. For six years, until the end of 1996 Ms. Baird was Senior Vice President and General Counsel of Aetna Inc. There she was responsible for all legal and regulatory affairs and a member of the Chairman's management group. During 1997, Ms. Baird was Senior Visiting Scholar and Senior Research Associate at Yale Law School.

Ms. Baird has held a number of positions in government. She was 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, on which she still serves. In 1995, he appointed her to the congressional Commission on the Roles and Capabilities of the U.S. Intelligence Community.

**Need line on education [HERE](#).**

**SUSAN 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. Casy 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 21<sup>st</sup> Century Study Group of the Society for Research on Adolescence.

Ms. Bales received her MA degree from Middlebury College and BA from the University of California, Los Angeles. 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](http://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).

## **PETER BENSON**

President  
Search Institute

Dr. Peter Benson is president of Search Institute in Minneapolis, a national non-profit research organization dedicated to promoting the well-being of children and adolescents. As president, he oversees the work of 70 social scientists, educators and trainers. As a lecturer, author, researcher and consultant, Dr. Benson's work focuses on strengthening communities and 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, M.D., M.P.H., Ph.D.**

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 Centre 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 APHA 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 &  
Director  
High Schools That Work Program

Gene Bottoms is Director of the Southern Regional Education Board’s *High Schools That Work* program, the largest effort **IN US?** 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. Bottoms has also been a local school teacher, principal, and guidance counselor.

In 1995, Secretary of Education Richard Riley appointed 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, Bottoms 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.

**Need line one Education HERE.**

## **STANLEY J. BOTTS- NEEDS MORE**

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.

## **REVEREND JEFFREY 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. As a result of his collaborative-based work, the city of Boston enjoys the lowest rate of violent crimes in 40 years and went 29 months in the 90's with zero juvenile homicides.

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. These awards include 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.

## **JIM BROWNE**

Director

GetNetWise

Jim Browne is the director of GetNetWise **which XXXX**. 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 in the state of high school journalism for the Memorial.

**Need line on Education HERE.**

### **SARAH 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, which resulted 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.

**Need line on Education HERE.**

### **GEOFFREY CANADA**

President & CEO

Rheedlen Centers for Children & Families

Geoffrey Canada is the President and CEO 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 children who have dropped out of school, been abused or neglected and a later life of dependency.

A prolific speaker, Mr. Canada enjoys a national reputation as both an advocate for 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 holds a BA from Bowdoin College and a MA in Education from the Harvard Graduate School of Education. He has also received Honorary Degrees from Williams College and John Jay College. He 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 Rheedens'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.

#### **DR. KEN R. CANFIELD**

President and Founder  
National Center for Fathering

Dr. Ken Canfield is President and Founder of the National Center for Fathering, a Kansas City-based non-profit 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, 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 *7 Secrets of Effective Father*, and has been interviewed on numerous television and radio programs on 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, 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% 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 BA degree in Psychology at the University of California at Los Angeles and MA degree in Counseling at Chapman College.

### **BRANDI CHAPPLE- NEED MORE, any awards??**

Student  
Trinity College

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 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  
XXX Middle School, XXX

Gabriella Contreras is an eight grader at **XX Middle School in XX**. Having witnessed firsthand the horrors of school violence when a drug-related riots broke out opposite her school's playground in third grade, she prompted herself to take proactive measures to combat the effects of youth violence and drugs by founding Be Alert and Don't Do Drugs (BADDD), 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 **WHICH XXXX**.

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

**JACQUELYNNE S. ECCLES**

Title

ORG

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 University of Michigan and 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.

Ms. Eccles has served as the past Chair of the Advisory Committee for the Social, Behavioral, and Economic Directorate at the National Science Foundation, is a member of the MacArthur Foundation Network on Successful Adolescent Development and is Chair of the MacArthur Foundation on Successful Pathways through Middle Childhood. She 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 at Los Angeles in 1974 and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan.

**JAY ENGELN (check name spelling)**

MetLife/NASSP National Principal of the Year 2000

Colorado Springs School District No. 11

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. His school slogan, "Together we can make a difference," embodies his enthusiasm and devotion and the spirit of the MetLife/NASSP award. He believes the slogan reflects a belief that the school can "give back" to the community and be an integral part of the environment in which it exists and expresses a commitment to fostering an atmosphere in which collaboration and teamwork are daily realities.

In 1974, 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, 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%, an overall student dropout rate 8.4% and a negative image within the community. 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 Engeln's 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 rate 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, Engeln has been involved in several unusual methods obtaining 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. As MetLife/NASSP National Principal of the Year, Engeln will receive a \$10,000 grant, which he plans to use to support staff and student initiatives that focus on continually improving student achievement and strengthening the sense of community that is embraced by the school.

