

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Shirley Sagawa to John Buxton et al. re: People to consult [partial] (1 page)	02/28/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 23242

FOLDER TITLE:

Youth Conference [1]

2013-0124-S

rc1217

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

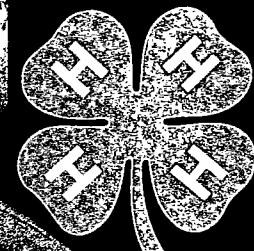
This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

[The Real World of 4-H]

The Real World of

4-H



Internal draft – Do not circulate

White House Conference on Raising Responsible Teenagers in the 21st Century

Despite many positive developments in the last seven years – including declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access – parents of today’s adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future. And recent tragedies have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (the new technology, an increasingly diverse population, and a significant “opportunity gap” for low-income and minority youth), the Conference will bring to light research on positive youth development, emphasize the importance of substantial investments in youth, and highlight the Administration’s achievements in this area.

What problems will be addressed through the Conference?

- Parents that feel disconnected from their children and lack information to respond to the challenges they face.
- Teenagers feel alienated from their families and communities, and may choose their values and behaviors based on peers and the media.
- Low-income and minority teenagers face an “opportunity gap” in many areas.
- Problems of youth require comprehensive and integrated solutions, but often are addressed through programs focused on a single issue.
- There is only limited research on “what works” for adolescents, and that research is not well known.

What do we hope to accomplish?

- To engage parents and communities in a conversation about how we can do a better job working together to raise our teenagers.
- To showcase the accomplishments of the Administration, and advance the President’s budget request, in the area of youth development.
- To encourage more effective, integrated services for and by youth at all levels of government and in the private sector.

- To provide parents and communities with tools and information they can use to address the needs of adolescents.
- To enable teenagers to speak out about the challenges they face and their role in addressing these problems.
- To issue a call to action to the private sector, media, etc. to take responsibility for their effect on youth, and to use their resources to promote healthy behaviors.

Who is the audience?

- Parents
- Teenagers
- Policymakers
- Youth workers
- Media
- Business
- Foundations

When will the conference occur?

- Date to be scheduled pursuant to the President and First Lady’s availability. Preferred date May 22 to take place before school lets out so we can downlink to classrooms.

How will the conference program be organized?

- The program may be organized thematically around “community, opportunity, and responsibility.”
- Within this framework, the following issues may be addressed:
 - Health –teen pregnancy, HIV, smoking, drugs and alcohol, and research on obesity, sleep, etc.
 - Education –afterschool programs, smaller high schools, impact of work on education, college preparation and access
 - Enterprise –entrepreneurship programs, school-to-work, technology
 - Crime –violence by youth, youth as victims of violence, gangs
 - Values –citizenship, service, philanthropy, character education, community strengthening, “One America”
 - Integration of services

What are potential deliverables?

- Announce research agenda
- Commission and release parents’ guide to recent research on adolescence

- Budget amplification (pull together all pieces of the federal budget related to this agenda)
- Announce upcoming Corporation for National Service youth summit (scheduled for late June in Florida)
- Explore possible grant announcements through agencies and foundations
- Explore possible research report releases through agencies and nonprofit organizations
- Explore possible executive order relating to use of federal facilities, interagency task force, etc.
- Announce year 2000 Leader Schools (Presidential awards for schools with best service-learning programs)

2/29/00 5:22 PM

Meeting 3: Youth Orgs Call

Thursday, March 9, 11:30

456-6755

456-6766 CODE 2095

Alan Khazei, CEO
City Year
285 Columbus Avenue
Boston, MA 02116
617/927-2451
akhazei@cityyear.org

Dorothy Stoneman
Youthbuild
58 Day Street
PO Box 440322
Somerville, MA 02144
617/623-9900

Joy DesMarais
Director of Strategic Youth Initiatives
National Youth Leadership Council
1910 West County Road, B
St. Paul, MN 55113
651/631-3672 x232
jdesmarais@nylc.org

Catherine Milton
Save the Children
54 Wilton Road
Westport, CT 06880
800/243-5075

Gorden Ralley
National Collaboration for Youth
1319 F Street NW
Suite 601
Washington DC 20004
347-2080

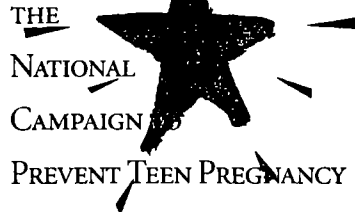
Jecelyn McCurdy, Program Coordinator
Black Community Crusade for Children
Children's Defense Fund

25 E Street NW
Washington, DC 20001
628-2041

Danny McGoldrick
Director of Research
National Center for Tobacco Free Kids
1707 L Street NW Suite 800
Washington, DC 20036
202/296-5469 w
202/904-5469 cell

to
Shirley
Sawyer
101 WJ

3.3.2000



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE 202.261.5655
FAX 202.331.7735
EMAIL: CAMPAIGN@TEENPREGNANCY.ORG
WEB: WWW.TEENPREGNANCY.ORG

THE HON. THOMAS H. KEAN
Chair

ISABEL V. SAWHILL
President

SARAH S. BROWN
Director

- National Board**
- CHARLOTTE BEERS
 - LINDA CHAVEZ
 - ANNETTE CUMMING
 - WILLIAM GALSTON
 - WHOOPI GOLDBERG
 - KATHARINE GRAHAM
 - DAVID A. HAMBURG, M.D.
 - SHEILA JOHNSON
 - JUDITH E. JONES
 - LESLIE KANTOR
 - NANCY KASSEBAUM-BAKER
 - DOUGLAS KIRBY
 - C. EVERETT KOOP, M.D.
 - JOHN D. MACOMBER
 - SISTER MARY ROSE MCGEADY
 - JODY GREENSTONE MILLER
 - VICTORIA P. SANT
 - ISABEL C. STEWART
 - JUDY WOODRUFF
 - ANDREW YOUNG

- Trustees Emeriti**
- IRVING B. HARRIS
 - BARBARA HUBERMAN
 - JUDY MCGRATH
 - KRISTIN MOORE
 - HUGH PRICE
 - WARREN B. RUDMAN

Hi Ruby & Shirley -
Great to see you
this week! I've pulled
together the info I
promised - I'll get
corporate names to you
next week (+ media names).

- Enclosed**: → Planned Parenthood Teen Advocates info.
→ Teen voices: what teens have told us about
→ Parents
→ after school involvement
~~→ Planned Parenthood~~
→ Media consumption study + press release
→ article & fact sheet on teens delaying sex

Hope this helps!
Marisa

THE
NATIONAL
CAMPAIGN
PREVENT TEEN PREGNANCY

2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5655

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

Dubny These teens did a briefing w/us in NYC this winter.

Memorandum

To: Marisa Nightingale
From: Ingrid Sanden
Date: November 30, 1999
RE: Teen Panel for ONDCP briefing

Some info @ Planned Parenthood-NYC is attached but we'll get you more info on the program next week.

Following is a brief bio of each of the nine teens on the ONDCP event panel December 9. The teens are the Planned Parenthood of New York's Teen Advocates and are recruited for their leadership abilities. They are trained by Planned Parenthood New York to work with other teens on teen pregnancy prevention through workshops, scripts and other activities. Their adviser is Jessica Rivera.

Yeisa Martinez is 17 years old and in twelfth grade at Dewitt Clinton High School. She is from the Bronx. She enjoys writing poetry and songs and is learning how to play the guitar and piano. She believes her job as a Teen Advocate is important because "we reach out to the teens in the community and make them aware of issues that they may not have prior knowledge." When she's not at school or work, she reads *Seventeen* and *Glamour* and watches *Road Rules* and *Real World* on MTV.

Jessica Rivera is 20 years old and attends Bronx Community College. She believes her job is important because she gets to share options with her peers when it comes to sex, and because she learns from other people's experiences. She reads *The Source* and *Vibe*, and watches *The Simpsons* and *X-Files*. She also enjoys computers, going to arcades and sleeping when she has time.

Efrain Vellon is 17 and attends the High School of Graphic Communication Arts. He's in the eleventh grade and is from the Bronx. When he's not working or going to school, he likes to write poetry or his own personal thoughts, and enjoys drawing, computer graphics, music and skating. He reads *The Source*, *Blaze*, *XXL*, *Maxim*, *Teen People* and *High Times*, and mostly listens to Hip-Hop. He watches *South Park*, *Rap City*, *the Simpsons*, *Seinfeld* reruns and MTV.

Viviana Gonzalez is 17 and is in the twelfth grade at South Bronx High School. She's originally from Puerto Rico. She believes her job is important because it gives her responsibility and opens her mind. She reads *Teen magazine*, *The Source*, and *Seventeen*, and listens to R&B, Hip-Hop and Salsa music. Her other interests include watching a lot of t.v., working on computers and dancing.

Wendell D. Griffin is 18 and is a senior at Taft High School. He's from the Bronx. He feels his job is important because "there are many teens out there that don't know about all the STDs and how you can get them. It's better for a teen to give this information to another teen." When he's not at work he attends school and plays basketball. He listens to rap and R&B, and enjoys watching videos and sitcoms. He reads *Blaze*, *The Source* and other sports magazines, and his other interests include girls and getting into college.

Tahreem Drayton is 15 and is in tenth grade at Morris High School. He lives in the Bronx and when he's not at work or school, he enjoys playing basketball with friends, reading *Vibe* and watching wrestling on t.v. He listens to rap R&B and Hip-Hop and his other interests include the internet and going to movies. He feels his job is important because "it's a big responsibility for me. There are a lot of teens that need help and they'd rather talk to a teen than to an adult. So, I feel like I have to provide them with the information they want."

Melvin White is 15 and in the tenth grade at William Howard Taft High School. He is from the Bronx and feels his job is important because "there are too many uneducated people in my community and they need to know what they are doing." When he's not working he plays basketball or goes to the community center. He reads *Vibe*, *XXL*, and *The Source*, and mostly listens to rap music. His other interests include making money, playing games and having fun.

Francisco Cruz is 17 and attends Adlai E. Stevenson High School. He's from the Bronx and is interested in media communications, theater, and computers. He believes his job is important because "through theatrical workshops I, along with other teen advocates, are able to positively reach teens in my community in reducing teen pregnancy and promoting safer sex." He participates in other scholastic and community activities like youth groups when he's not at work and listens to rap, Hip-Hop, Salsa and Meringue. He watches music videos and shows on MTV, VH1, and BET, and reads *The Source*, *Vibe*, and *Blaze*.

Tai-Sheba Smith is 18 and a high school graduate. She's from New York and when she's not working she does outreach in her neighborhood by distributing condoms and pamphlets in local clothing stores. She enjoys her job because it allows her to reach out to her children in her community. She likes to read *Vibe* and *The Source*, and listens to R&B, jazz, Hip-Hop, and African soul. She doesn't have much time for television, but likes to go to the movies, dance, write poetry, act, and sing.

**WE'RE
HERE TO
HELP**

**PLANNED PARENTHOOD
OF NEW YORK CITY**

Ohhhh... Ohhhh... Uh Oh!

ENTER PPNYC →



**WE'RE
HERE TO
HELP**

- OUR HISTORY
- **CONTACT US**
- HOW YOU CAN HELP
- HOME

WHO WE ARE

CONTACT US

HOW TO CONTACT PPNYC

We're located at:
Margaret Sanger Square
26 Bleecker Street
New York, NY 10012



If you'd like to contact our Executive Office, call:
(212) 274-7200

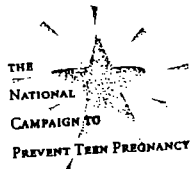
If you want to volunteer, call:
(212) 274-7284

If you want to make an appointment at any of our three health centers in Manhattan, Brooklyn or the Bronx, call:
(212) 965-7000

If you need information about sexuality, birth control, pregnancy, STDs, abortion or other health matters, you can call our confidential 24-hour hotline offering more than 200 pre-recorded messages in English and Spanish:

Facts of Life Line
(212) 965-7015

WHO WE ARE OUR SERVICES GET THE FACTS TAKE ACTION WHAT'S NEW



Teen voices
from our
web site

Re: What kids
do after school

2100 M STREET NW WASHINGTON DC 20037
Phone (202) 261-5655 Fax (202) 331-7735 WWW.TEENPREGNANCY.ORG

Weekly Teen Survey

Question: What do you do in your spare time during the summer? Do you think there are enough programs or activities for young people during the summer? What kinds of activities would you like to do?

Dates Posted: 7/19 - 7/27/99

Results: (unedited)

- During the summer i go to summer school and a school activity called song and dance it keeps me very occupied and it is also very fun i think that there are many things to do you just got to find the right one for you.
- Hang out with friends and chill! There are programs in the summer but, none of them are really all that appealing to teens.
- I would love to have like a building put up for teens, where a club would be placed for teens to go and dance and hang out during the summer and on weekends.
- I work and hang out on my girlfriends boat
- WELL, ON MY SPARE TIME I BRAID PEOPLES HAIR. IF I'M NOT DOING THAT THEN I'M JUST SITTING AT HOME DOING NOTHING. THERE IS NO PLACE TO GO, OTHER THAN THE PUBLIC LIBRARY OR MALLS. TEENS NEED ACTIVE PROGRAMS THAT CAN HELP THEM FOR THE FUTURE. BYE-BYE.
- What I like to do for the summer is to go out with my friends and family to the beach, movies, and parks. I think there are enough activities for the youth today during the summer. The kind of activities that I would like to do are going to programs where they teach us teenagers all about risks and problems facing teenagers today because some of them are so clueless as to what's going on that they end up doing stupid mistakes that will change their lives all because many adults are too scared to talk about it.
- most young teen have sex to be safe do do like i did i had sex never told my mother i slow move out in move in my boyfriend i am 19 years old i will be 20year old in march i thought i was going to have a kids i was luck i did?
- Actually during the summer I don't do anything. No, I don't think that there are enough local summer activites to be envovled in. I would like to be in a local over-night camp that's inexpensive.
- I work and attend classes at a local college. There isn't much to do in the area that I live in. Parties seem like the only place to go and therefore a lot of underage drinking occurs.

- In my spare time I like to play with my niece, nephew, and talk to my cousins. No, I don't think there are enough activities for teenagers this summer. That might be why more and more teenagers are turning to sex and drugs. A lot of teens can't get jobs or find them so they turn to selling drugs for money. What do you think? Am I right? I know I am!!! I wouldn't mind finding a job, that's what I would like to do
- I stay at home and relax i think there are a lot of programs offered for young people not only during the summer but also year round i love swimming, internet surfing, cross-stitching and reading
- Durring the summer I really don't do nothing. There really isn't much to do and the things that are to do are illegal. I'd rather do something that is wort doing and not going to get me into trouble. Activities that will prove that not all teens are bad. Insted of drinking at nights, I'd rather go to a club and go dancing. Or instead of going to the stores and stealing durring the daytime, I'd rather like to go and meet people from my community such as a community center or something. I think that there should be more stuff for the teens to do just like the adults do. We should be treated equally. Just because their older, that doesn't mean that they can be treated differently. You adults want us to act like adults, well then treat us like adults and we will.
- I do a lot of stuff in my spare time such as reading, swimming, playing with my brother, listening to the radio and other stuff and where I live we don't have a lot of stuff for the young people as for myself I don't leet nobody bother me and for the little bit that we do have it's not worth nothing and to me I think that wee will never have anything for the little people we have growing up.
- I go to church,a youth convention,or hang out with my friends. No, because they say that they have a summer program so that teens can get a job, but were I am from they did not start it this year. I would like to have a job so that I can make me some money for school and do other things.
- i like to go to movies, skating rink, mall. or any where my boyfriend wants to go to just fool around a little. or just party
- i sit around the house and do nothing. basketball and ather sport would be great I think so yes I thing there should be more things for us teens to do.
- In my spare time I like to go out with my friends and boyfriend. I do not think there is enough activities for young people to do. The activities that I would like to do is go ice-skating and go to the cinimas but it is to hard to get to as my mum and dad do not drive. I think there should be clubs that will take you right to the place you want to go I think that you should have to pay.
- I live in the middle of nowhere so there really isn't any place to go on weekdays. I think there is plenty to do though! There is so much teens could do by themselves. Example

get a job, go to the movies, bowling, groceryshop or clean the house for mom, mow the yard, make homemade icecream, read a book, watch tv, go swimming, talk to a friend on the phone, go on the net, hang with a few friends a hose and a volleyball net, go camping, take a long nap, help a neighbor, go fishing, make up a dance, learn something, cook, babysit, run, exercise, play basketball, make homemade thank you notes,rent a movie, learn another lingo, get a pet, community service, make popcorn, etc. I don't think teens should just go and waste their money (or their parents money) on just anything. I don't see how people are so bored during the summer!

- i try to stay occupied and just have fun. there are so many good programs for kids but there's never enough. i love to try new things so i'm always busy with something.
- I do cheer but i dance in the summer. i stoped dancing and got preg
- I get involved with as much as possible in the way of camps, etc., but I think there should definitely be more positive opportunities available to young people. One way I keep busy is by being involved with Youth to Youth, a positive peer leadership/drug prevention program for teens. They give me opportunities I might not otherwise have. Volunteer! Get a job! Go to camp, or a summer program at a local college! I think that they should open up a place where teenagers can just chill with their friends, in an alcohol and drug-free atmosphere, as opposed to weekend parties that kids throw.
- I usually exercise alot (I hate to exercise in the winter so I make up for it in the summer) I like to swim, read books and watch t.v. I don't think there is near enough stuff for teens to do in the summer. I would like to have a place for teens to met and have fun like a summer school just to talk or something!
- Well in the summer i like to go swimming skating and talk on the phone. i think we could use a little more activities for young people because other wise all we do is get into trouble like getting pregnant as having sex.
- No, there is not enough programs.I like to go to King's island for free if we could
- Usually during the summer I hang out with my friends.We just go to the movies or to the mall and stuff.When I'm not with my friends I like to read books because during the school year I am too busy so I like to do it in the summer.I also like to just go out and play some basketball in my driveway or go and ride my bike.I do think that there are alot of programs for young people in the summer.I just went to a sports camp at a college and it was really great.I think that stuff like that is cool because you can see alot of things and learn about what you might want to do when you get older.

Why

- I got pregnant because — with my mother having so many kids — I really didn't feel that I got all the love. I wanted to love and be loved, so that's why I had my children. And I wanted my children.
-Female, 18, Covenant House, 11/18/98
- My perspective is this. Nine out of ten girls say they got pregnant by mistake.
-Female, 17, Covenant House, 11/18/98
- No baby is an accident or a mistake.
-Male, 19, Covenant House, 11/18/98
- ~~Drinking, drugs, they play a serious role in sex. So many people have sex when they're just not really ready to because they're not thinking straight. It's sad really.~~
--female, 15
- Sometime I get so bored with my life and with the people around me that I am seriously tempted to just go out and get laid.
--Teen People, male, 17
- Boredom may not be the best reason but it is probably one of the most common reasons I have heard for people to have sex for the first time. If ^{towns} had more things to do and places to go for teens then I am sure that the sexual activity rates would go down. Why not propose arcades, rec center activities, juice bars, skateboarding ramps and rinks, iceskating rink and dance clubs that allow teens.
--Teen People, female, 17
- For me, sex is something that two people share when they love each other. However, to many teens it is only a physical act and something to pass the time.
--Teen People, female, 19

Ruby — check this out

Weekly Teen Survey

Question: Do you think the adults you know are good role models?

Dates Posted: August 4 - 15, 1999

Results: (unedited)

- yes
- Yes in some ways they are. But in other ways they aren't. My mom got pregnant when she was 17. And she got married when she was 16. She made alot of mistakes but by discussing them with me both she and I have learned from her mistakes.
- Some parents are good role model because they kepp them out of trouble and tell what to do and they can listen to ther friends advice on somethings. some of the other parents are not because of how they act and kids shouldn't take there advice they should take there friends. but not kids shouldn't listen to all what there friends say because they might it in the wrong hands and get pergant when they don't want to and they have to go to there parents and tell them and might get hits
- Yes. I do. My parents are always telling me to look at all the bad examples in our family and to make good examples out of them. I am a born-again teenager and I'm filled with the Holy-Ghost. My Youth Leaders are good examples for me also. Danny and Melanie tell us how we should go and taht we should save ourselves for marriage. John and Mystica are also good examples and i love to follow thoses examples. If their was one thing I would like people to stop telling me is that it is going to happen to me. i covered under the blood and the world can't harm me! God loves you and so do I
- Who knows and who cares. parents suck. i could get along without them easily plus my dad is a pimp and my mom is a hooker. good role model ya think? i was an accident. they werent supposed to have me. although we are rich i hate my family. i live with 27 kids. some are from my mom and all the men she has been with and some are from the ladies my dad has been with. and i still have my own room. but anyways that is not role model type. why would i wanna grow up to be that. its not good nor healthy. they ruin my life. i hate them!
- Some of them, my parents are not, but most of the adults in my church are good role models yes.
- Some. Just like some of the teens you meet may be good and others are not, some of the adults you meet are not good role models.
- Definitely...my parents, for example, are the best role models I could've possible had. I've learned so much from them. They have taught me some of the most important lessons in

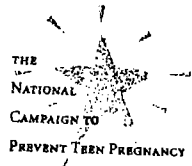
life...but most of all, they have taught me how to be an individual and think for myself. Because of the confidence they gave me as a child, I know I can conquer anything, and make my own decisions. Thanks to them...I AM ME! :)

- ok
- No, I think that most adults think we are good for nothing trouble makers. I mean if we stand outside a store or diner they'll tell us to leave cause it's "bad for buissness" but if some one thier age does the same it's alright.
- some are and some aren't. the majority are but not everyone is going to be a good role model just like not everyone is going to die at the age of 83 it varies. i guess it's the luck of the draw.
- yes
- i guess
- no
- yes
- YEA BUT SOME CAN TRIP BOUT STUFF LIKE WHEN U TALK BOUT SEX AND STUFF BUT IM NOT GONA BE HAVIN SEX NE TIME SOON CUZ I WANA WAIT
- not all of them. A lot of the adults I know say one thing and do the opposite. Plus my parents will yell and scream at me about sex and stuff, but they never even sit down and try to talk to me.
- I know a lot of adults and they'er not all good role models. One woman that I paticularly look up to, isn't perfect. She has her faults but so does everyone. I know she will always be there for me, and that I can always talk to her about anything. She's done really good with her life and even though she has gone through some really rough times, she always comes out on top, which inspiers me to keep going every day.
- no,not most of them
- Yep!
- Yes, my mother got pregnant when she was just 17 and she told me how she felt and how she wished she had waited. It's not that she didn't want my sister, it's just that she wished she had waited instead of wasting some of her teen years. Every time I think about having sex with my boyfriend now I just think of my mom and what she went through when she was just 17.