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#### **ELLEN GALLINSKY**

Co-Founder & President  
Families and Work Institute

Ellen Gallinsky is the Co-Founder and President of the Families and Work Institute, a Manhattan based non-profit organization conducting research on the changing family, workplace and community. Since its inception in 1989, Families and Work Institute's pioneering studies have consistently generated national headlines SUCH AS. Ms. Gallinsky 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 and popular keynote speaker, she was a presenter at the 1997 White House Conference on Child Care and appears regularly on television and in the media. Gallinsky 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 twenty five years she was on the faculty at the Bank Street College of Education, where she helped established the field of work and family life. Ms. Gallinsky has authored over twenty books and reports and published more than 100 articles in academic journals, academic books,

and magazines. Her newest book, *Ask the Children*, is considered as a landmark investigation of how to succeed at work and parenting.

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### **LATOYA GARDNER**

Member

YMCA of Nashville and Middle Tennessee

Latoya Gardner is a junior at Maplewood Comprehensive High School in Nashville, Tennessee. She has been an active member and volunteer at the YMCA of Nashville and Middle Tennessee over the past three years, and is involved with the YMCAs P-TAP (Positive Theory Awareness Program) and Teen Leadership Council.

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

Latoya is a member of Maplewood Comprehensive High School's track and tennis teams. She also serves as a member of the National Honor Society and ROTC. She lives with her parents, David and Willa, in the city of Nashville.

### **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 disability 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.

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### **DR. KENNETH L. GLADISH**

Chief Executive Officer  
YMCA of the USA

Dr. Gladish is the Chief Executive Officer of the YMCA of the USA. He joins 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 and as director of the Indiana Donors Alliance, and taught at Indiana University in Indianapolis and 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 GREENE**

Dance Teacher  
IS 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, IS 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% 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%, and reading and math scores are 15% higher than comparable schools.

**EDUCATION HERE** 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

## The 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's experience also includes 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

Art Teacher, Ben Davis High School, Wayne Township, Indianapolis

Larry Hurt is an art teacher at Ben Davis High School in Indianapolis and is currently serving as 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, 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. Hurt and Special Education teacher Cheryl Morrell co-founded the Special Arts Club, an outreach program that brings special needs students and art students together in a peer-tutoring environment. Hurt also is 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.

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

## **HAROLD S. KOPLEWICZ, M.D.**

**Title**

New York University

Dr. 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 textbook *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*.

**EDUCATION HERE.** 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 he has been Editor-in-Chief of *the Journal of Child and Adolescent Psychopharmacology*.

### **KATHLEEN LEE**

Teacher of English  
John P. Middle School

Kathleen Lee has been an English teacher at John P. Tuner Middle School since 1989. She is an award winning [ ], an involved actor in the welfare of her community and a contributor to the empowerment of youth. Ms. Lee is an expert service learning trainer leader in the school District of Philadelphia. **WHICH MEANS...** fit something in about what service learning is.

Ms. Lee serves as a board member various community organizations including the YMCA of Philadelphia, Columbia North Branch and the Pennsylvania Middle School Association. She has been a Pennsylvania State teacher of the Year Award Nominee (1993-1998) and a Celebration Excellence 1994, 1995, & 1997 Teacher of the Year Award Nominee. Recently, she has been nominated for the Time Warner Cable Teacher of the Year Apple Award.

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### **EMILY MCDONALD- Some key info missing**

Title (Facilitator?)  
Org (?)

Emily McDonald is a straight 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 **our -what conferences?conferences.** Her teen group in Fentress County calls themselves THE-Teens Helping Everyone. Among their many service oriented activities has been the building of an outdoor playground, basketball, and volleyball at the 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 (**where?**) and will return again this summer to Summer America Reads program and the summer arts program at South Fentress. She has been a sponsored (**Save the Children?**) child since she was in Head start.

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

### **JUDITH A. MCHALE**

President and Chief Operating Officer  
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.

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 which was delivered in the spring of 2000.

Before joining Discovery in 1987 as its General Counsel, McHale served as General Counsel for MTV Networks, where she was responsible for legal affairs for MTV, Nickelodeon and VH-1. McHale began her career as an attorney at the New York law firm of Battle, Fowler, McHale graduated from Fordham Law School and earned her undergraduate degree in politics from the University of Nottingham in England.

### **Katherine C. Montgomery, Ph.D.**

President & CoFounder  
ORG

As president and co-founder of CME, Dr. 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* designed to stimulate research in this area while serving 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.

She 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. Dr. Montgomery 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- NEED MORE**

CEO

Mt. Vernon Neighborhood Health Center

Carole Morris is CEO and founder of the Mt. 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. **Need line on Education HERE.**

### **JUSTIN NEWLAND**

Member

National Youth Action Council of the 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, Justin joined Future Homemakers of America (FHA) in junior high school where his work emphasized family and community development. From FHA, Justin 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.

Currently, Justin is a Member of the National Youth Action Council of the National Campaign Against Youth Violence a program of the U.S. Department of Education which XXXXX. Justin wrote in his application to the National Youth Action Center, "We have been stereotyped as a violence 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."

### **DR. KATHERINE NEWMAN**

Professor of Urban Studies  
Harvard University

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

She 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 the 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 the year 2000.