- no i do not believe that the adults in my life are good role models. my parents do not get along and fight often. my brothers who are 8 and 10 years older than i am got much more freedom and trust than i do now. also i dont feel that i can confide anything in them because i am afraid of their reaction, which i am dissapointed in.
- many of the adults i know are excellent role models however there are those that are a complete mess.
- Well..honestly i think alot of them are but some arent..Some just talk sexual and do all this sexual stuff right in front of anyone...they dont care..No Respect...i think its a bad example to us kids..and teens..they should do it when we aint around..not right in front...for example " You got nice tits" i mean come on or heres another.."You havent givin me my b..j. for the day!!!! ewww. see what i mean..maybe there just jokin but still..
- Some of the adults that I know are good role models but some are downright hypocritical.
- Most of the adults I know are good role models now but looking back at some of their pasts, I would have to say, no way. But they turned their lives around and live the best ways that they can. My Mom didn't go to college and she still works at a job she enjoys very much. I think she is a good role model. She has taught me not to smoke, or drink or anything. I may have had sex but she always talked about PROTECTED sex! and I have followed that to the T. That is just the good side of adult role models. I see my father. He dropped out of school in the tenth grade and he was a druggie and he is now an alcoholic. It's hard for me to look up to him. He also cheated on my mom, beaten her and they ended up getting divorced when I was in 3rd grade. I may have been young, but I knew what he did was wrong! The best role model in my life is my Boss. He is very responsible(most of the time!) He came from a bad home and has dealt with the same things I have and grew up right. He is very successful and he works hard, sometimes to hard. He has acheived his goal and I hope that I can be the same someday when I am an adult. Over all most adults are good role models but then again so many are not.
- **THE ADULTS I KNOW ARE GOOD ROLE MODELS BECAUSE THEY ALWAYS TELL ME POSITIVE THINGS**
- yes. I come from a very honest family, with only a few divorces. My aunts and uncles all have morals.
- Yes i do
- Nearly all of the adults I know are excellent role models to myself and the hunderds of other teens they come into contact with (as teachers, coaches and community volunteers). However, in general they avoid or gingerly skirt the topic of sex and it's many negative consequences. Although the adults are highly respected, they rarely use this influence with tough issues like sex. Most of the time the guidance and help friends need is given

by their peers when it comes to sex, protection, pregnancy, ect. through the from of previous experience, social stigmas and religious beliefs. The adults are great people to look up to, but they tend to be examples instead of support.

- Yes i do because i'm 16 years old with a baby boy named mike after my father because i could not have done it with out my father.
- no all the adults i know smoke weed and drink alot
- I think they can be if they try.My parents have never talked to me about sex or pregnancy. I'm fifteen,and I believe they could be if they didn't always avoid the subject.I get most of my infofrom magazines,media, etc. They need to model good behavior and attitudes toward sex and preventing pregnancy.
- no
- **YEAH I THINK THE ADULTS I KNOW ARE GOOD ROLE MODELS BUT JUST BACUSE THEY ARE GOOD ROLE MODELS DOSE NOT MEAN YOU ARE GOING TO LOOK UP TO THEM IN EVERY GOOD WAY.**
- Some are it all depends who you are with.



What teens
say @ parents
in their lives

Parents

- Parents have to talk to their children about sex and tell them what they think is right. Parents are the ones that we listen to the most. Even if parents don't think their kids are listening you'd be amazed at how many really are.
--Teen People, female, 17
- Instead of flat-out telling their kids not to have sex, parents should go through risks, consequences, and wise decision-making skills with them. For example, instead of telling a child not to cross the street, an adult should give the kids reasons why crossing the street is dangerous and may not be worth it.
--Teen People, female, 17
- The person I talk to is my father. That's the only person I trust in this world with everything.
--Male, 17, DC Community Partnership, 11/10/98
- What is the most helpful thing my parents told me about sex? I wouldn't know. My parents never talked to me, that's why I am now a dad.
--web, male, 17
- I really don't like it when my parents beat around the bush. I would like it if they came out and said what they meant. The most helpful thing to me is that I hear it from my parents and not from the streets. The unhelpful thing is when they start to lecture.
--web, female, 14
- My parents haven't had the sex conversation with me yet. I think they just assume I'm not gonna get into that.
--Teen People, female, 17
- Because adults are *expecting* us to have sex, we are living up to expectations. They are always saying, "Oh, well, we heard so and so had sex so we have got to be prepared for when you have sex." So, what the heck? If the adults expect it, let's go for it.
--web visitor, female, 16
- My parents taught me by the most influential teaching style of all; their example.
--web visitor, female, 18
- My mom means a lot to me so I would never have sex any time soon simply because my mom would be really disappointed and my mom's done too much for me to disappoint her now.
--Teen People, female, 15
- I don't feel that the parents are the best sex educators. The topic of sex can sometimes be very uncomfortable and difficult to discuss with your parents. Trying to break it to your

parents that you are sexually active is very hard and sometimes it's easier to go to a teacher, and ask them for advice on contraception, and on where to go to get tested.

--web visitor, female, 17

- I think my parents were too nervous to talk to me about sex. Maybe they just never thought I was old enough but by the time my mom was ready for "the talk," I already knew more than she did.

--Teen People, female, 16

- You can force your kid to eat their vegetables, and you can regulate them with curfews, but you can't keep them under 24-hour surveillance. Being strict is not the solution, education and instilling the morals that you yourself now have is what is important.

--Teen People, female, 17

ch...
not exciting

- I don't think parents know much about what goes on with kids today...The best thing to do is not really try to prevent the act of sex but to teach your child to be safe.

Teen People, male, 18

- It is fine for parents to want to steer their children away from having sex as teenagers, but I think that they could at least be a little bit more understanding about it. They have been there before, doing the same things that they don't want us to do, so it would be nice for them to kind of be on our side once in a while.

--Teen People, female, 16

- Often you hear about young teens who become pregnant and have a baby. I feel so sorry for them. You have to wonder where these girls' parents are.

--Teen People, female, 16

- Many kids will choose to do what they want, but if a parent can have an honest conversation with their children, they may be able to make better choices about what they do with their body.

--Teen People, female, 18

- Some kids don't feel comfortable talking to their parents about sex. So they go to their peers and sometimes get bad advice. That's why it's important to have a close parent/child relationship.

--Teen People, female, 17

- If you even ask your parents about sex, they start thinking and accusing you of having sex and they watch your every move from then on. It's so degrading.

--Teen People, male, 16

- I'm a teen mom. I don't blame my parents for my pregnancy but it would have been helpful if they had been a little more open about sex. It was never discussed until they discovered I was pregnant.

--Web visitor, female, 17

- Parents are the worst sex educators. I think parents get too embarrassed with telling their kids about sex or they keep quiet assuming their kids know what to do and all.
--Teen People, male, 14
- I hate it when they talk to me as if I'm already having sex! I'm not and it makes me feel like they think I'm already doing it so I might as well go ahead.
--web, march 1999
- My parents are the best role models I couldn't possibly had. Most important, they have taught me how to be an individual and think for myself. Because of the confidence they gave me as a child, I know I can conquer anything, and make my own decisions.
--web visitor, female, 14

Weekly Teen Survey

Question: What do you and don't you like when your parents talk with you about sex? What is most helpful? Unhelpful?

Posted: 3/10/99 - 3/18/99

Results: (unedited)

- When my parents talk to me about sex I would rather them give me alternatives rather than tell me just not to do it.
- My parents have never talked with me about sex, even though I'm four-teen, and going to be 15 in April. It seems to me that the subject is forbidden in our house. I wasn't told about anything. They have not talked with me about it.
- I hate it when they talk to me as if I'm already having sex! I'm not and it makes me feel like they think I'm already doing it so I might as well go ahead.
- I'm not being helped in the sex issue. My parents don't talk to me about it, but they do know that I'm sexually active. I think that all parents should talk to their teens about sex. Even though they don't talk about sex with me, I know enough to use protection.
- my parents never talk to me about sex. just a week ago i lost my virginity. i know if my parents knew, they'd think it wasn't a smart decision but i don't regret it. i would have been helpful if i coulda talk to my mom about everything but since i couldn't i had to find everything out on my own!
- I'm 17 yrs. old and I talk to my mother about sex. I'm still a virgin so I go to her for helpful advice. When a parent is openminded and trusting you will feel more comfortable to talk to them, i do.
- I think it is uncomfortable when they talk about things like that or when they watch shows that talk about it. A few days ago i was watching a thing about spring break and my dad walked in and i changed it because I felt different watching that with him because it talked about things like that.
- I can't stand it when my mom constantly asks if i'm sexually active. She always makes me promise her to use a condom. Sometimes I laugh at her but she yells at me because she is serious.
- I don't like the idea of just totally shifting from what's on t.v, to are you having sex. I hate how my mom's approach to "the talk", is just don't do it. i wish that my father would be the one stepping in and telling me about it. i think it would mean more coming from a man because the message would be that not everything is about sex instead of mom telling you

that all boys want is sex and just to stay away from them. i think it would give a better relationship to girl and their father sif they would talk about it together instead of automatically putting the mother in that position everytime her children get old enough to start experimenting. :o)

- It makes me uncomfortable. but i know that I need to be imformed about the subject.
- I like the fact that they care about you and your Questions.I dont like when they try to make you feel bad about having sex and only tell you the negative sides of each thing.
- They always believe that I have had sex and they wont believe me when i tell them the truth because they think of as a little slutt.
- I don't like when they talk to me about sex at all, because they always mention stuff that i learned in fifth grade like how to use a condom, what the pill is and how to wait until i'm married.
- When my parents mind their own business and let me do my own thing thats what helps cause when someone tells me what to do thats the one thing I want to accomplish
- Theres nothing i dont like because my mom gets right to the point.she always says dont do it and if you do use protection .then she tells us if we do its our decision.
- i love it
- I wouldn't know. My parents never talked to me, that's why I am now a dad.
- **I WAS (AM) A TEEN MOM. I DONT BLAME MY PARENTS FOR MY PREGNANCY. HOWEVER IT WOULD HAVE BEEN HELPFUL IF THEY WOULD'VE BEEN A LITTLE MORE OPEN ABOUT SEX. IT WAS NEVER DISCUSSED UNTIL THEY DISCOVERED I WAS PREGNANT. ONE OF MY SUGGESTIONS WOULD BE TO HAVE REAL LIFE EXPERIENCES ON HERE. I NEVER THOUGHT RAISING AN EIGHT YEAR OLD WOULD BE THIS DIFFICULT!!!! IT WAS SO EASY WHEN HE WAS YOUNGER. NOW I HAVE TO TEACH HIM THINGS ABOUT LIFE THAT I HAVE NOT FIGURED OUT MYSELF. WHETHER PARENTS LIKE IT OR NOT, KIDS ARE HAVING SEX. THEY HAVE TO BE OPEN AND ACCEPT WHAT THEIR KIDS DO INSTEAD OF JUST IGNORING IT. OR TELLING THEM "JUST DONT DO IT.**
- Since it is proven that children are most likely to act like their parents did in this area, the most helpful info from our parents are stories of their sexual experiences. It helps us to understand ourselves and avoid mistakes. Also, it means that the focus is not on us like it usually is when discussing this topic and opens up trusting communication between us and our parents.

- I don't like when they show me how it is done.
- Well my parents don't talk to me about sex like parents are suppose to but I know alot about it and i know that if I make that one mistake that could ruin my life. People just think about sex like it is nothing but when they get pregnant or when they come up with a disease then they are going to quit doing what they are doing. But you know some people will still have sex and don't know that they have HIV. It is unhelpful when they just tell me what I already know.
- I really don't like it when they beat around the bush, I would like it if they came out and said what they ment. The most helpful thing to me is that I hear it from her and not from the streets. The unhelpful thing is when they start to lecture.
- I don't like how they try to insist that you are already having sex and won't admit to it. of course we wouldn't tell you but trying to bully it out of you doesnt help.

Weekly Teen Survey

Question: Please react to the following phrase: "Parents are their children's first and best sex educators."

Dates Posted: 2/8 - 2/14/00

Responses:

- my name is xxx and i am 3 months pregant i dont know how because i having had sex in a while but i still be kissing and hugging how can i be pregent
- Parents have been where we are right now, and they know how kids are when it comes to sex. So, parents can give kids the right information that they want concerning the subject of sex, but kids have to be willing to ask questions and to listen to what their parents have to say. After all, your parents have probably been in many of the same situations that you have been in.
- This should be true, but many of us do not listen to our parents because we believe that they do not understand us. So we opt to listen to our friends instead.
- I think this is true because my mom was always very honest and open with me while teachers have a tendency to leave things out.
- no idon't think that is trur because the parents probably don't know the informatrion
- I think that parents should be their children's first educator about sex because if the parents really care about the child they will tell them the truth about sex. There for if the child was to go to another teacher they may not get all the truth that they need. But the parent would want their child to know the best there is to know about sex.
- My parents never talked about sex. So when i became pregnant at the age of 18, i was terrified to tell them. Instead, i put my trust in the guy, who "knew" that the only option was abortion. I'll never forgive myself for listening to him. And i wish so much that i could have talked to my mom about birth control pills, prevention is the key.
- Most teens are scared to talk to their parents that they would get really upset!
- I beleive that is true because you're parents have already been and done everything you have done or will do.
- I think the parents of children are very good people to educate their children on sex because they have experienced it. But besides knowing your parents have experienced it, teens and their parents need to talk about it and discuss it before their teen has sex- if they do at all.

- Why do teens get pregnant?
- Yes, because they've been through it and know first hand what it's like to have sex.
- Not necessarily true. Many teens these days learn more from many other factors rather than their parents. Television, movies, friends and schools all have involvement in educating teens on this subject.
- This is false because most parents try to hide these facts from their children so the kids go and find out from peers, tv, etc. Parents are the least to know what goes on in their teens life.
- My parents encouraged me to wait to have sex, but also (in an indirect way) told me to be safe if I did have sex, even though I think that they would be very disappointed in me if they knew that I did have sex and even more disappointed if I got pregnant. For that reason I have never been able to go to my mom and ask her for advice about contraceptives. I use a condom evrerytime but I wish that my parents had been less opinionated about abstinence (my mom espically) and would have made me more comfortable about coming to them for advice about conrception. I learned about contraception mostly from school. I think that because my parents were so adamant about abstinence, it cause me to wait a long time before having sex (18), but it didn't prevent me from having sex. Parents can be good sex educators but because kids want their parents to be proud of them, it's a hard topic to discuss when different views are shared.
- i don't think that statement is true at all because everything i know about sex i learned from my friends. most kids learn from each other, that may not be best but it is how it is.
- Cause their parents should be the ones that talk to them about sex.. Even though my parents didnt talk to me about it..
- I think schools should be the sex educators and parents the values educators. But this is not always how it works.
- Parents are suppose to inform their son/daughter with information they will need. I do believe that how a childern grows up is all because how their parents raised them!
- I think that some parents are't as open as others. I learned about sex in the 6th grade by a nurse coming into my school. At age 15 my mom finally told me about sex. So most parents ain't the first to let kids know.
- I dont think thats true. In a way it is but then again you learn alot in school and from other children. and parents do have some to do with it but my mom never talked to me about it so maybe thats why i disagree.

- VERY TRUE! I TOTALLY AGREE! KID'S SHOULDN'T GET ALL OF THEIR INFO. OFF OF THE STREETS, BUT FROM THEIR PARENTS! MY PARENTS WERE DISAPPOINTED WHEN I KNEW EVERYTHING BEFORE I HAD MY "TALK."
- yes
- Me and my boy friend didnt mean for it to happen it was all an accident
- If parents don't talk to their kids first about sex, kids will still find ways to get the information. It is highly unlikely that they will get false information. Parents should set kids straight. If parents don't talk to kids about sex. Kids probably won't come to their parents with sex related prblems
- I beleive it's true because the first person a child asks "where does a baby come from?"Is its parents
- YES IT IS TRUE
- Very true--sometimes parents think that we are listning. And we want to hear.
- i think that if a teen is comfortable talking t their parents about sex then they should, but most of the time teens aren't so they mostly talk to their friends
- I don't think that they are. My parents have never really talked about sex with me. So it's up to me to start the converstion, which can be hard to do. But I do think that parents can be their kids' first sex educators if they start early and not act so embarrassed about it. They should also keep the lines of communication open, and encourage their kids to come to them with questions.
- I've already made a firm decision that I will hold onto my virginity until marriage, but I would like it if I could talk with my mother about it. Talk about sex in our house is basically forbidden unless it's in private, which rarely happens.
- I do not agree with that very much. I think that school and fellow classmates have alot of influence on children while growing up. Maybe more than they're family.
- I guess that all depends on the situation. If my mother was a slut and got around a lot, I wouldn't trust her judgement. In my life it is hard to talk to my mother anyway, and she isn't permiscous at all. So like I said before it depends on the situation.
- that in some cases is not true many people can go to friends or siblings for help
- I have been thinking about it and im only 13 am i weird? Will it hurt?

- **rubbish!!!! books and friends are!!!**
- grossly wrong.. my parents were embarrassed and uninformed. My mother didnt even know what "testicles"were!!!
- No that is wrong, most little girls are whores who want to have sex
- yes they are fior the most simple fact because they are more experience then us and they tells us the safe way of haing sex, and consequence of having sex.
- It would be nice if this statement were true, however it is not. Often, children find out about sex way before their parents are even thinking about the "birds and the bees" speech. Also, many parents this day and age are either too busy or have not yet found the right way to talk to thier kids about sex. Parents need to take more time to learn the best way to help out their children because parents are the most important people in a child's life.
- My father never spoke with me about having sex and my mother was never around. I felt as if nobody cared about me and I had alot of love to give a little child of my own. my boyfriend and I tried to have a baby when i was 13 and at 14 I was pregnant with A little baby girl. I am 18 now and xxx is 3. It is so tough being a mother at a young age. I am graduating with my class, but I barely made it and most teen mothers don't. I wish everyone the best of luck - but real love waits!!!
- I believe that this statement isn't that true, parents are scared to tell their children about sex and the benefits of it. My parents never told me about it till after I had found out about it at school. We find out about it through the kids at school, teachers and other people cause I believe parents are scared that they will talk about it with us too early.
- I disagree... I'm now in high school, but I remember in 4th-5th grade, my peers were the first people that told me about sex...My parents talked to me ONCE about sex, and I honestly don't think it helped any. Maybe it's just them.
- I think that in my house the answer would be yes, but there are people with many different lifestyles and so the answer varies.
- I think this is true. My mom told me everything I wanted to know and made me feel comfortable about asking questions in the future. I trust her more than anyone in the world, so it makes sense to ask her.
- For the most part that is true,but the parents have to get to the children early enough.If they don't all their information comes from their friends.
- that is true because my parents were my sex educators and i felt most comfortable talking to my mom about this personal issue.as long as the child and the parent have a very close,

personal and understanding relationship with one another than the child will definitely be able to open up more and absorb what the parent is trying to say.

- No, I disagree I do not get my information about sex from my parents. Most of the teens I know do not either we are each other's sex educators. The best advice you can get is from a well-trusted friend we listen to our friends, and we tend to just ignore our parents even if they are right.
- yes..I believe that some parents are the best ones to ask..but some girls don't have a mom and don't want to ask their dad..they could ask someone else's mom or their school nurse..
- yes, because nobody can talk to kids like their parents can.
- I definitely agree with this statement because they are the first ones to teach us about everything, so we trust them. They are also experienced so they know what they're talking about
- Parents need to teach their children morals and values. This is done by introducing them to Christ. That is the best way to stop teen sex and pregnancy!
- Well it wasn't that way for me. I mean my parents really never had that talk with me! I know all I know from T.V and movies and other kids talking about it and from experience! My parents really didn't have much to say. Not that they are bad for not doing it. I mean they told me to wait but never really educated me much about it!!
- I believe what this quote is saying is that parents are who teach their children about sex and are the ones that can deliver what they feel is morally and ethically right. and that the child will listen to their parents and are able to open up to their parents more about the sex subject than a complete stranger
- no..because many people are unsure about their parents. It's not easy to bring a situation like that up!
- I agree that parents are the best sex educators for their children. I have five siblings all from the same two loving parents who waited to have sex until they were married. This statistic as it may be is more uncommon than ever. But isn't this the way families are supposed to be? Two people love each other and together raise a family that they made together, right? This example has been education enough for me. Want more statistics? I am an eighteen year old female student at Western Michigan University. I have been involved in a serious relationship which lasted four years and never had sex. Once again this statistic is quite unusual but it's the way it is supposed to be, as my parents taught me by the most influential teaching style of all; their example.
- I don't think that is true...The reason why I don't think that is true is because they always

tell you not to have sex until you are married or some bull shit like that...They also don't tell you what it really is...The way I found out was from school and the teachers and I think that is basically how all my friends found out...See teachers don't mind really teaching the kids about sex and stuff because these aren't their kids and the teacher doesn't have to worry about the kids, but the parents are the ones that have to worry. I bet if my mom told me what sex really was, I would want to try it out as soon as possible...That is just the way I am...So I don't think parents are children's first and best sex educator...

- no not at all! parents dont like talking to their kids about sex! we tend to rely on our health teachers for that!
- Even though this is probably not the case in today's youth due to sex education in our schools at such a young age, I think that it should still be up to the parents to teach their children the importance and the basics of sex.
- I agree...your parents make such a powerful impression on you. You pick up on their attitudes and they help you learn to respect yourself, your body, and to protect yourself. Peers are a very important influence, but your parents can shape even how you respond to your peers and how you will repond to peer pressure.
- no that is dumb
- I completely agree with this!!!
- Most teens are afraid to talk to their parents about these issues, simply because of the fact that they could get in trouble or get yelled at.
- I totally agree with this statement. My parents were the first people to tell me about sex, and talk to me about the dangers. However, I don't feel that the parents are the best sex educators. The topic of sex can sometimes be very uncomfortable, and difficult to discuss with your parents. Trying to break it to your parents that you are sexually active is very hard, I know, and sometimes it's easier to go to a teacher, and ask them for advice on contraception, and on where to go ot get tested. And, sometimes parents don't know how to bring up sexual activity with thier children, causing kids to want to explore on thier own, and be hurt, emotionally and physically.
- "No, I feel that most parents beet around the bush or don't even bring up the subject. They leave it up to the teen to talk about, which is the wrong decissiohn."
- Parents are not because it's not always easy to talk to your parents about having sex plus I would rather talk to a friend or an older sibling.
- "no,I think childern are afraid to ask their parents because they think their parents might think they are having sex.As parents give your child a strait up answers."

- no i don't think they are because my parents are mentally disabled and don't know what they are talking about most of the time
- Yes, I believe that statement is true. My mom and dad let me watch them have sex and they say the best way to learn is by watching and participating.
- no i don't think they are because my parents are mentally disabled and don't know what they are talking about most of the time
- no i don't think they are because my parents are mentally disabled and don't know what they are talking about most of the time
- No my parents wouldnt even know. They have never had sex or at least i dont think they have.
- what is sex?
- No my two moms dont tell me much about sex.
- No, i don't have any parents. I learn everything i need to know from the discovery channel and the local YMCA
- No I learn everything and more than my parents do by watching the kids on the back of the bus.
- i believe this is so true, i trust my parents and have a close relationship with them. i trust them before i would trust or listen to anybody else. i can ask my parents anything though, alot of teens dont have that type of relationship with thier parents.
- I believe this is true, children trust their parents more than many other people in their life and if their parents tell them about sex, then children are going to trust them and that could save a lot of hurt and sickness in the future.
- There is a big pond behind my house and sometimes when its really cold the water turns to a little village of mole people who someday are going to take over the world hahahah!!! the world is ours!!!
- No, I think that most teens learn about sex from peers or teachers. Because they may feel uncomfortable about talking to their kids about sex. Or they may think that we aren't listening to them, but we are. Now all the parents well have to do is talk. Their kids are listening.
- My parents and I have always been and always will be open with each other so I know if there is anything I need to talk or ask them about they're always there. I am extremely lucky.

Weekly Teen Survey

Parents

(FYI)

Question: Do you know how your parents feel about your having sex? Does it matter to you?
Dates Posted: 2/1/99-2/8/99

Results (unedited):

- Yes, I know how my parents would feel about me having sex. And no it really doesn't matter to me.
- My parents know that I had had sex. Boy where they mad. I think that they still think I'm still having it, What should I do? And yes it matters to me!
- My parents feel that having sex is wrong, but I don't care. Just because a kid's parents don't want them to have sex doesn't mean that they won't.
- NO!!!!
- umm..yeah kinda i know they don't want me to have sex but really they can't stop me..i really can't stop i love it.i kinda wish i never started cause before i never wanted it and now that i did i could do it everyday...it brings me and my boyfriend closer together..but i think my parents know that i do but i doubt they would say anything to me...cause they know it would be pointless
- Yes, my parents made it a point to talk to me about the "birds and the bees". They feel that I should adopt abstinence as my way of life and it does matter because I know that my parents are wiser and have had more ex- perience, etc. I respect them and I respect their opinions, not just on sex, but on a lot of other things as well, and I will try to take what they say to heart and make abstinence my rule so that I don't run the risk of getting STD's, humiliation or a child. I know that my parents want the best for me, so naturally I will hear out their opinions. It matters to me a lot.
- My parents would hate it. It does matter so I don't have sex!
- they don't want me involve.yes
- It always matters to me how my parents feel. I am very honest with my parents about sex and they are very honest with me. Being able to communicate with my parents about sex is very important so that we can help each other understand.
- yes, yes
- My parents don't like the fact that I am having sex, but they understand that if it does happen, my boyfriend wears a condom and I am on the pill. My boyfriend and I care what they think, thats why we're am not doing it as much.

- I think that it should matter what your parents think, it matters to me, but my opinion on it matters the most do what you want to do and what you think you should do, because that's the most important.
- My mother is really not happy with the idea that I have sex, but I really don't care because it is my life and I will do what I want to whether she likes it or not. I am almost 18 years old so I think I can make my own decisions.
- I know that my parents don't agree with premarital sex, but that hasn't stopped me from doing it. It makes you feel bad sometimes because you don't want your parents to be disappointed in you, so most of the time you try to hide it from them.
- Yes, it matters to me, my parents care a lot. It doesn't even come to their minds that I could, or am thinking about having sex. They trust me.
- My parents don't want me to have sex but I don't care because I would love to get pregnant if I had a baby then I'd have someone to love me and need me.
- My mom feels very strongly about it. Since she had me when she was 18 she doesn't want me to make the same mistake. I respect her since she is older and wiser than I.
- no
- Yes. My parents feel that I shouldn't have sex until I get married. It matters because my parents probably know better, but if I get to the point where I feel that this person is the one, that's when I'll take the next step.
- My mother and father don't want me to have sex until marriage. I agree because of my religious beliefs. Plus I'm scared.
- Hi. I first wanted to say that I am practicing abstinence and am proud of it. I practice abstinence on my own behalf and no one has pressured me into it... not my priest, friends, teachers, or even my parents helped me to make this decision. I'm not completely sure of how my parents view pre-marital sex, and they haven't said anything to me. I'm presuming that they trust me and that I know what I'm doing. So I've chosen abstinence as the answer!
- Yes, I know how my parents feel about my having or not having sex and it does matter to me.
- I know that they would be disappointed with my choice if I chose to have sex. I do value their opinions because they have given me the freedom to make my own choice.
- My parents feel that I should wait until I'm married, but if I do decide to have premarital sex, they would like me to come to them and get the proper method of contraception. Their

views effect my decision making because if i had sex and my parents found out i would be so assamed and feel like tey lost their trust and respect for me.

- To be honest, my parents never told me how they feel about my sexual activity; they just told me the facts about it. I made the decision on my own and with an adult mentor from church not to have sex until I'm married. That will save me from a lot of stress and pressure and also preserve something very special for marriage. Even though my parents never gave me thier input about it I am confident in the decision I made.
- My parents don't want me too. Yes it matters they trust me so I won't.
- The pressure's to have sex in high school are hard. But I guess as a teenage girl you just have to think about what is right for you, and what your body is telling you. With all of the risk of STD's and pregnancy I am almost scared to have sex. I guess that's good.
- I don't know how my parents feel about me having sex because they don't know. If they knew they probably wouldn't like it. I do think about how they would feel, but it's not there decision, it's mine.
- Yes, I know how they feel about it and it does matter to me, but, no it doesn't stop me from having sex.
- Yea...they aren't trilled or should I say,they were not trilled. I had a baby at 18 and it's hard but I don't have time for relationships and they are very trilled at that fact. It really does matter to me now but it didn't used to. I guess after you have a baby and realize everything your parents said was true, and then you learn to really respect everything they have to say!
- They don't want me to have sex at all. But they told me if the tiime comes I should ask them about getting birth control.
- Yes I know how my parents feel about having sex, they dissapprove until i'm at least at a age that I can be responsible for my own actions, im 14 and had sex at the age of 13, of course my parents don't know, my own friends don't even know, I was one of the few lucky people that didn't get pregnant, and yes it does matter how my parents feel but I can't be laid a guilt trip...
- MY PARENTS NEVER TALK TO ME ABOUT SEX AND STUFF BUT MY SISTER HAS A 4 YEAR OLD KID AND SHES 19 SO I MEAN I AM SEXUALY ACTIVE BUT I KNOW THAT IF I GOT PREGENET WHICH I THOUGHT I WAS A FEW TIMES THEN MY PARENTS WOULD KILL ME MY BEST FRIENDS SISTER IS 16 ANS DONE HAD 2 ABORTIONS SO I MEAN I WOULDNT MIND IF THEY WOULD TALK TO ME I WANT BIRTH CANTROL BUT I AM SCARED TO ASK THEM U KNOW
- My parents feel that i am to young to have sex. they say i dont know what sex is. I know what sex is and it matters that i wait until i am ready and of an age where i can handle it. Age 15

is not a good age.

- My parents feel like kids will be kids. They feel that as long as you do it responsibly and without multiple partners, and as long as you truly love the person, they don't condemn it.
- Yes, I know how my parents feel about it, but it does not matter, because we are in our college aged years and we are mentally and physically mature to engage in sexual activities.
- Yes, they feel I'm too young to be having sex. Yes, it matters to me and if I could change the past I would.
- My parents have made their opinions known to me since the time I was in 5th grade. Now as a sophomore in college, I feel I have had a lot of helpful advice to help make my decisions. My parents are very knowledgeable people and I consider them to be my best friends. I can tell them anything and we talk daily about issues. We both believe it is a good thing to wait to have sex until you are ready. By ready, I mean physically, emotionally, and financially. If you as an individual lack any of these traits, WAIT!!!! You never know when an unexpected pregnancy could happen---with or without contraceptives!!! I myself am planning on waiting to become sexually active until I finish college, am married, and have an established career. A baby is a time consuming job. A husband and financial stability can greatly lessen the stress factor. My parents and I have the same morals and values and their opinion of me greatly matters. I respect them tremendously.
- I did know how my parents felt about me having sex, but I did it anyway. I didn't care what they thought. But they were right. I got pregnant at 16 and now I listen to my parents a lot more.

Internal draft - Do not circulate

White House Conference on Raising Responsible Teenagers in the 21st Century

Despite many positive developments in the last seven years - including declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access - parents of today's adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future. And recent episodes have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (the new technology, an increasingly diverse population, and a significant "opportunity gap" for low-income and minority youth), the Conference will bring to light research on positive youth development, emphasize the importance of substantial investments in youth, and highlight the Administration's achievements in this area.

What problems will be addressed through the Conference?

- Parents ~~that~~ feel disconnected from their children and lack information to respond to the challenges they face.
- Teenagers feel alienated from their families and communities, and may choose their values and behaviors based on peers and the media.
- Low-income and minority teenagers face an "opportunity gap" in many areas.
- Problems of youth require comprehensive and integrated solutions, but often are addressed through programs focused on a single issue.
- There is only limited research on "what works" for adolescents.

What do we hope to accomplish?

- To engage parents and communities in a conversation about how we can do a better job working together to raise our teenagers.
- To showcase the accomplishments of the Administration, and advance the President's budget request, in the area of youth development.
- To encourage more effective, integrated services for and by youth at all levels of government and in the private sector.
- To provide parents and communities with tools and information they can use to address the needs of adolescents.

Consistent culture
Newsworthy
Don't - up 7 h.s.
Sleep deprivation
Time

Vidya
Pepper

- Sonia
- Mike
- Quayne
- Peggy
- Michelle Lipke
- Karen Pitman
- Che Billeau
Blaming the victim?

Jaral Brown
Maurice Hylton
Case. Hanson

Michelle
Lipke -
Academy

Site visits
before/after
on POTUS/POTUS

Base solutions
on research
base

PBS - ?
Teen Program
Campaign

NIH, CDC, NSF
DOJ, ONS
DOE HUD
ED HHS

- In top public
- Emerging professional
to care for adolescents
- Highlight what
public policy
has done &
can do
- Disseminate
research

- To enable teenagers to speak out about the challenges they face and their role in addressing these problems.
- To issue a call to action to the private sector, media, etc. to take responsibility for their effect on youth, and to use their resources to promote healthy behaviors.

Who is the audience?

- Parents
- Teenagers
- Policymakers and service providers
- Media and the private sector *franchise*

When will the conference occur?

- Date to be scheduled pursuant to the President and First Lady's availability. Preferred date is the week before Memorial Day to take place before school lets out so we can downlink to classrooms, and to occur in advance of the America's Promise third anniversary conference in June. *May 22*

How will the conference program be organized?

- The program may be organized thematically around "community, opportunity, and responsibility."
- Within this framework, the following issues may be addressed:
 - Health –teen pregnancy, HIV, smoking, drugs and alcohol, and research on obesity, sleep, etc.
 - Education –afterschool programs, smaller high schools, impact of work on education, college preparation and access
 - Enterprise –entrepreneurship programs, school-to-work, technology
 - Crime –violence by youth, youth as victims of violence, gangs
 - Values –citizenship, service, philanthropy, character education, community strengthening, "One America"
 - Integration of services

What are potential deliverables?

- Announce research agenda
- Commission and release parents' guide to recent research on adolescence
- Budget amplification (pull together all pieces of the federal budget related to this agenda)
- Announce upcoming CNS youth summit (scheduled for late June in Florida)
- Explore possible grant announcements through agencies and foundations

*Exec. Order
made ed. for
available
for afterschool
programs*

*delegations
Task Force*

*Cooperation
incentives
Kennedy, Jeffords
could minister 2*

leadership?

- Explore possible research report releases through agencies and nonprofit organizations

2/18/00 2:39 PM

DRAFT

PRESIDENT SCHEDULING REQUEST

February 18, 2000

ACCEPT

REGRET

PENDING

TO: Stephanie Streett, Director of Scheduling

FROM: Melanne Verveer, Chief of Staff, Office of the First Lady
Shirley Sagawa, Deputy Chief of Staff, Office of the First Lady

REQUEST: For the President to join Mrs. Clinton in sponsoring and attending the White House Conference on Raising Responsible Teenagers in the 21st Century.

PURPOSE: To respond to concerns of growing isolation and alienation among our nation's teens by focusing on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development.

BACKGROUND: The First Lady's Office is planning a White House Conference on Raising Responsible Teenagers in the 21st Century. Despite many positive developments in the last seven years-- declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access -- parents of today's adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future, and recent incidents have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (new technology, an increasingly diverse population, "opportunity gaps" for low-income and minority youth), the Conference will bring to light research on adolescence, emphasize the importance of substantial investments in youth, and highlight the Administration's achievements in this area.

The goal of the conference is to engage parents, youth, service providers, policymakers, and the media in a conversation about how we can do a better job working together to raise our teenagers; showcase the accomplishments of the Administration in this area; encourage positive, effective and integrated services for youth; and provide parents and communities with tools they can use to address adolescents' needs. The Conference will also issue a call to action to the private sector, media and communities to take responsibility for their effect on youth and to use their resources to promote healthy behaviors. Speakers will include parents, youth providers, community leaders, media leaders, researchers and youth. Downlinks and cybercasts will be available nationwide.

DATE & TIME: May 22nd, approximately 1 pm to 4 pm, or a date tbd

DURATION: 3 hours

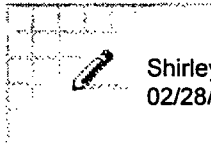
LOCATION: East Room

PARTICIPANTS: The First Lady, youth and youth leaders, youth organizations, adolescent researchers, parents and parent advocates, non profits, foundations, teachers, academics and agency representatives

REMARKS REQUIRED: Yes

MEDIA: Open

CONTACT: MaryEllen McGuire at 6-2016.



Shirley S. Sagawa
02/28/2000 03:03:37 PM

Record Type: Record

To: John B. Buxton/OPD/EOP@EOP, Ann O'Leary/OPD/EOP@EOP, Sonia G. Chesson/OPD/EOP@EOP
cc: MaryEllen C. McGuire/WHO/EOP@EOP
Subject: People to consult re: youth conference

These are some suggestions from Sarah Brown, who is coming in Wednesday at 2 pm to discuss the conference. I am going to call these folks and invite them to come either this Wednesday with Sarah or next Tuesday at 2. I know Michelle Kipke has already been consulted so I wasn't going to call her. Are there others that you have on your lists to call so we don't duplicate?

----- Forwarded by Shirley S. Sagawa/WHO/EOP on 02/28/2000 03:01 PM -----



"Sarah S. Brown" <ssbrown@teenpregnancy.org>
02/25/2000 05:24:34 PM

Please respond to SSBROWN@ui.urban.org

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP
cc: ssbrown@no.return.address
Subject: More names

Hello again Shirley! I have thought of a few more names, all good people and all deeply interested in adolescent well-being, good parenting and youth development

I already gave you three names and numbers:

1. Renee Jenkins, M.D, chair of the department of pediatrics at Howard University and the past president of the Society of Adolescent Medicine (202.865.1592)
2. Michele Kipke, Ph.D., Director of the Board on Children Youth and Families at he National Academy of Sciences (202.334.3883)
3. Michael Resnick, Ph.D., Director of a major research center on adolescence at the University of Minnesota and a lead investigator on the "adolescnet health survey" -- the survey that yielded the finding that strong connections to parents and schools helped reduce risk for teens significantly.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Shirley Sagawa to John Buxton et al. re: People to consult [partial] (1 page)	02/28/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 23242

FOLDER TITLE:

Youth Conference [1]

2013-0124-S

rc1217

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Here are a few more names:

4. Kris Moore, Ph.D., President of ChildTrends here in town -- a wonderfully well informed researcher about the broad area of adolescent development and well-being (202.362.5580)
5. Amy Paulson -- the executive editor of Teen People magazine -- is very in touch with teens today and is a very positive force on that magazine
6. Jane Brown, Ph.D., a professor of communications at Univ. of N. Carolina who studies the role of media in the lives of teens -- a terrific person. (919.962.4089)
7. Ivan Juzang, the head of a firm called MEE productions that specializes in reaching urban youth -- very sharp (215.748.2595)

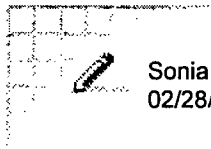
The trick in figuring out an agenda as you well know is to get a variety of perspectives that include research but go on to touch popular culture and such larger issues.

I have tried to think of good people to represent "parents" -- but came up with *nothing*. Adults are much more comfortable syudyng teens than each other. But it will be important to include a lot of material on how parents are managing today and what they can do to protect their kids and promote their well-being. I have some thoughts on this that we can discuss on Wednesday.

I will give this all some more thought and look forward to seeing you on Wed at 2 pm. My d.o.b. is (b)(6) and my social security number is (b)(6). See you soon!

cool)

PS -- a last thought -- I am sure you are talking to Ellen Galinsky of the Families and Work Institute in New York. Let me know if you need her number. She is essential to understdng the whole picture.



Sonia G. Chessen
02/28/2000 05:02:34 PM

Record Type: Record

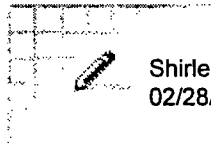
To: Shirley S. Sagawa/WHO/EOP@EOP
cc: john b. buxton/opd/eop@eop, ann o'leary/opd/eop@eop, maryellen c. mcguire/who/eop@eop
bcc:
Subject: Re: People to consult re: youth conference

AddHealth is the key research study on youth right now. If you don't get Resnick, there are several other people from AddHealth who would be great. I think Robert Blum actually did the "connectedness" work, but he's also at Minnesota so it might have been a team effort. Kathy Harris at UNC has used the data to do some intense stuff on immigrants. She shows that the longer kids are in this country, the worse off they get. The acculturation process disconnects them from their parents. This would be particularly interesting in light of a meeting I attended this morning with representatives from the Southeast Asian community. If we do this about parenting teens, I think we are going to have to address the significant cultural issues here.

(Anyway, you didn't ask for the big editorial - but if you call Resnick, I might not call the other two as I had intended?)

Kris Moore is great. She was on my list.

Shirley S. Sagawa



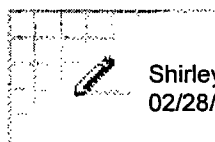
Shirley S. Sagawa
02/28/2000 03:03:37 PM

Record Type: Record

To: John B. Buxton/OPD/EOP@EOP, Ann O'Leary/OPD/EOP@EOP, Sonia G. Chessen/OPD/EOP@EOP
cc: MaryEllen C. McGuire/WHO/EOP@EOP
Subject: People to consult re: youth conference

These are some suggestions from Sarah Brown, who is coming in Wednesday at 2 pm to discuss the conference. I am going to call these folks and invite them to come either this Wednesday with Sarah or next Tuesday at 2. I know Michelle Kipke has already been consulted so I wasn't going to call her. Are there others that you have on your lists to call so we don't duplicate?