Dr. Newman holds a Ph.D. in anthropology **FROM WHERE?**

**Lan-Anh Phan**

High School Senior and Youth Board Member  
Asian American LEAD

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 and self-determination, 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 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 works with parents, youth, staff, and other professionals to develop youth programs for the organization. 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 and prospects for children and youth worldwide by enabling them to care more responsibly for themselves, their families, their communities and the world. In 1999, Karen established IFY-US, an arm of IYF committed to bridging 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 adolescent policy agenda through the development of a bimonthly report series that linked pregnancy prevention to broader youth development strategies. She 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. Pitman 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 sat on the board of the Carnegie Council on Adolescent Development.

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### **ROBERT D. PUTNAM**

Peter & Isabel Malkin Professor of Public Health  
Harvard University &  
Founder  
The Saguaro Seminar: Civic Engagement in America

Robert Putnam is the founder of The Saguaro Seminar: Civic Engagement in America, a program that has brought together leading practitioners and thinkers for a multi-year discussion to develop broad-scale, actionable ideas to fortify our nation's civic connectedness. Mr. 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, Mr. 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 and praised by the Economist. In June 2000, Mr. Putnam will be releasing his study of civic engagement in the United States to be published as *Bowling Alone: The Collapse and Revival of American Community*.

Currently, he 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. Mr. Putnam was recently nominated as President of the American Political Science Association for 2000-2002. Before beginning his career at Harvard University in 1979, Mr. Putnam served on the staff of the

National Security Council and is a former dean of the John F. Kennedy School of Government.

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

**MICHAEL RESNICK, Ph.D.**

Title

University of Minnesota

Dr. 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.

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**ROBERT 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 **XXXX**.

Aside from Project GRAD, Mr. Rivera's other efforts include helping to improve water and sanitation in his community and founding and orchestrating the "Walk for Success" to introduce the ninth grade scholarship program in 1989- **WHAT IS THIS?**

Previously Rivera served as Project Manager and Cluster Leader at Jefferson Davis High School with Communities in Schools, 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, and is the proud father of three children.

**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, Andrew 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, Students Serving Seniors is still thriving at Columbia High School. In 1990, Andrew spent a year teaching high school in math in Bulawayo, Zimbabwe. Most recently, he has co-founded ClubMom, Inc., the 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 the World Cup Soccer.

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### **EDD L. SPEAKER**

Senior Claims Consultant  
Marsh USA

Mr. Speaker is a seasoned 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 served as a counselor for victims of rape and domestic violence.

His commitment to his family and 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 the tax returns. Mr. Speaker was a past nominee for a national Community Service Award given b Sedgwick, Inc.

Currently, Mr. Speaker resides in Los Angeles, CA with his wife and has four children. He attended Texas Southern University on a football scholarship, majoring in business. He served in the United States Air Force and in the Strategic Missile Command at Vandenberg AFB, California.

### **EDWIN SPEAKER**

Student

Taft High School, XX, Ca

Edwin Speaker is a born and raised Californian 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, serving as drum line captain for two years. In his spare time, Edwin is a back-up drummer with the Brookins AME Church.

Edwin's interests include restoration of antique cars and working part-time as a host at Red Lobster Restaurant on the weekends. Edwin's academic objective following high school is to attend West Los Angeles College in the fall.

### **LAURA SESSIONS STEPP- NEEDS SOME WORK**

Journalist

The Washington Post

Laura Stepp is a Pulitzer Prize winning journalist specializing in the coverage of adolescence for the Style section of The Washington Post. She has written about children and families for more than a decade. Her articles have appeared in *Parent, Child, Working Mother, Reader's Digest* and *Nieman Reports* of Harvard University. She was 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.

Ms. Stepp is the author of *Our Last Best Shot: Guiding Our Children Through Early Adolescence*, which will be released in June 2000. It has been highly acclaimed by her colleagues and experts in the field..

Ms. Stepp received her BA from Earlham College in Richmond, IN and her MS from Columbia University Graduate School of Journalism. She has addressed numerous D.C. area parents' groups and has acted as facilitator to an Arlington County (VA)-sponsored workshop on parenting teens

### **DOROTHY STONEMAN**

Founder and President

YouthBuild U.S.A.

Dorothy Stoneman is founder and president of YouthBuild USA, the 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 to take it to scale on a national level, YouthBuild USA was founded in 1990 to replicate the success her program in New York City had demonstrated. Legislation authorizing YouthBuild programs in 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.

### **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 will 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 with particular emphasis on family policy, education, and governance. Ms. Sylvester served as a consultant to Vice President Gore's National Performance Review and 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*.

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.

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.*

## **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.

It was in the 1970's, that Mr. Walker began his social policy work by setting up a New York 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. This experiment's positive results with long-term welfare recipients helped initiate our nation's focus on work and employment in welfare policy. 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 the nation's greatest need and its greatest potential payoff for the investments of taxpayer and philanthropic dollars.

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.