----- Forwarded by Shirley S. Sagawa/WHO/EOP on 02/28/2000 03:01 PM -----



Shirley S. Sagawa
02/28/2000 05:12:47 PM

Record Type: Record

To: Sonia G. Chessen/OPD/EOP@EOP

cc: john b. buxton/opd/eop@eop, ann o'leary/opd/eop@eop, maryellen c. mcguire/who/eop@eop


Subject: Re: People to consult re: youth conference

Perhaps you should include these folks in your meeting instead of me in mine -- sarah recommended Michael Resnick instead of Bob Bloom because she thought Bob Bloom was out of the country.

John B. Buxton

02/28/2000 05:52:11 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP@EOP
cc: ann o'leary/opd/eop@eop, sonia g. chessen/opd/eop@eop, maryellen c. mcguire/who/eop@eop
bcc:
Subject: Re: People to consult re: youth conference 

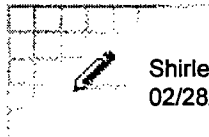
Ellen Galinsky is a key name for us on these issues. She should also be able to deliver some names/organizations for the parents side of this equation.

We have Marty Blank, head of the Coalition for Community Schools, but there are some organizations who are part of the Coalition that we ought to think about adding for either focus groups or, more likely, the main event. I don't know all these groups, but some of them seem appropriate for our issues:

National Council of La Raza
National Coalition for Parent Involvement in Education
Family Resource Coalition of America
Communities in Schools
Coalition for Community Foundations for Youth
Academy for Educational Development
Center for Youth Development and Policy Research
Children's Aid Society (Phil Coltoff should be involved)

I'm sure Marty could help us get to these folks. Alternatively, we could talk with him at a focus group about who from the Coalition should be involved.

Shirley S. Sagawa



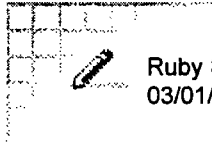
Shirley S. Sagawa
02/28/2000 03:03:37 PM

Record Type: Record

To: John B. Buxton/OPD/EOP@EOP, Ann O'Leary/OPD/EOP@EOP, Sonia G. Chessen/OPD/EOP@EOP
cc: MaryEllen C. McGuire/WHO/EOP@EOP
Subject: People to consult re: youth conference

These are some suggestions from Sarah Brown, who is coming in Wednesday at 2 pm to discuss the conference. I am going to call these folks and invite them to come either this Wednesday with Sarah or next Tuesday at 2. I know Michelle Kipke has already been consulted so I wasn't going to call her. Are there others that you have on your lists to call so we don't duplicate?

----- Forwarded by Shirley S. Sagawa/WHO/EOP on 02/28/2000 03:01 PM -----



Ruby Shamir
03/01/2000 11:36:18 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Ann O'Leary/OPD/EOP@EOP, Shirley S. Sagawa/WHO/EOP@EOP, MaryEllen C. McGuire/WHO/EOP@EOP
Subject: WH Conference on Raising Responsible Teenagers

The First Lady would like to hold a one-day conference this spring on "Raising Responsible Teenagers." The purpose of this conference is to address the many concerns parents across the country have expressed about how to best raise their teenagers, particularly post-Littleton. Attached you will find an internal concept paper for the proposed conference.

This Friday, at 10:30am in room 100 OEOP we will hold an inter-agency meeting to begin planning. Please write me back to confirm your attendance and provide me with your clearance information (date of birth and Social Security Number) or call me at 456-5696. Thanks.

Agency Invitees

ED -- Frank Holleman, Mike Cohen, Adrianna DeKanter
HHS -- Peggy Hamburg, Ann Segal
CNS -- Marilyn Smith, John Gomperts, Kris Minor
DOJ -- Charles Simon
Labor -- Bill Kamela
NIH -- Duanne Alexander
HUD -- TBD
USDA -- TBD
FDA -- TBD
ONDCP -- TBD



FLOTUS Teen Conference

Message Sent To: _____



Inside Health and Science

- [MedicineNet's health news](#)
- [Health digest](#)
- [Health index](#)
- [Diet news](#)
- [Hot lines](#)
- [Science digest](#)

Health and Fitness

Vitamins

SHOP ONLINE

Inside Life

- [Books](#)
- [Lifeline](#)
- [People](#)
- [Television](#)
- [Movies](#)
- [Music](#)
- [Theater](#)
- [Travel](#)
- [Hot sites](#)
- [Web Traveler](#)
- [Health](#)
- [Science](#)
- [Crossword](#)
- [Snapshots](#)

Search

- [Newspaper Archives](#)
- [Our site](#)

Resources

- [Index](#)
- [Feedback](#)
- [What's hot](#)
- [About us](#)

08/24/98 - Updated 09:43 AM ET

The Nation's Homepage



Search The Yellow Pages

Yellow Pages

By state



or click here to search by map

Panel: Parental influence tends to fade

Fifteen-year-old Jenifer Scheyer says it is impossible for her to name just one major influence in her life.

"My life is a big mix, with so many influences. I'd like to say my parents first, and people like Michael Jordan and other athletes and movie stars when they do stuff that looks cool, and models and girls' magazines," says Jenifer, of Northbrook, Ill.

"I also have some close friends I trust to influence me and also my boyfriend. And what my parents tell me really does affect me. You have to put all these things together and make a choice yourself."

Jenifer is addressing the premise of a new book on influences on children, *The Nurture Assumption* (The Free Press, \$26).

The volume is sparking a fiery debate among child-development specialists over which influences kids more: parents or the wider world. Author Judith Rich Harris claims that what parents do, other than passing along their genes, makes little difference.

Although they may lack the perspective of the experts, members of USA TODAY's Teen Panel, including Jenifer, are eager to join the debate.

About half say nobody influences them more than their parents. The other half — mostly older panelists — aren't so sure. Parental influence was crystal-clear when they were younger, but now peers and other outsiders have the edge.

"My parents had a great deal of effect up until I was in middle

TEEN PANEL

USA TODAY's Teen Panel currently has 20 members; four are moving on to college this fall. Panelists were selected from 600 applicants.

The group reflects the USA's geographic and ethnic diversity.

USA TODAY checks with them occasionally about issues from the controversial to the mundane.

school," says Will Shelton, 16, of Knoxville, Tenn. "The things they taught me I still remember and hold to, but at this age in high school your friends have a whole lot of influence. My religion does have influence. And some teachers: My history teacher last year had a great deal of influence. He was just very honest. If he said something, he meant it."

Ari Goldberg, 16, of Boca Raton, Fla., says the swerving to peers begins sooner than middle school. "As soon as a child starts school, he is with friends and teachers from 9 a.m. to 3 p.m. He's with his parents two hours over dinner, and then everyone goes to sleep."

By middle school, Ari says, the child is truly more under the influence of peers than parents and even less apt to talk with his folks about "sex, drugs and alcohol." The fallout is diverse. For the child, the lessening influence of parents is "a good thing because he is not enslaved to his parents' ideas," Ari says. "It's a bad thing because he tends to drift away from his family. And it is a natural thing because that is the way nature takes its course."

Mike Baab, 16, of Seattle says parents are very important, "but your environment totally changes how you turn out. Your friends are way up there." If parents were the most important influence on a child, siblings would turn out more alike, he says.

Body piercing seems to be a line of demarcation between parental and peer influence. "A week ago I got my tongue pierced," says Tighe Herren, of Louisville. "I was influenced by my friends who did it. I am 18, going to college, beginning my own life, and it is a statement of individuality."

Tighe says that by about age 13 parental influence is replaced by peer influence. "I think you start realizing you are your own person and can make your own decisions, consider all your options, rather than simply following blindly what your parents want you to do."

Greg Bailey, 18, of Dallas has had an eyebrow and his tongue pierced, acts that were "absolutely not influenced by my parents." He absorbs "a lot of influence from the culture I hang with around the clubs, with the band I play with," Greg says. "I definitely have a lot of influence from my friends. I'm rarely home anymore."

Peer influence is not always benign, some teens say. Even some of his friends in his advanced study program "are not totally serious about studying, and that affects me," says Mario Francisco Penalver, 17, of Puyallup, Wash. "There is peer pressure, and that tells me I should be a lot more focused."

But then again, parental influence is not always totally positive, says Jennifer Twitty, 17, of St. Louis. "That is why some cycles

can't be broken in families, with domestic violence, drinking." Some kids are so influenced by the negative behavior of parents that they perpetuate the unhealthy patterns, she says.

She is one of many panelists who believe that, although peers are important, parents are still No. 1. "Your parents instill your values. If not, you would not know what to believe, and you would believe anything," Jennifer says.

Family life is "very important" to Michelle Chin, 17, of Haworth, N.J.

"I got my values and morals from my parents, and I interpret the outside influences from that base," she says.

Monica Dupre, 16, of New Orleans says she still listens more to her parents than her peers. "I feel they are wiser than my friends, they have had more experiences, and they love me and would not lead me in the wrong direction."

Monica's dad has a particular gift for "reading people from the first or second time he meets them."

She recalls: "He told me about this boy, from the first time I brought him home, that he was trouble. And I was like, 'Oh, you don't even know him.' I found out later that he was a real weirdo."

Her parents are the most influential people in her life, says Jolina Kwong, 17, of Portland, Ore. "I go to them for everything, on school matters, on everyday problems. They have my interests at heart, and my siblings and I have a lot of respect for them."

Jason Leonard, 16, of Silver Spring, Md., cites an influence that supersedes that of his parents. "I put God at the top; second, my parents and other family members who preach to me and keep me on the right track; my grandparents, who talk to me all the time."

You can talk, Jason says, about the negative influence of movies, music and peer pressure. "But if parents raise their kids with love from just little babies and take them to church, discipline them, take control of their lives and make sure nothing bad happens to them, their children will know right from wrong." At 19, Mark Bailey of Hyde Park, Mass., is preparing for college and feels reflective. Nobody has been more influential than his folks. "I have been very lucky with my parents. Seeing how they live their lives helps me decide how to live mine."

Of course, Mark says, "everyone has problems with parents. I remember when I was 14, I thought, 'These people are crazy.' But

the older I get, the more it seems I should have listened to them more right from the beginning. They knew what they were talking about."

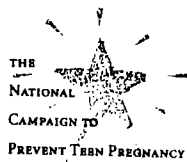
By Karen S. Peterson, USA TODAY

-
- [Go to Health index](#)
 - [Go to Healthline](#)
 - [Go to Lifeline](#)
 - [Go to Life front page](#)
-



[Front page](#), [News](#), [Sports](#), [Money](#), [Life](#), [Weather](#), [Marketplace](#)

©COPYRIGHT 1998 [USA TODAY](#), a division of Gannett Co. Inc.



Media
Consumption
Study 11/99



2400 SAND HILL ROAD
MENLO PARK
CALIFORNIA 94025

For further information contact:

Amy Weitz
650-234-9211 (direct)

TEL 650 854-9400

FAX 650 854-4800

EMBARGOED UNTIL:

Wednesday, November 17, 1999, 9:00 a.m. EST

NEW STUDY FINDS KIDS SPEND EQUIVALENT OF FULL WORK WEEK USING MEDIA

Many Kids Have Multi-Media Bedrooms, TV on During Dinner, and No Rules

Time Spent With Computers Lags Far Behind TV and Music

New York, NY – The typical American child spends an average of more than 38 hours a week – nearly five and a half hours a day (5:29) – consuming media outside of school, according to a major national study released today by the Kaiser Family Foundation. That amount is even higher - nearly six and three-quarter hours a day (6:43) – for kids eight and older. The study – *Kids & Media @ The New Millennium* – examined media use among a nationally representative sample of more than 3,000 children ages 2-18, including more than 600 who completed detailed media use diaries. The study included children's use of television, computers, video games, movies, music and print media.

"Watching TV, playing video games, listening to music and surfing the Internet have become a full-time job for the typical American child," said Drew Altman, Ph.D., president of the Kaiser Family Foundation. "This study really underscores the importance of paying attention to the messages and the information kids are getting from the media, both good and bad."

The study also found that many parents are not exercising much control over their children's media use: among kids eight and older, two-thirds (65%) have a TV in their bedroom and say the TV is usually on during meals in their home, and nearly that many (61%) say their parents have set no rules about TV watching. Parents watch TV with their kids in this age range just 5% of the time. Nearly one out of every four kids in this age group (24%) spends more than five hours a day watching TV.

Even the youngest kids are dedicating a big chunk of their day to media use. According to their parents, kids in the 2-7 year-old age range spend an average of three and a half hours a day using media. Even among these younger kids, one in three (32%) has a TV in their bedroom. More than a third (35%) of parents of 2-7 year-olds say the TV is on in their homes "most of the time" and almost half (47%) say it is usually on during meals. Parents watch TV with their young kids just 19% of the time.

(more)

Computers. Nearly seven in ten kids (69%) have a computer at home and nearly half (45%) have Internet access from home. Among kids eight and older, one in five (21%) has a computer in their bedroom. But despite this widespread access to computers, kids still spend a comparatively small amount of time with computers, averaging less than half an hour a day (:21) using a computer for fun, compared to two and three quarters hours a day (2:46) watching TV. "Computers may be the wave of the future, but TV still dominates kids' time and attention today," said Vicky Rideout, director of the Foundation's *Program on the Entertainment Media and Public Health*.

There are significant disparities in computer use among children from different economic circumstances: in a typical day, half (50%) of all kids who live in or go to school in higher income communities use a computer, while only 29% of those from lower income areas do. Schools are helping bridge that gap: students are equally likely to use a computer in class whether they go to school in a low (32%) or a higher income (30%) community.

Contrary to popular perception, the study did not find evidence of large numbers of children spending hours a day playing computer games or surfing the Internet. Less than one in ten kids (9%) spends more than an hour a day using a computer for fun, including 3% who spend more than an hour online and 2% who spend more than an hour playing computer games. By contrast, nearly two-thirds of kids (64%) spend more than an hour a day -- and 17% spend more than *five* hours a day -- watching TV.

"Heavy" media users. The study identified a subset of children in the 8-18 year-old range who are classified as "heavy" media users -- those who spend more than ten and a half hours a day using media. About one in six kids (16%) falls into this category.

Most kids in this age group report that they have lots of friends, are happy at school, get along well with their parents, don't get into trouble a lot, and are not often bored, sad or unhappy. On a "contentedness index" summarizing self-reports on these issues, most children appear well-adjusted. However, those children identified by the study as "heavy" media users score lower on the index than those children who use less media. The study cannot determine whether heavy use of media causes kids to be less content, whether discontent contributes to children spending more time with media, or whether some other factors cause both effects. However, even when controlling for factors such as race, age, family composition and income of the community in which the child attends school, indicators of discontent are associated with high media use.

Other media. According to the study, music is a dominant force in kids' lives. Young people spend an average of almost an hour and a half a day (1:27) listening to CDs, tapes or the radio. "After TV, music is the medium of choice for most kids, especially older teens," said Donald F. Roberts, Jr., Ph.D., professor of communication at Stanford University and an author of the study.

While the study confirms that electronic media dominate young people's time, it also indicates that reading for pleasure is still a staple in most kids' lives. More than eight in 10 kids (82%) will read for fun each day, averaging nearly three quarters of an hour (:44) a day (excluding time spent reading in school or for homework). But kids still spend more than five times as much time in front of a TV, computer or video game screen each day than they do reading (4:06 v. :44).

(more)

Methodology: The study is based on a nationally representative sample of 3,155 children ages 2-18, including more than 2,000 written questionnaires completed by children 8 and older, more than 1,000 in-home interviews with parents of 2-7 year-olds, and more than 600 week-long media use diaries maintained by parents (for 2-7 year olds) or kids (for 8-18 year-olds). The surveys and diaries were completed between November 10, 1998 and April 20, 1999. The study was designed by Kaiser Family Foundation staff in consultation with Stanford University Professor Donald F. Roberts, Jr. and Harris Interactive, Inc. (formerly Louis Harris & Associates). The data were collected by Harris Interactive, and the results were analyzed by Foundation staff and Professor Roberts. The margin of error for the combined sample of children 2-18 is +/- 3%; for children 8 and older it is +/- 3%; and for children 2-7 it is +/- 5%. The study examines children's non-school use of television, videos, movies, video games, CDs and tapes, radio, books, magazines, newspapers and computers. Children or parents completed detailed questionnaires regarding the child's use of these media the previous day.

The Kaiser Family Foundation, based in Menlo Park, California, is an independent national health care philanthropy, and is not affiliated with Kaiser Permanente or Kaiser Industries. This study is a project of the Foundation's *Program on the Entertainment Media & Public Health*, which was established to examine the impact of entertainment media on society, and to work with the entertainment industry on important public health issues.

To order a copy of the full study (publication #1536), executive summary (#1535), or appendices (#1537) on which this release is based, call the Kaiser Family Foundation's publication request line at 800-656-4533, or review them online at www.kff.org.

###

Note: A summary of selected key data is attached to this news release.

Kids & Media @ the New Millennium: A Kaiser Family Foundation Report

Key Data

Amount of time children spend using media each day, on average:¹

All kids 2-18	5:29
2-7 year-olds	3:34
8 and older	6:43

Amount of time kids spend each day, on average:²

Watching TV	2:46
Listening to music	1:27
Reading for fun	:44
Watching videos	:39
Using a computer for fun	:21
Playing video games	:20
Online	:08

Percent of kids who spend more than an hour a day:

Watching TV	64%
Reading for pleasure	20%
Listening to CDs or tapes	19%
Listening to the radio	17%
Using a computer for fun	9%
Playing video games	8%
Online	3%
Playing computer games	2%

Amount of time kids spend each week, on average:³

Watching TV	19:19
Listening to music	10:04
Reading	5:15
Using a computer for fun	2:29
Playing video games	2:17

Percent of kids who have a TV in their bedroom:

All kids 2-18	53%
2-7 year-olds	32%
8 and older	65%

Percent of kids who use a computer in a day:

All kids 2-18	42%
2-7 year-olds	26%
8 and older	51%

Percent of kids who have a computer in the home:

All kids 2-18	69%
2-7 year-olds	62%
8 and older	73%
Lower income ⁴	49%
Upper income	81%

Percent of kids who have a computer in their bedroom:

All kids 2-18	16%
2-7 year-olds	6%
8 and older	21%

Percent of school-aged children who use a computer in a typical day, by income:⁴

In school:	
Lower income	32%
Upper income	30%
Out of school:	
Lower income	23%
Upper income	48%

Parental oversight:

Percent of kids...

With no rules about TV: 49%

In homes where TV is usually on during meals: 58%

Percent of time parents watch TV with their kids:⁵

2-7 year-olds:	19%
8-18 year-olds:	5%

¹ Time is presented in hours:minutes.

² Times cannot be summed, due to use of more than one medium at a time.

³ Week-long averages are based on mean times with each medium, separating out weekday and weekend reports. Times cannot be summed due use of more than one medium at a time.

⁴ Income categories are based on the median income of the zip code in which the child lives (for 2-7 year-olds) or goes to school (for 8-18 year-olds), and represents the following ranges: "low income" is less than \$25,000, and "high income" is \$40,000 or more.

⁵ Based on media-use diaries.

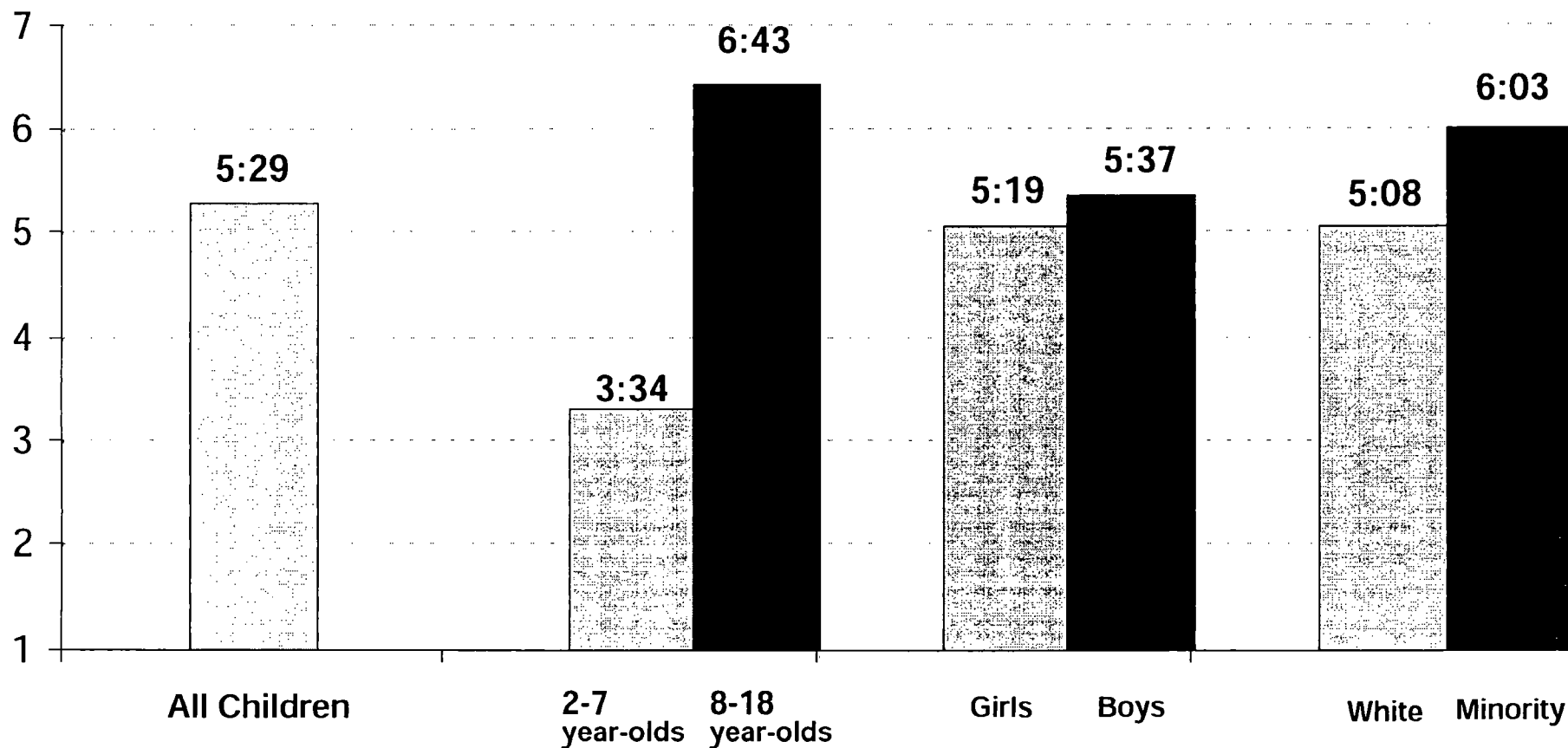
Kids and Media at the New Millennium: A Comprehensive National Analysis of Children's Media Use

A Report of the Kaiser Family Foundation
Chart Pack

Chart 1

Media Use

On a typical day, the total amount of time spent using media by...



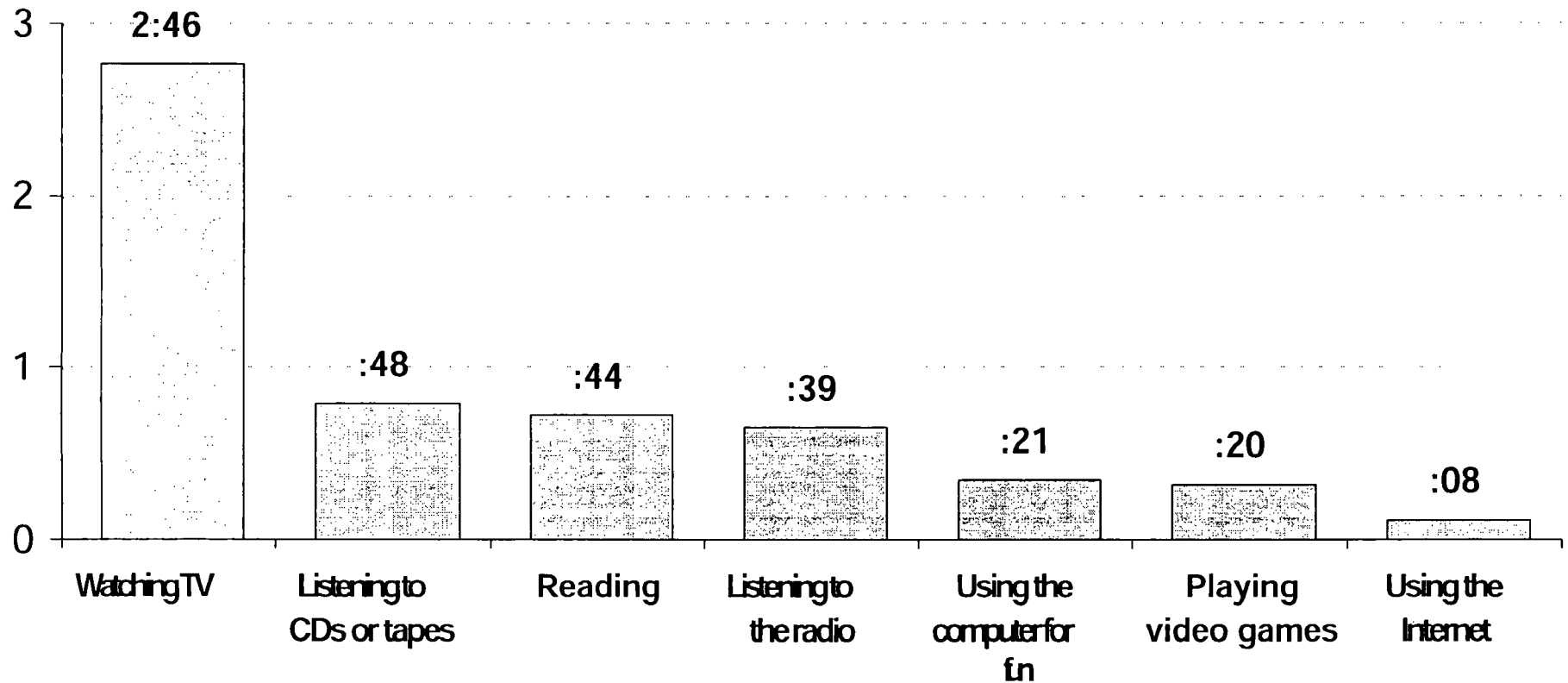
* Times are presented in hours: minutes.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 2

Media Use

In a typical day, the average amount of time children spend...



* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one medium at a time. Reading includes amount of time children are read to.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 3

Media in the Bedroom

Percent of 2-7 year-olds who have the following media in their bedrooms...

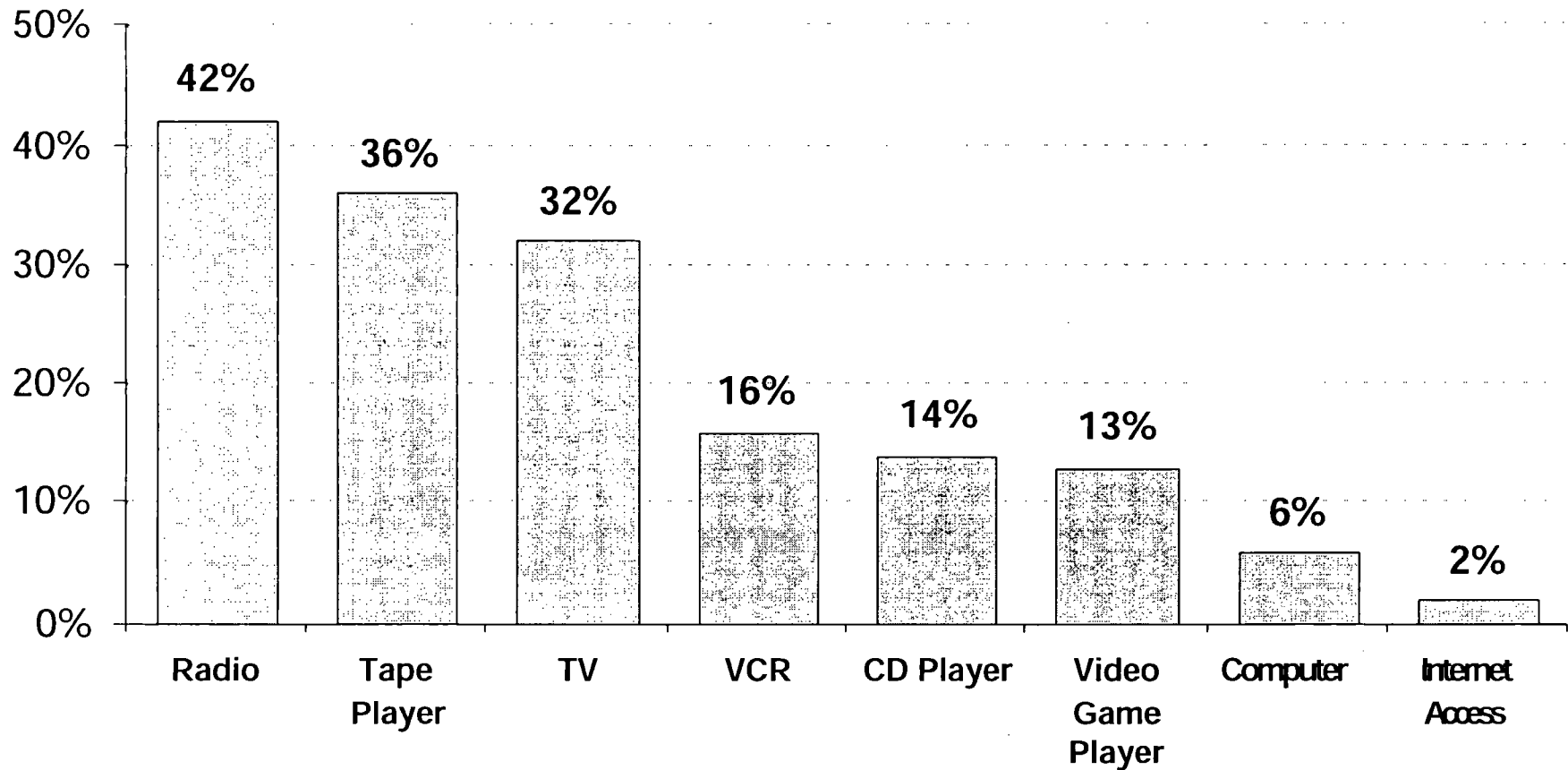


Chart 4

Media in the Home

Percent of children who live in homes with...

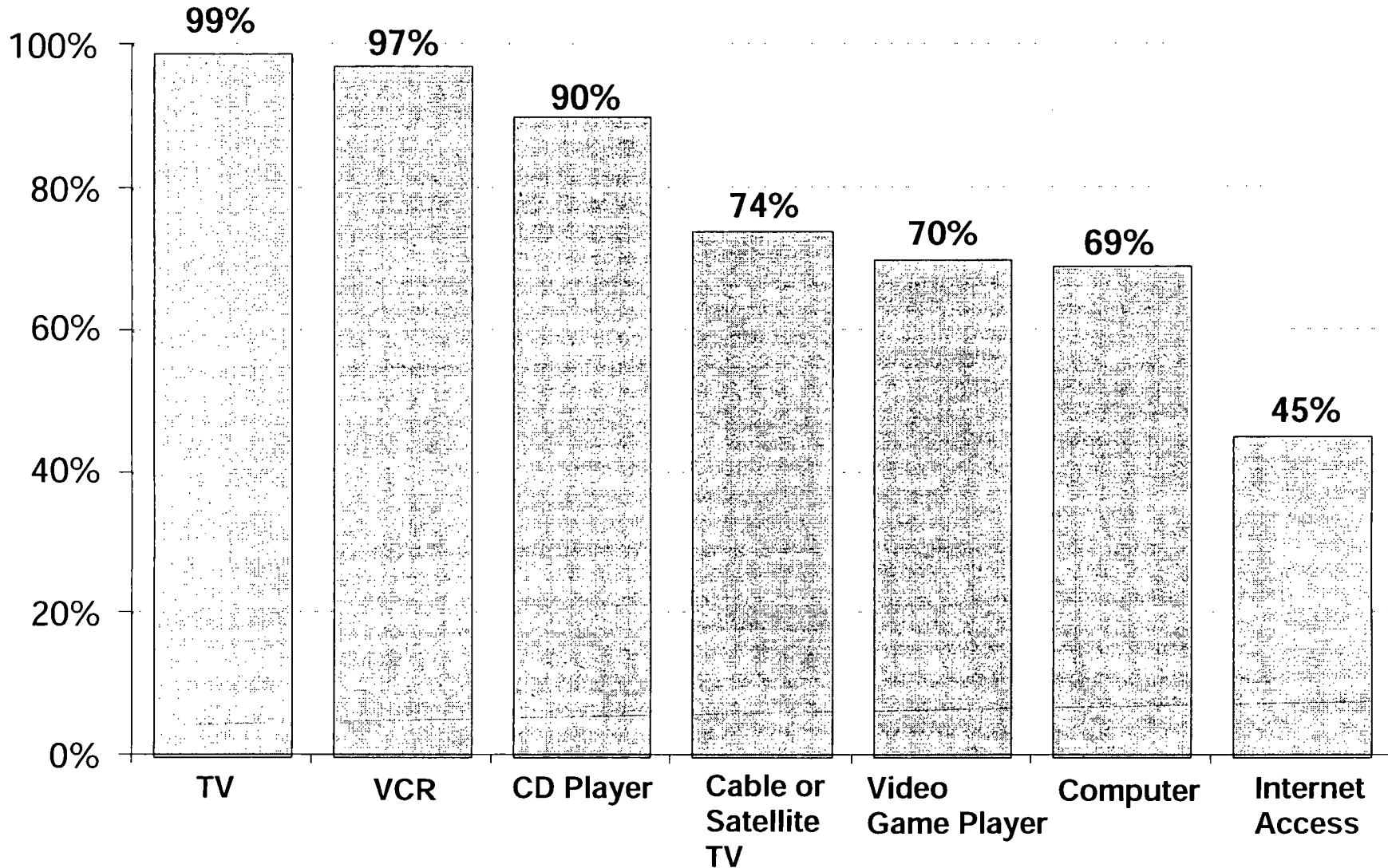
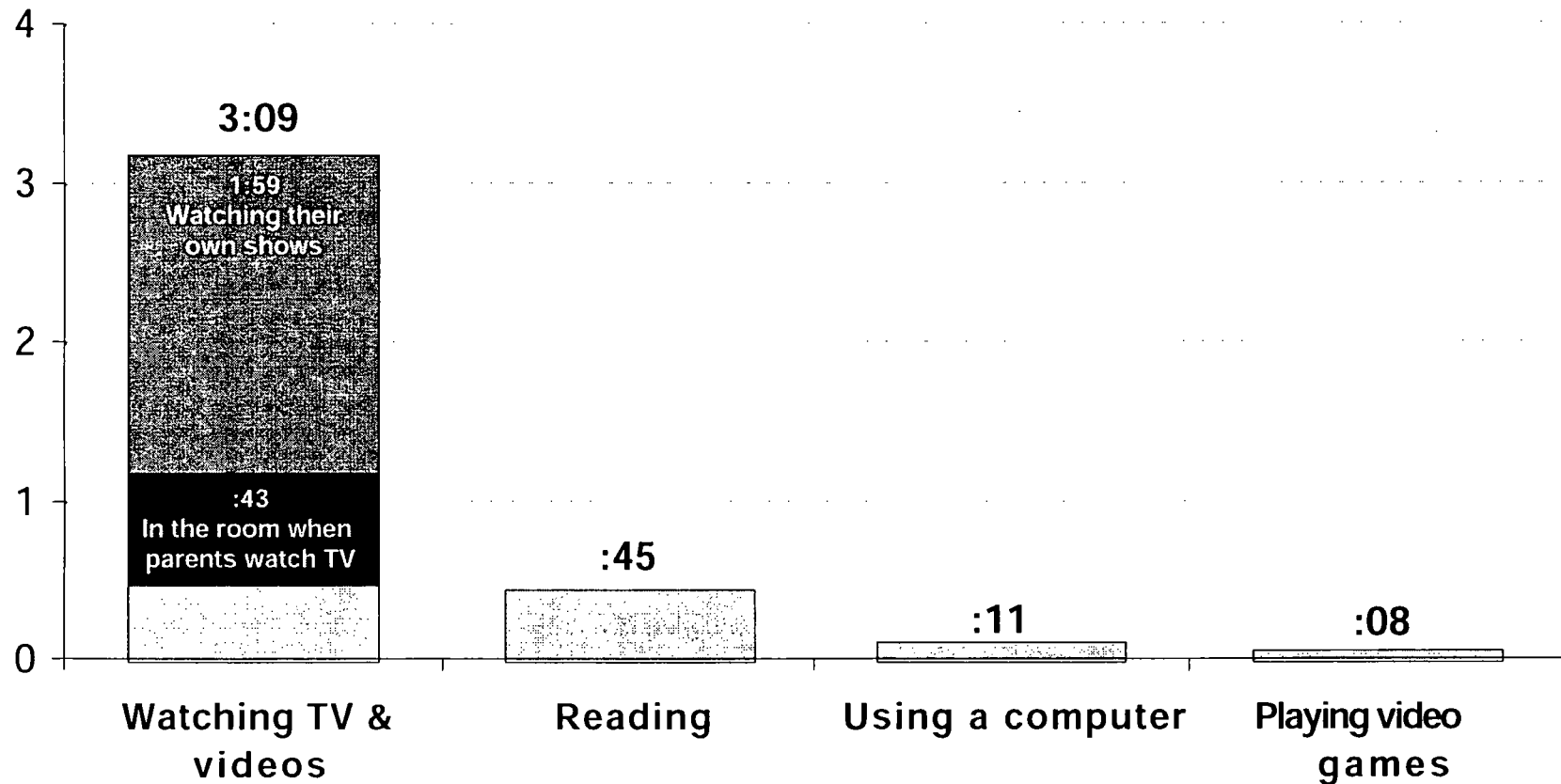


Chart 5

Media Use

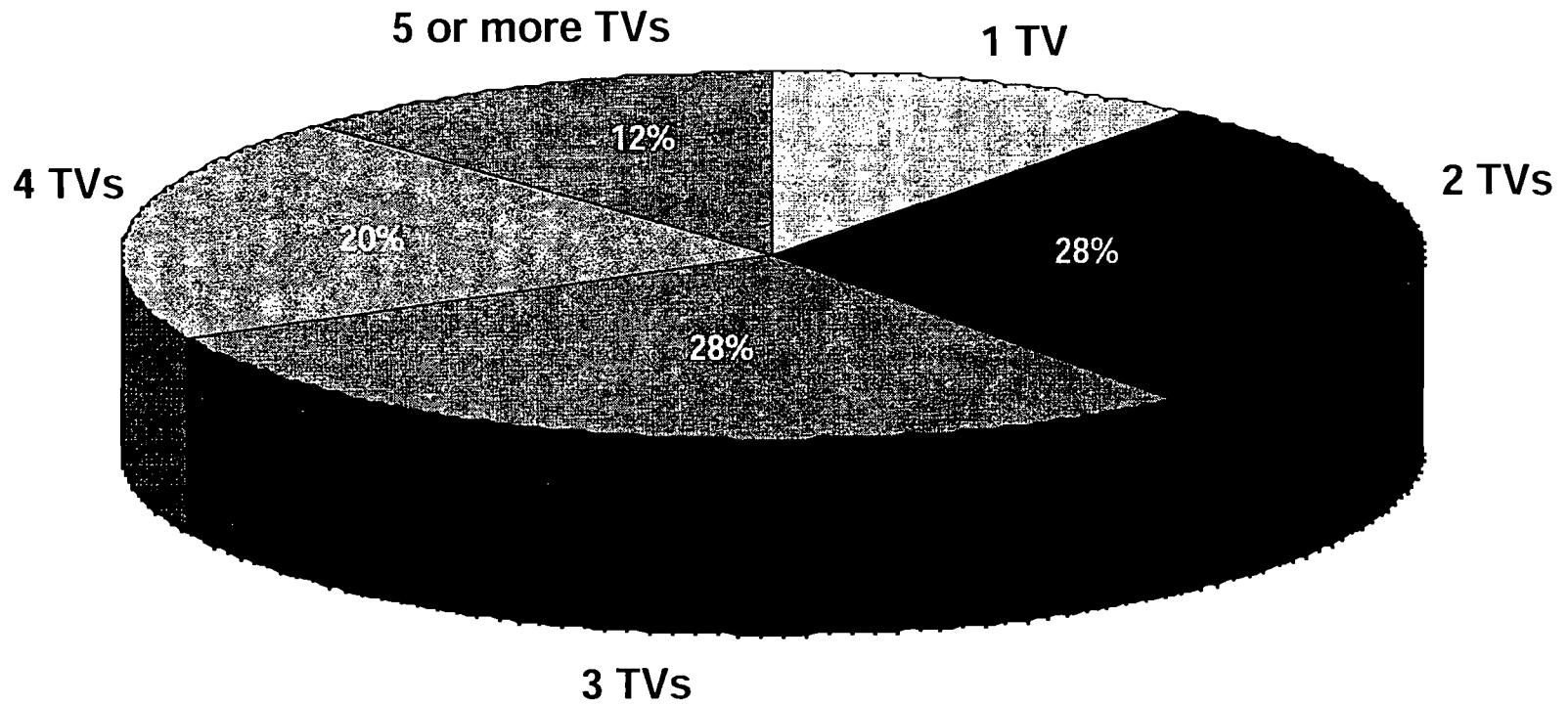
On a typical day, the amount of time 2-7 year-olds spend...



* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one media at a time. Reading time includes amount of time children are read to.

Chart 6
Media in the Home

Percent of children who live in homes with...



* "No answer" responses not shown.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 7

Media Use in the Home

Percent of children who live in homes where...

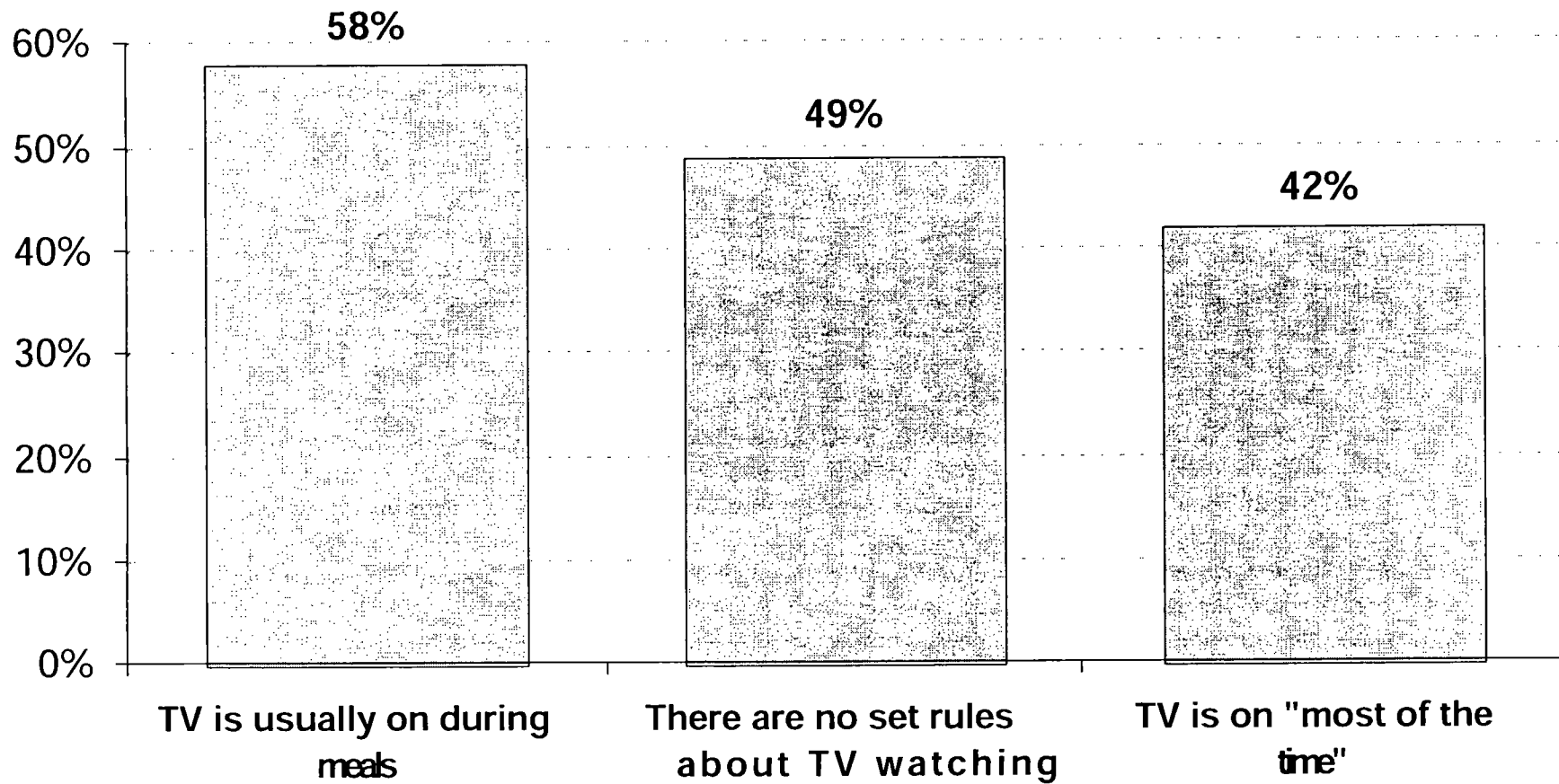


Chart 8

Daily TV Viewing

On a typical day, the percent of children who watch TV for...

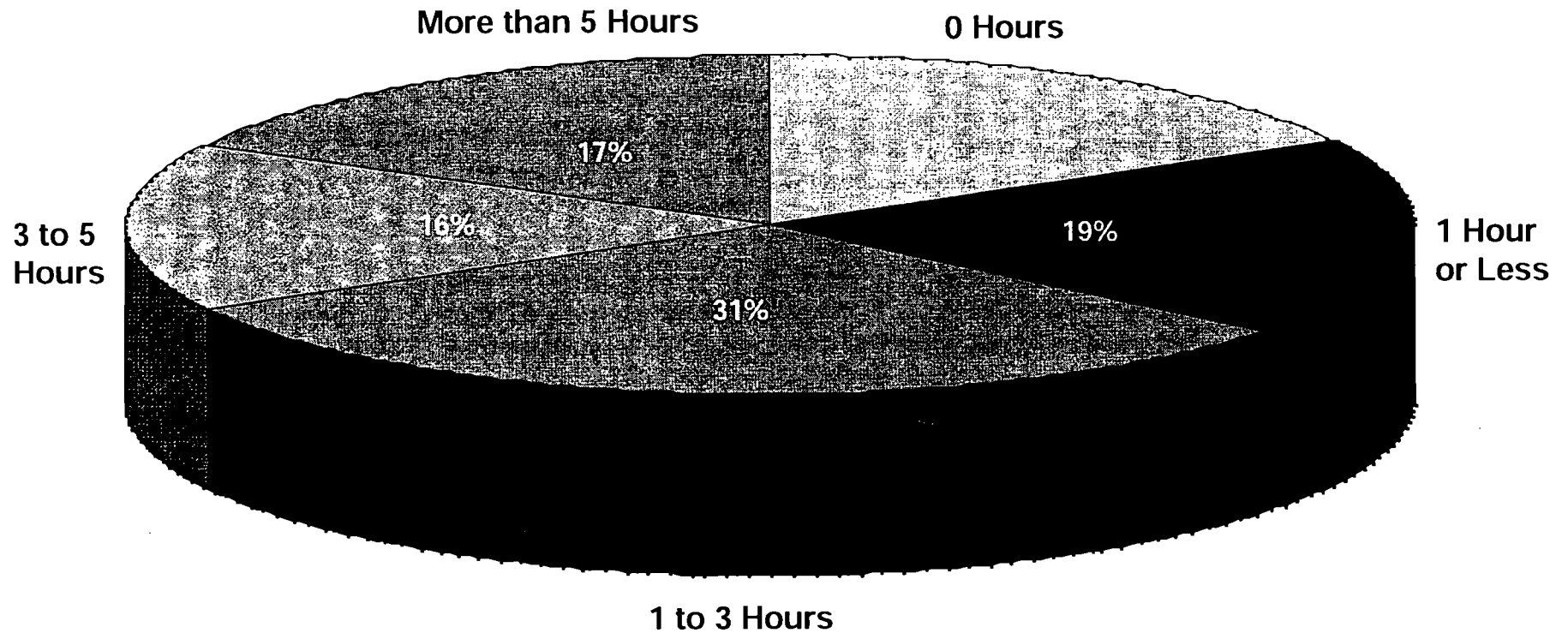
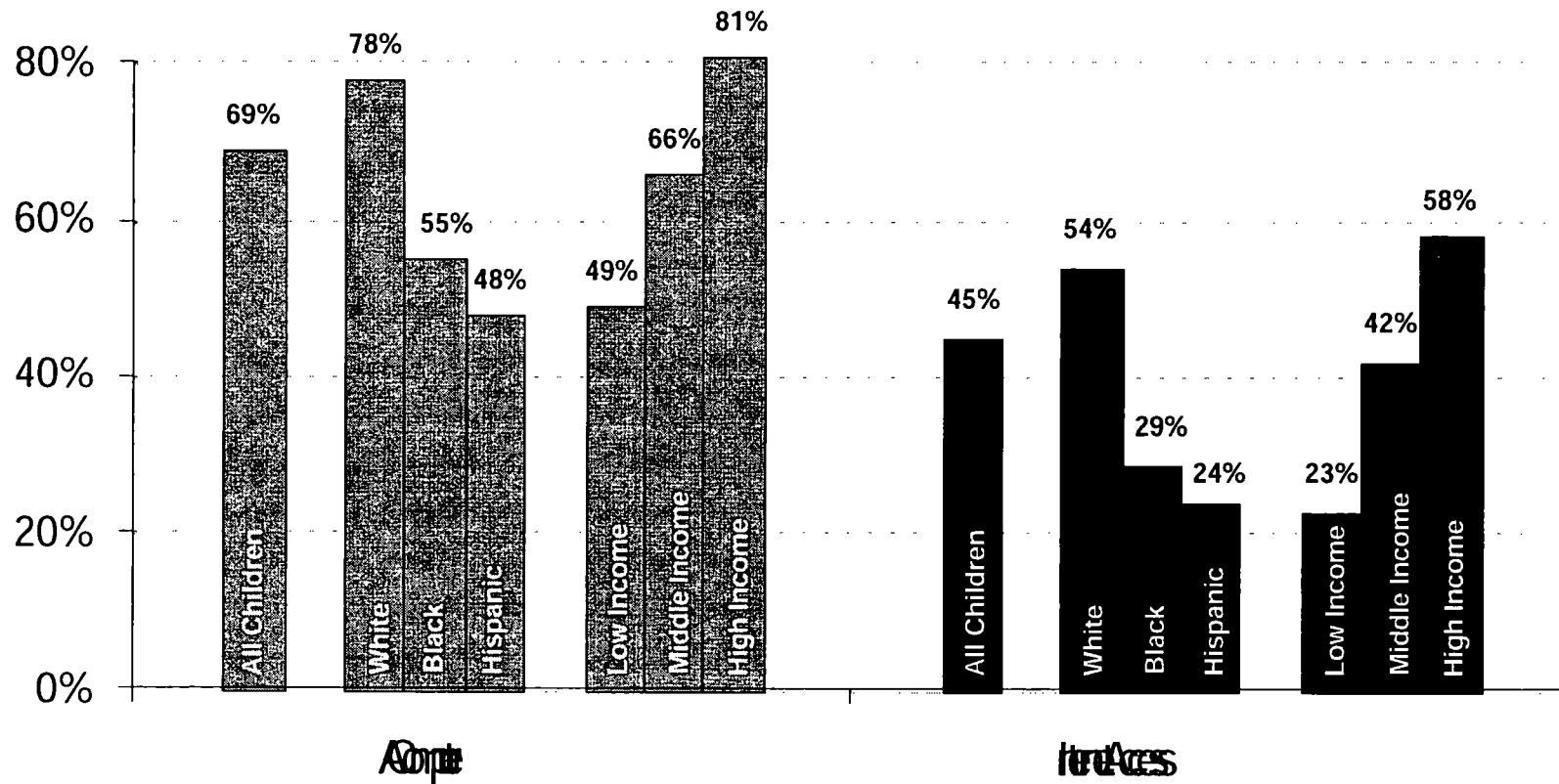


Chart 9

Computers in the Home

Percent of children who live in homes with...



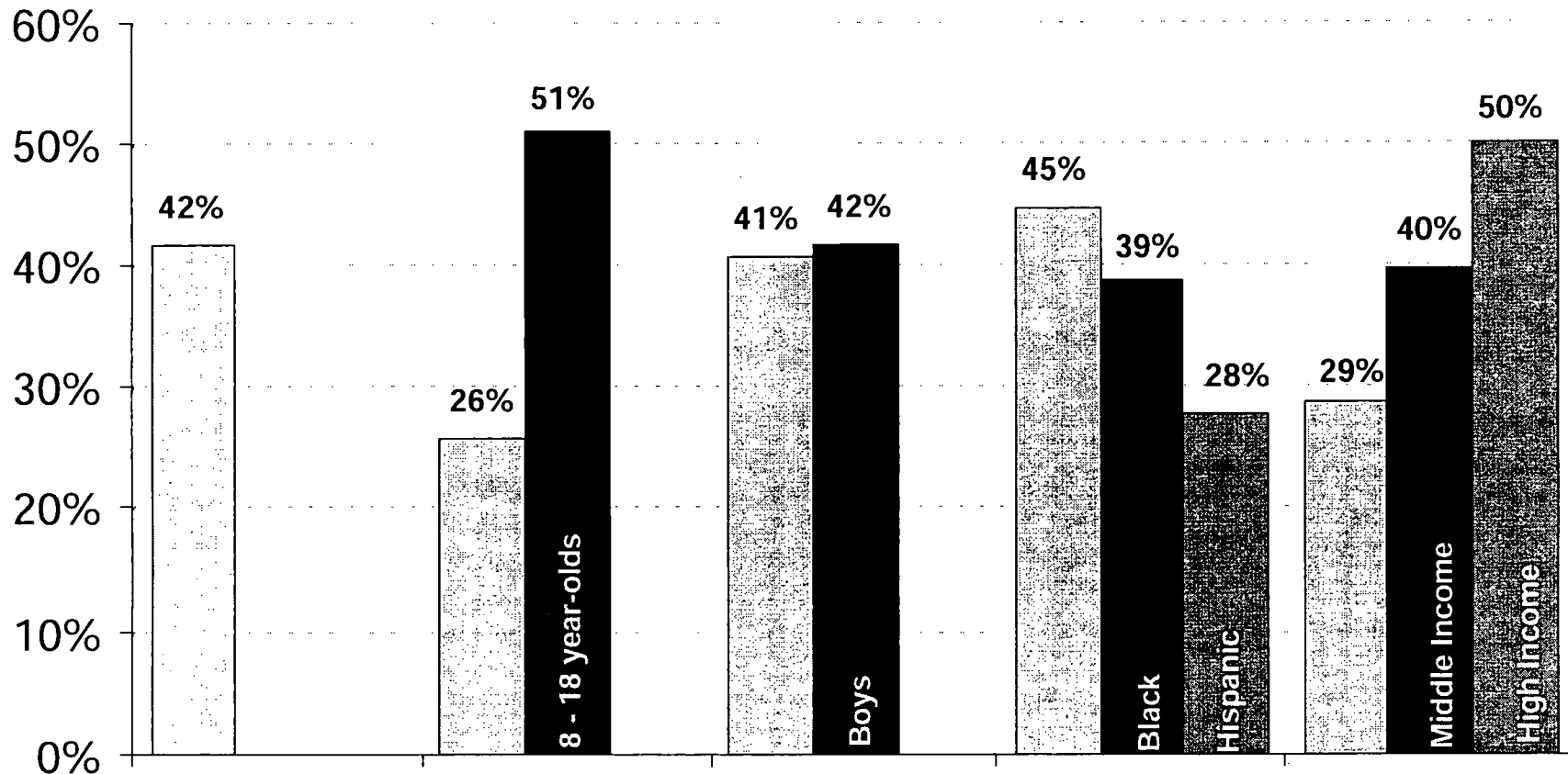
*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 10

Computer Use

In a typical day, the percent of children who use a computer.



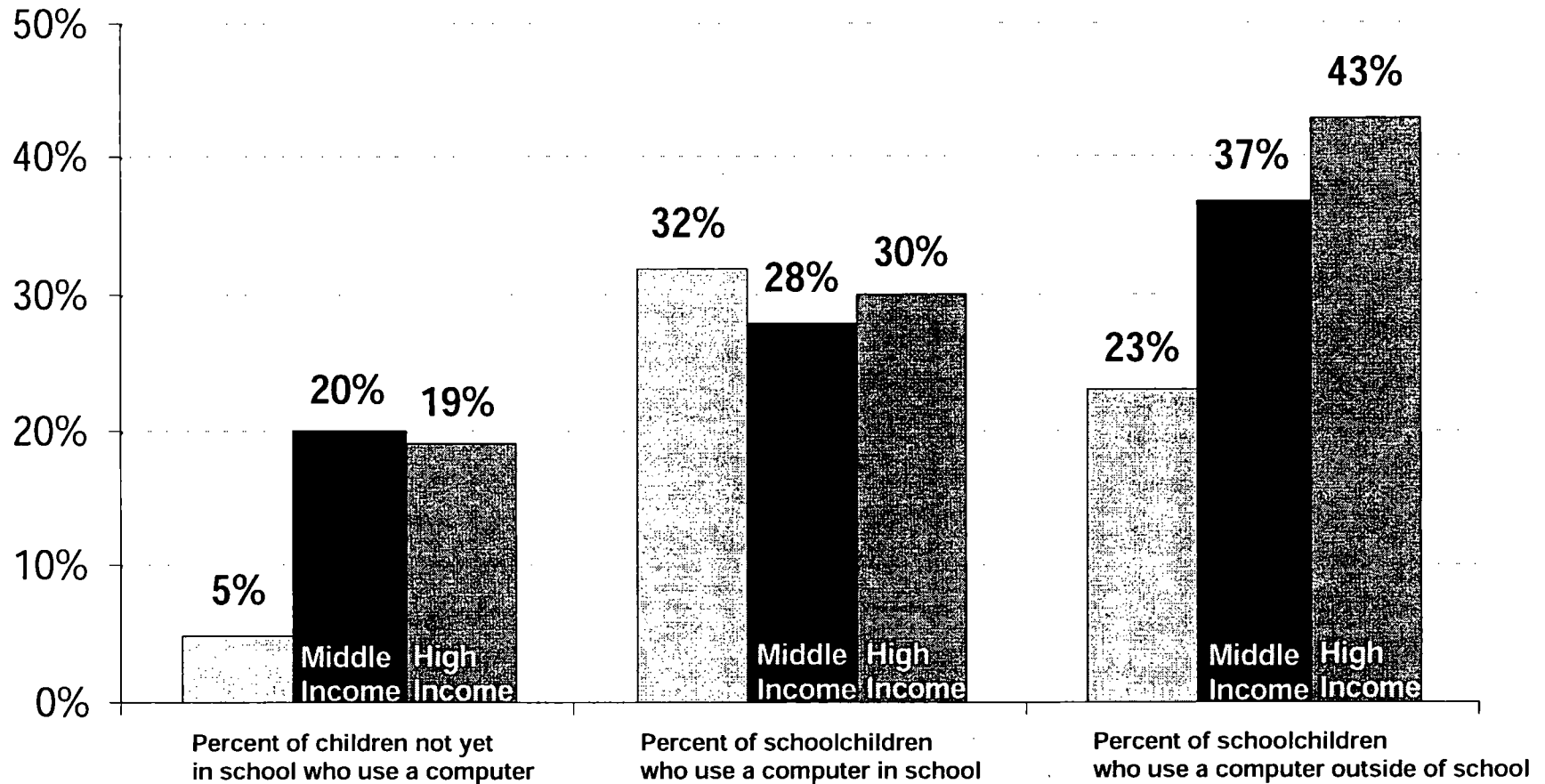
*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 11

Computer Use

The impact of school on income differentials in computer use. In a typical day...



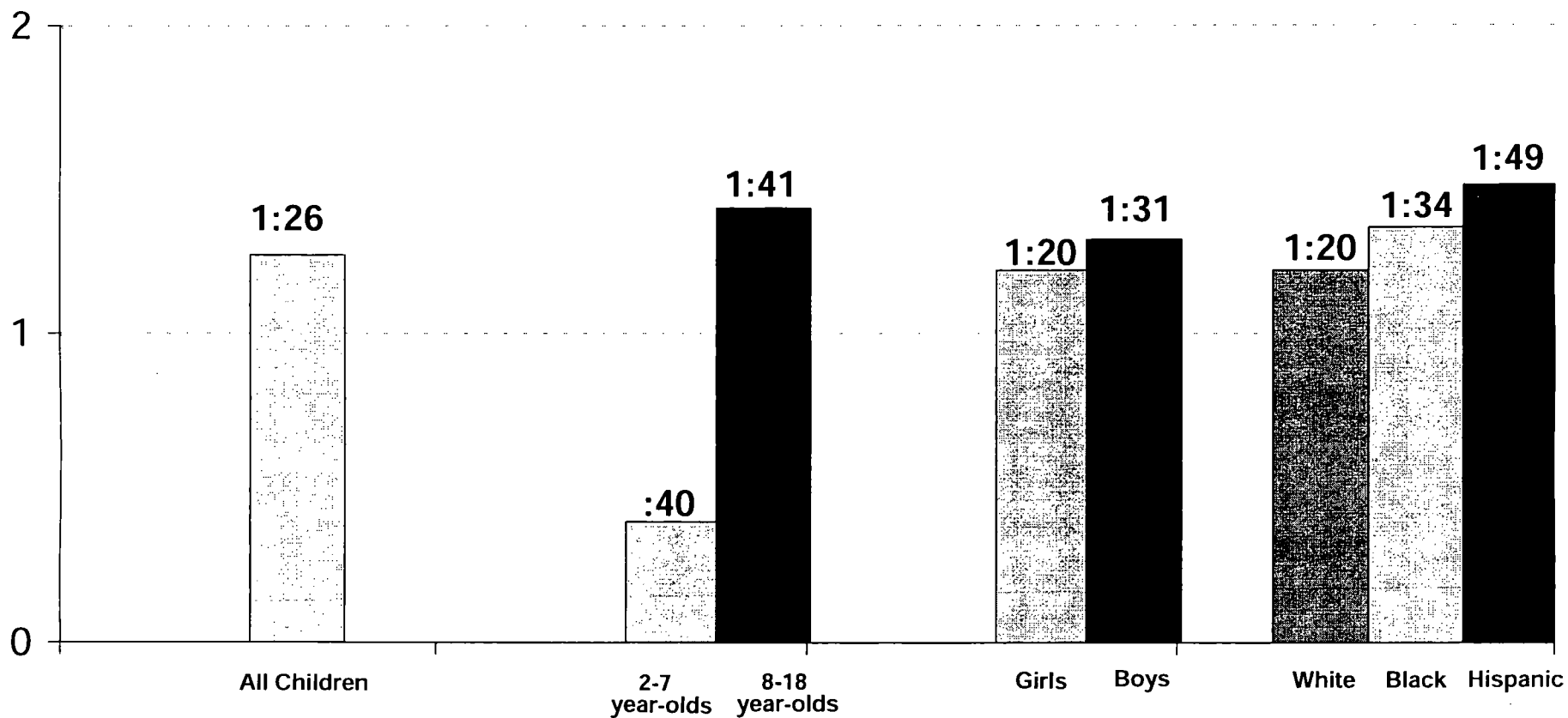
*Income categories are based on the median income of the zip code in which a child lives (among 2-7 year-olds) or attends school (among 8-18 year-olds), and represent the following ranges: "Low Income," less than \$25,000; "Middle Income," \$25,000 to \$39,999; "High Income," \$40,000 or more.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 12

Computer Use

Among children who use a computer, the average amount of time spent at the keyboard per day by...



* Times are presented in hours: minutes.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 13

Computer Use

Of children who use a computer on a typical day, the proportion of time spent on...

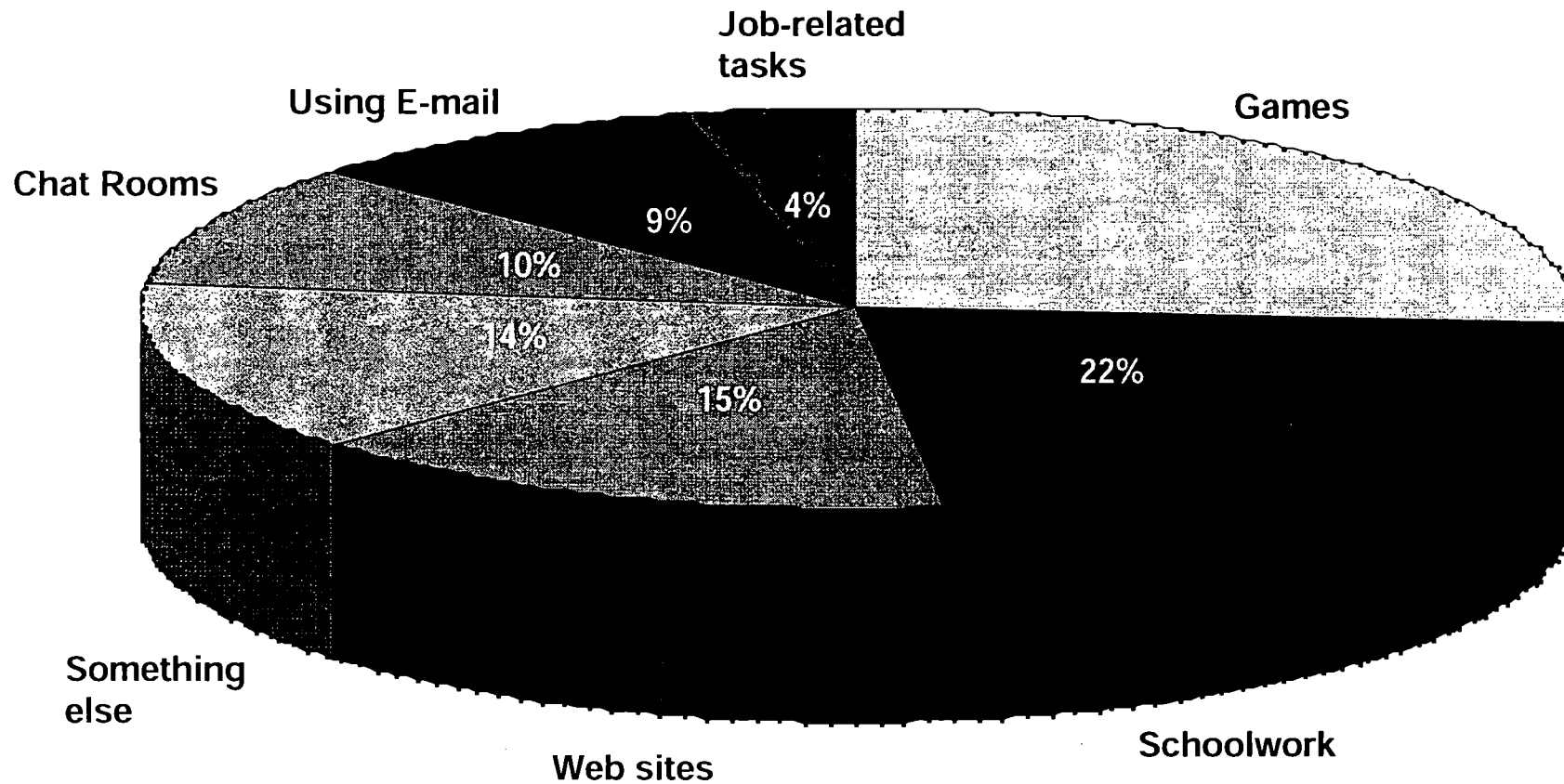


Chart 14

Media in the Bedroom

Percent of children who have the following media in their bedrooms...

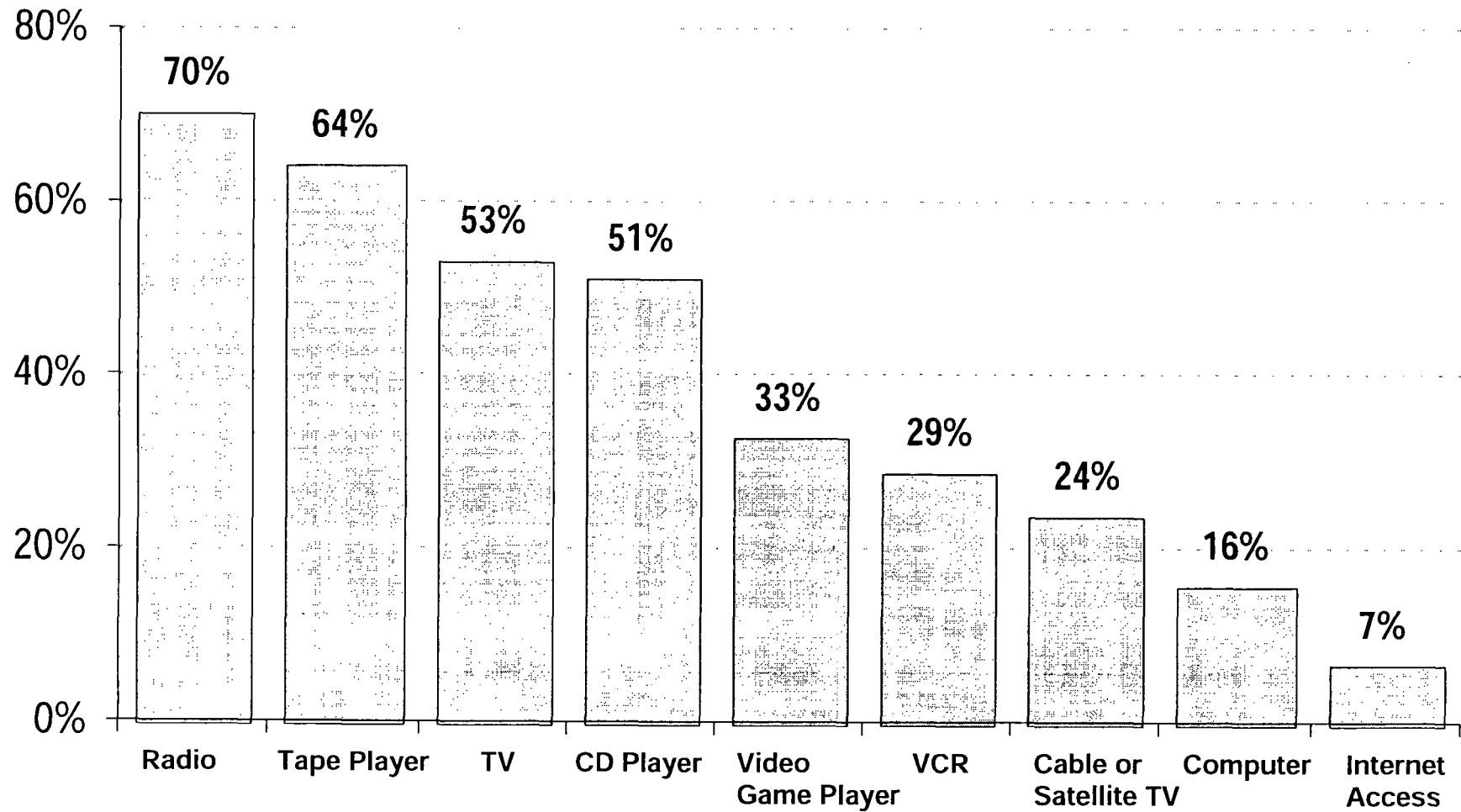


Chart 15

Media Use

Of all time with media, the proportion children spend...

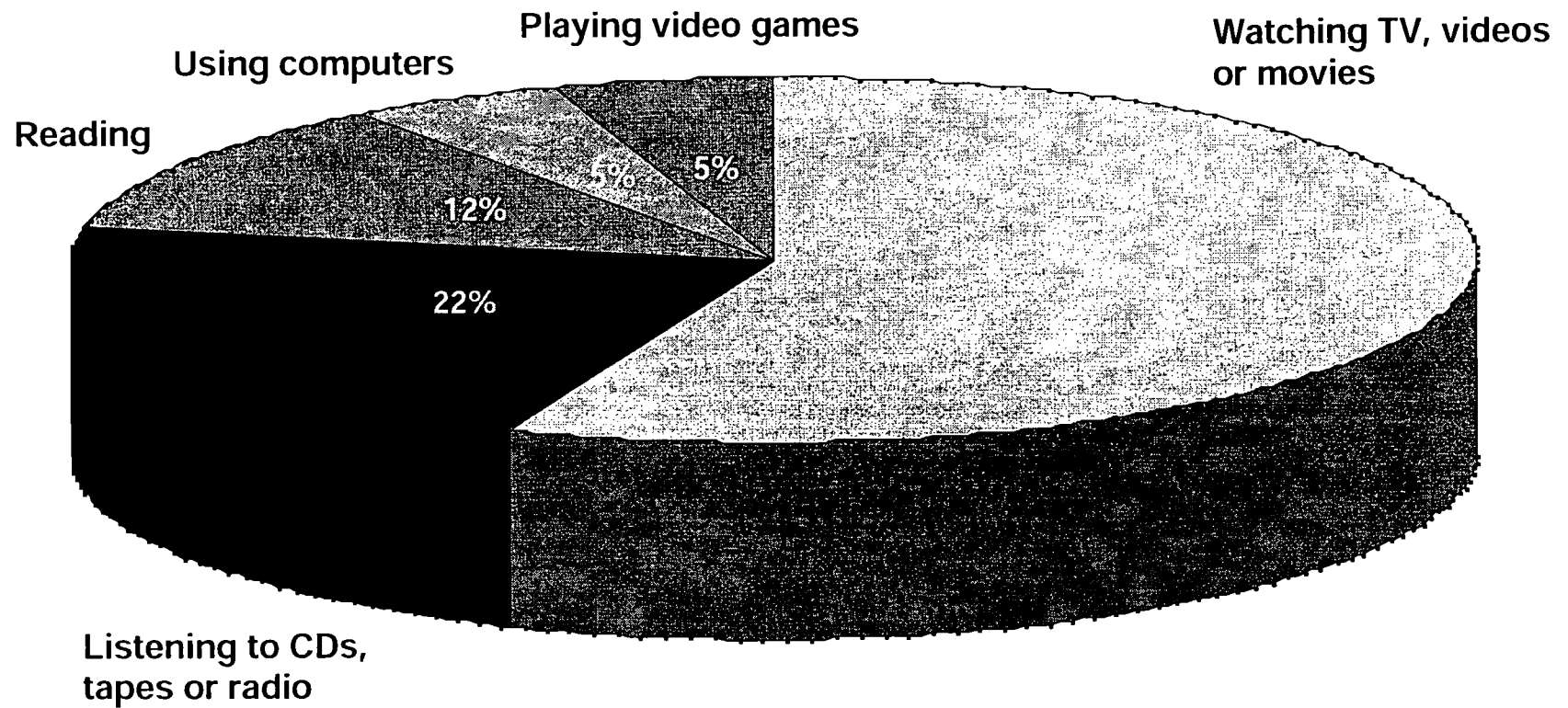


Chart 16
Media Use

Percent of children who spend more than one hour per day...

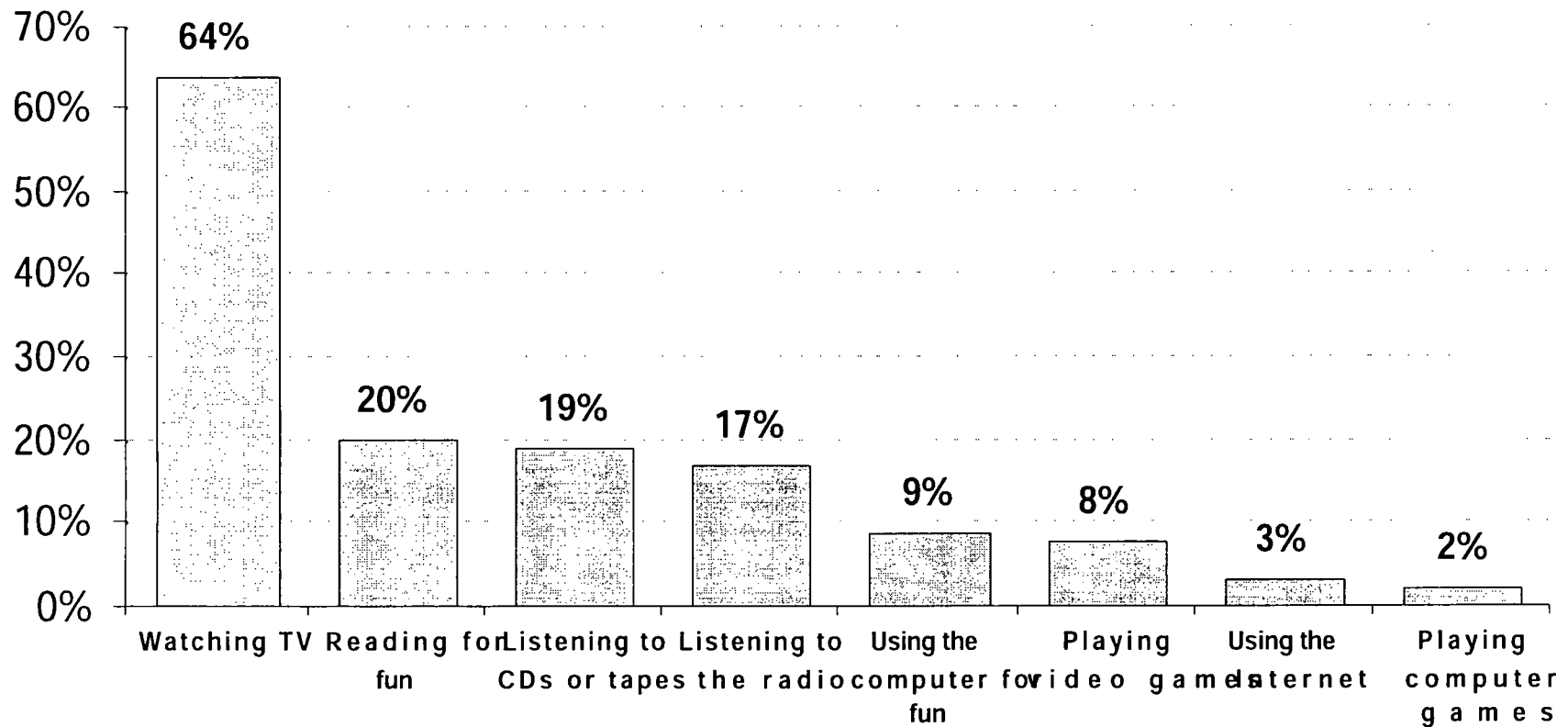
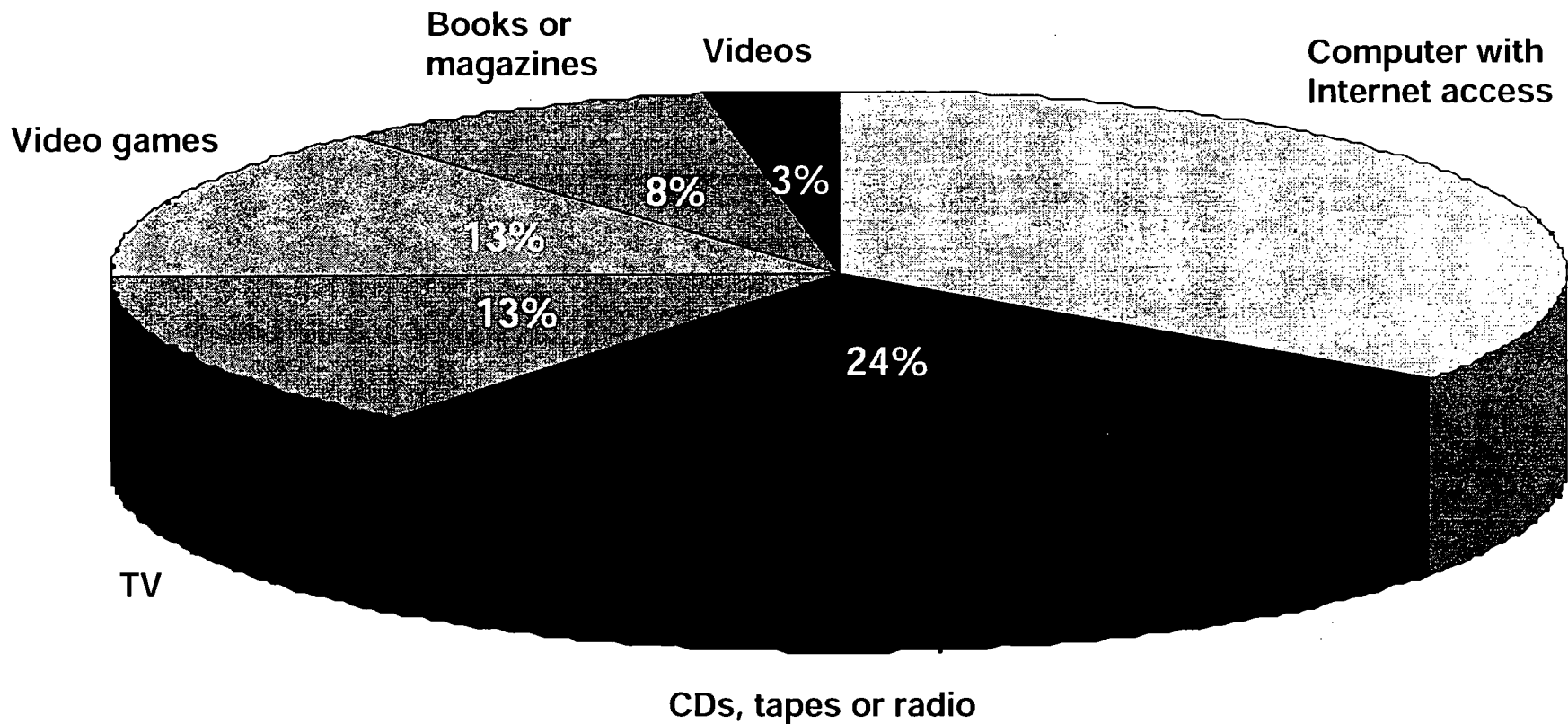


Chart 17

Favorite Media

When asked to choose which media to bring to a desert island, the percent of children aged 8-18 who picked...



* "No Answer"/ "Nothing" responses not shown.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

Chart 18

Attitudes Toward Media

When asked how they feel when they use computers or watch TV, the percent of children aged 8-18 who say they...

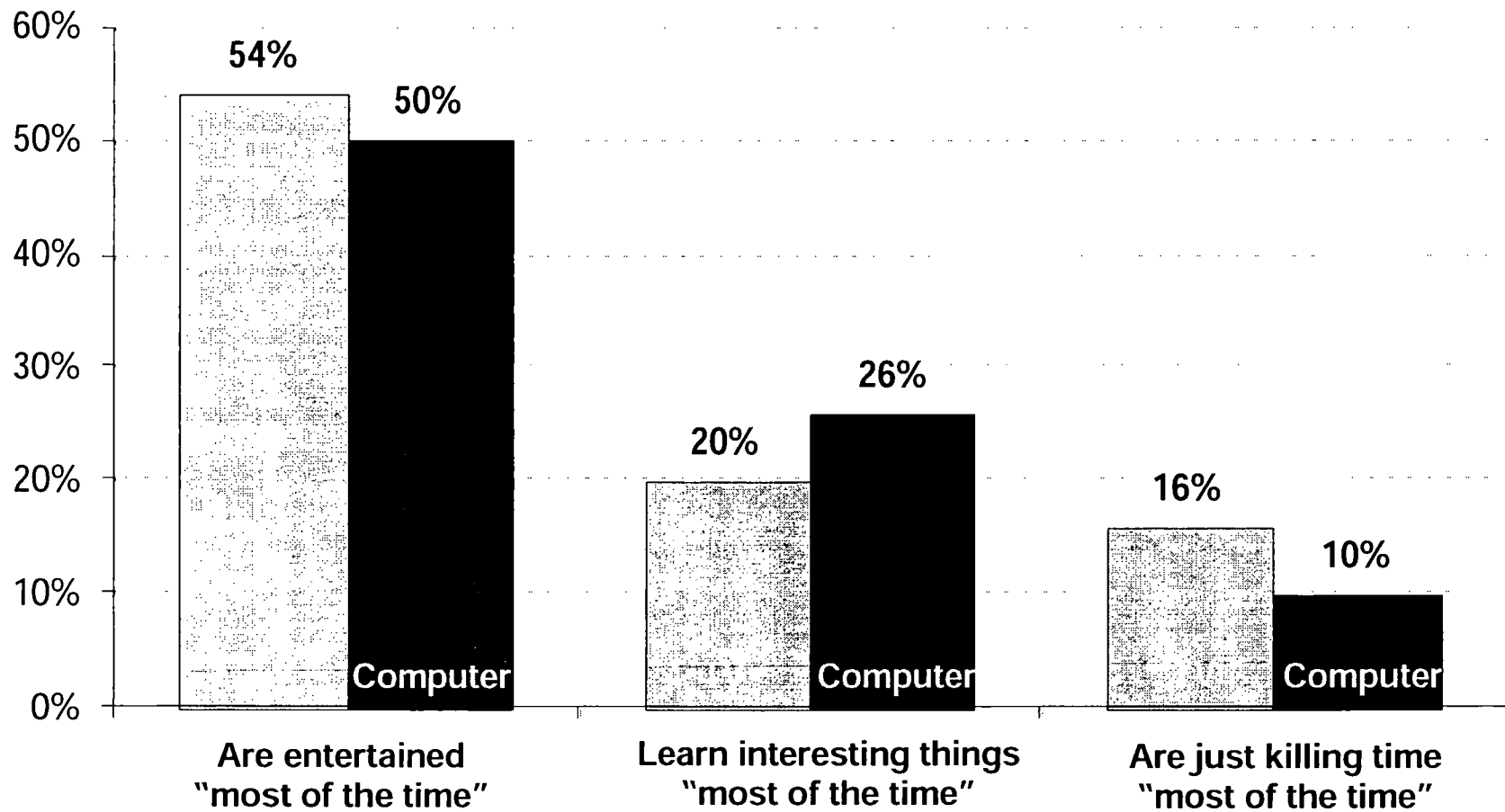
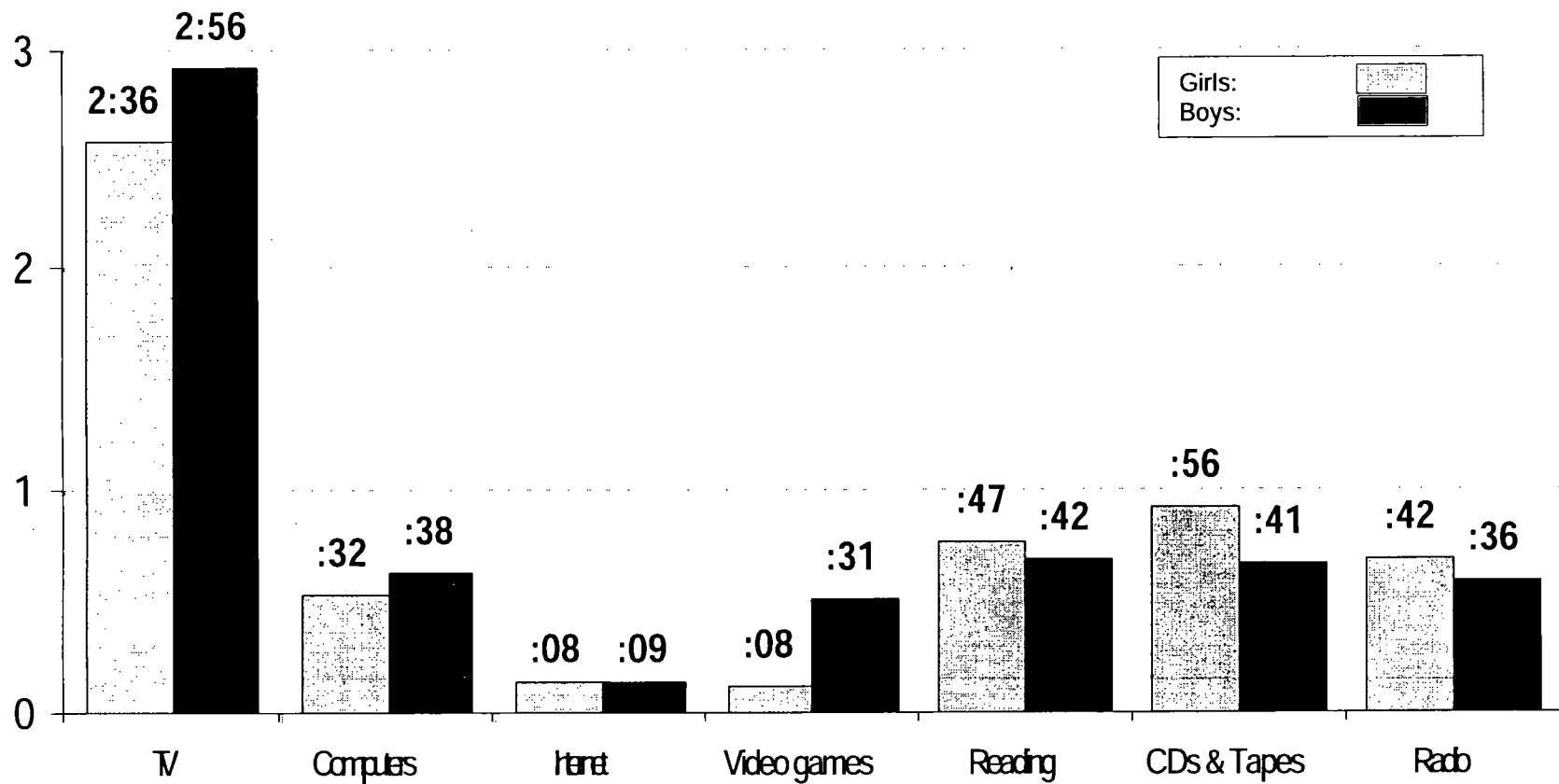


Chart 19

Media Use

Average amount of time boys and girls spend with the following media...



* Times are presented in hours: minutes. Numbers cannot be summed to calculate children's total media use time because they may have used more than one medium at a time. Reading includes amount of time children are read to.

Source: Kids & Media at the New Millennium, Kaiser Family Foundation, November 1999

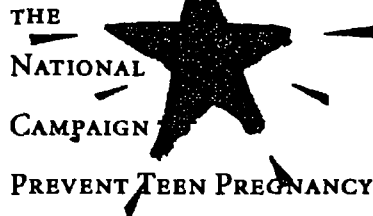
METHODOLOGY

This study is based on a nationally representative sample of 3,155 children ages 2-18, including oversamples of African American and Hispanic children. The media included in the study are television, computers, movies, videos, video games, books, magazines, newspapers, radio, and CDs and tapes.

The sample includes 2,065 students in grades 3-12 (who completed self-administered written questionnaires in the classroom about their media use the previous day) and 1,090 children ages 2-7 (whose parents or caregivers participated in an hour-long in-home survey about the child's media use the previous day). In addition, week-long media use diaries were collected for 621 of these children (487 completed by 3rd-12th graders, and 134 completed by parents of 2-7 year-olds).

The margin of error for the combined sample of children 2-18 is $\pm 3\%$; for the in-school sample of 3rd-12th graders it is $\pm 3\%$; and for the in-home sample of 2-7 year-olds it is $\pm 5\%$.

For a full explanation of the methods used in this study, please refer to the full report (publication #1536), or the appendices (publication #1537), which are available for free online at www.kff.org, or by calling 1-800-656-4KFF.



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5655

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

Sexual Risk-Taking Decreases Among Teens

*"Trends in Sexual Risk Behaviors Among High School Students -- United States, 1991 - 1997."
A report from the Centers for Disease Control and Prevention*

Key Findings

- **For the first time this decade, fewer than half of the nation's high school students report having had sex.** The number of high school students who have had sexual intercourse has fallen 11 percent during the 1990's. This represents a reversal of the increasing trend in sexual intercourse rates among adolescents that occurred during the 1970s and 1980s.
- **The greatest decline was among boys.** In 1991, more than 57 percent of young males reported that they were sexually experienced -- in 1997 this dropped to less than 49 percent of young males. Females decreased slightly from more than 50 percent to less than 48 percent in 1997.
- **Young people are more likely to use condoms.** Among sexually active students, condom use increased 23 percent.
- **Teens have fewer sexual partners.** The number of students reporting that they had had four or more sexual partners over their lifetime decreased from nearly 19 percent to 16 percent.
- **Messages about risks seem to be taking hold.** Researchers say this change in teens' sexual behavior is due at least in part to the increasing array of messages that urge teens to delay sex and to protect themselves against STDs and unwanted pregnancies.
- **Teens are less likely to engage in behaviors that put them at risk for HIV infection, other STDs, and pregnancy.** Improvement in both delaying first intercourse and increasing condom use among adolescents who are sexually active has succeeded in reducing the overall risk.

Source: Centers for Disease Control and Prevention. (1998). "Trends in Sexual Risk Behaviors Among High School Students -- United States, 1991-1997." Morbidity and Mortality Weekly Report. Volume 47. September 18, 1998.

The Washington Post

FRIDAY, SEPTEMBER 18, 1998

Study: More Teens Refrain From Sex *Behavior Trends Shifted During '90s, Reflecting AIDS Threat*

By BARBARA VOBEJDA
Washington Post Staff Writer

After two decades of climbing steadily, the proportion of American high school students who have had sexual intercourse has fallen 11 percent during the 1990s, according to a new federal study released yesterday. Young people are also more likely to use condoms and less likely to have multiple sex partners.

The steep drops mean that for the first time this decade, fewer than half of the nation's high school students say they have had sex, with the most dramatic decline among boys. The new survey data show that just under 49 percent of young males reported that they were sexually experienced, down from more than 57 percent in 1991. For girls, the figure was just under 48 percent, down from about 51 percent.

The findings, combined with other recent studies showing fewer teenage pregnancies and a decline in teenage births in every state, point to a remarkable change in behavior among the nation's young people that researchers attribute to the growing barrage of messages from schools, community groups, churches and families urging them to delay sex and protect themselves against AIDS.

"It is truly good news for all of us involved in the lives of America's teenagers," said Health and Human Services Secretary Donna E. Shalala.

The study, known as the Youth Risk Behavior Survey, is designed to measure the extent to which high

school students are in danger of contracting AIDS and other sexually transmitted diseases or becoming pregnant. The most recent results indicate that because they are delaying sex, using condoms and having fewer partners, teenagers are at less risk than they would have been if the patterns of the '70s and '80s had continued.

The biennial study was conducted last year among more than 16,000 high school students of all ages, who completed written questionnaires about a range of sexual activity.

It also found that, among those who were sexually active, nearly 57 percent had used a condom the last time they had intercourse, compared with about 46 percent in 1991.

Over the same period, the number reporting that they had had four or more sexual partners over their lifetime decreased from nearly 19 percent to 16 percent.

Janet Collins, a study author and a psychologist at the Centers for Disease Control, which produced the study, said the figures "certainly reinforce that something important is turning around here, and it's heading in the right direction."

But Collins and other researchers cautioned that teenage pregnancy remains much more common in this country than in other industrialized nations, with 1 million teenagers becoming pregnant each year. Also, 3 million cases of sexually transmitted diseases are reported in that age group annually.

"Here's the good news. The bad

news is we shouldn't think our work is done," said Susan Tew, a spokeswoman for the Alan Guttmacher Institute, a research organization based in New York.

She cited the fact that many American teenagers become sexually active at relatively young ages, and many don't use contraceptives consistently or carefully.

The study found that, among ninth graders, for example, 38 percent had had sexual intercourse, a figure that rises to 61 percent among 12th graders.

Also, while teenagers are changing their behavior in ways that make them less likely to contract AIDS, the disease is nevertheless more of a risk to them than it was a decade ago because the pool of infected partners has increased. Despite the decline in sexual activity, half of HIV infections in this country occur among people under 25.

Douglas Kirby, senior research scientist at California-based ETR Associates, said programs common in schools and communities promote the notion that children should abstain from having sex altogether. The second message in many programs, he said, is "if you do have sex, you have to use condoms."

Ten years ago, many programs talked only about contraceptives, but that is rare today. And, he said, some of the changing behavior among teenagers may stem from the influence of a generally more conservative society that emphasizes personal responsibility in many areas of life.

steady income and high hopes for their three young daughters.

But when they applied for a plot of land in a handsome new suburban neighborhood under construction near their village in 1994, the Kaadans were turned down flat. Arabs were not welcome, they were told. And the Kaadans, like one in six Israeli citizens, are Arabs.

"We thought this would be an opportunity

appointment, Israel's High Court of Justice stepped in today. Overturning a half-century of policy, practice and entrenched discrimination, the court ruled that Arabs cannot be barred from living in certain types of cooperative communities. Similarly, the court forbade Israelis from establishing exclusively Jewish communities on state land.

See ISRAEL, A20, Col. 2.

Key Brain Growth Goes On Into Teens

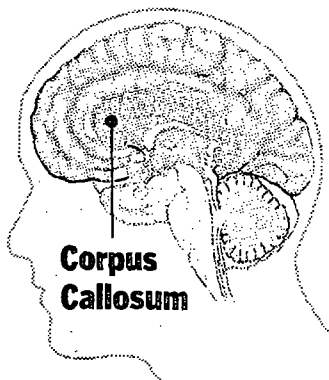
Study Disputes Old Assumptions

By CURT SUPLEE
Washington Post Staff Writer

Scientists have discovered that the brain undergoes surprisingly dramatic anatomical changes between the ages of 3 and 15, a finding that may not amaze parents of mercurial children but shatters some traditional assumptions about neural development.

During key periods, a research team reports in today's issue of the journal *Nature*, the amount of gray matter in some areas can nearly double within as little as a year, followed by a correspondingly drastic loss of tissue as unneeded cells are purged and the brain continues to organize itself.

"It's remarkable," said



neurologist Arthur Toga of the University of California at Los Angeles' School of Medicine. "Even though the overall size of the brain is relatively mature, we're still seeing changes" in the form of "very local and discrete patterns."

As recently as a decade ago, it was widely assumed that such major growth spurts and subsequent cutbacks took

See BRAIN, A14, Col. 1

INSIDE

Museum Woes

Smithsonian chief tells Congress more money is needed to repair "shabby" facilities.

STYLE, Page C1

Four Are Slain In Rampage

A massive search was underway last night for a man charged with killing three people and suspected of killing a fourth during a two-day shooting rampage in Baltimore County. His girlfriend, whom he is charged with abducting, turned up unharmed.

METRO, Page B1

Gas Pains

Oil prices are hurting pizza-delivery drivers and causing a boost in cab fares—and that's just a start.

BUSINESS, Page E1

Key Brain Growth Continues Into Teens

BRAIN, From A1

place in the womb or very early in childhood, and that the overall structure of the brain changed very little, if at all, after the age of 5 or 6.

At that point, the brain usually has reached about 95 percent of the average adult volume, having increased fourfold in size since birth. Of course, extensive internal re-wiring takes place during childhood. The gross structure, however, was thought to be generally fixed. That led educators and child development experts to focus on the first few years of life as crucial for proper brain development.

"Basically, the theory said that the amount of gray matter went downhill from about age 3," said Jay N. Giedd, a child psychiatrist with the National Institute of Mental Health in Bethesda who participated in both the new study and a similar one last fall. "The idea was that it's a zero-sum game. The frame and structure of the house was complete, and the furniture was just being rearranged."

The new brain scan results, and two similar studies of slightly older age groups published last fall, are the first brain-imaging studies to show that the process continues.

"We now know that there are these sorts of critical periods," said UCLA neuroscientist Elizabeth R. Sowell, a coauthor of one of the earlier papers. "But I don't think anybody has yet figured out a way to make this clinically relevant... Still, we're all hoping that perhaps the experts in education or psychology will see these things that we're showing them and find ways to make those connections."

Neuroscientists had long known that a two-stage process of growth and attrition is typical of brain development from the fetal period through early childhood.

First, the brain overproduces gray matter—bulk neurons that are not yet permanently "wired" into neural circuits. These cells then begin to arrange themselves into patterns depending on which connections are reinforced by mental or physical activity. Thereafter, the least-used cells and path-

ways die out in a phenomenon called "pruning" as white matter (chiefly fibers interconnecting nerve cells) forms to firm up the most robust connections.

In the new research, Toga, Giedd and colleagues from UCLA and McGill University in Canada conducted repeated three-dimensional brain scans of several normal children over intervals as short as two weeks and as long as four years.

The group concentrated on size and shape changes in a complex nerve fiber network called the corpus callosum, which connects the two hemispheres and is a reliable indicator of the level of activity in different parts of the brain.

The results indicate that from ages 3 to 6, the most rapid growth takes place in frontal-lobe areas involved in planning and organizing new actions, and in maintaining attention to tasks.

By contrast, during the period from 6 to puberty, the scientists found, the gray-matter spike shifts to the temporal and parietal lobes that play a major role in language skills and spatial relations. The growth rate then falls off fast, which may explain why, as a rule, the ability to learn languages declines sharply after the age of 12.

As children age, the growth moves in a sort of wave from the front of the brain to the rear, the team found. "We were quite surprised," Giedd said, "to see this unexpected increase in gray matter in the front part of the brain right before puberty," which occurs around age 11 in girls and 12 in boys.

Last fall, researchers reported in the journal *Nature Neuroscience* that they had found an unexpected increase in gray matter at the onset of adolescence, followed by a substantial loss in the frontal lobes from the mid-teens through the mid-twenties.

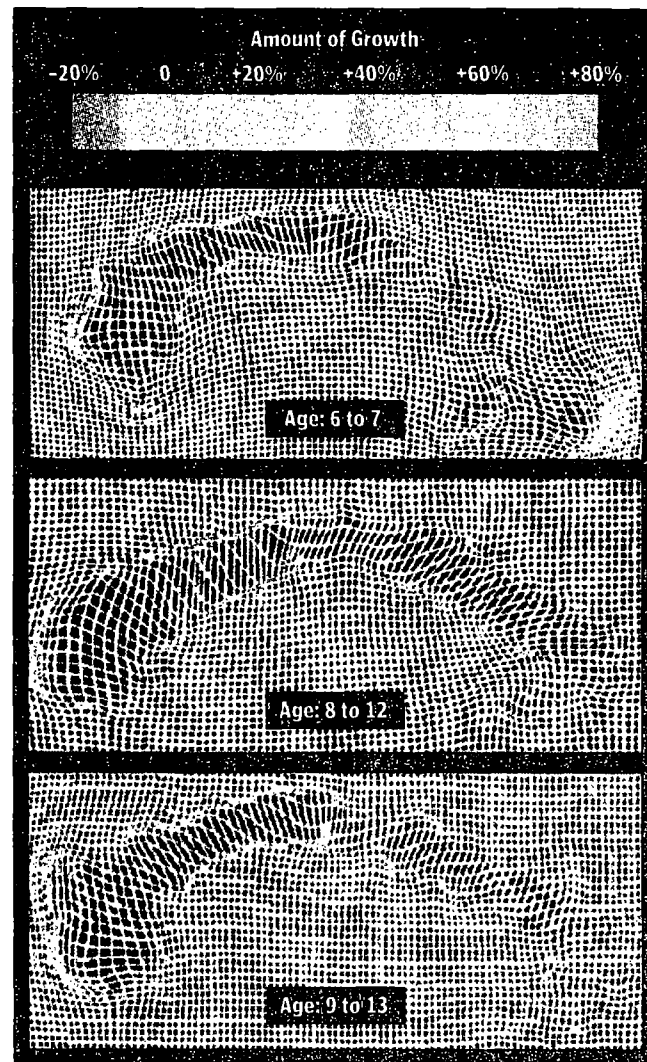
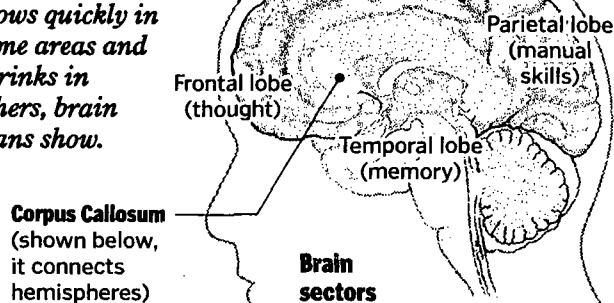
The frontal lobe of the brain is essential for inhibiting impulses, regulating emotion and planning and organizing behavior—all of which can be critical issues for teenagers and their parents.

Giedd believes the growing evidence of brain-structure mutability should be welcome news to teenagers.

"In the womb and during the first 18 months of life," when the

Growth spurts

Between the ages of 3 and 15, the brain grows quickly in some areas and shrinks in others, brain scans show.



SOURCE: UCLA School of Medicine

THE WASHINGTON POST

brain undergoes its most drastic changes, "an infant doesn't have much say about the way things turn out. But during the teenage years, "a person has a lot to say" about the way his brain develops, Giedd said.

In that critical interval, he said, the rule for brain structures appears to be "use it or lose it. What we think then happens is that if a

person is doing sports or academics or music, then those are the abilities that are going to be hard-wired" as the circuits mature. "The teenage years are a kind of critical time to optimize the brain."

Teenagers who recognize that tend to "feel empowered," Giedd said, especially if they "realize that the stakes are pretty high."

<ul style="list-style-type: none"> • Draft Budget/ Secure CoSponsor/Secure Fiscal Agents if needed 	<p>Shirley/ MaryEllen/ Cab Affairs</p>	<ul style="list-style-type: none"> • March 10 • March 15 • March 17 • Continual 	<ul style="list-style-type: none"> • Draft Budget (SS) • Contact & Confirm CoSponsor • Contact & Confirm Fiscal Agent as needed • Determine in kind needs
<ul style="list-style-type: none"> • Determine Conference Program • IF LUNCHEON • IF BREAKOUTS 		<ul style="list-style-type: none"> • March 15 • March 15 • March 17 • xxx • March 17 • Xx • Xxx • Xxx 	<ul style="list-style-type: none"> • Set Date/location & confirm with POTUS and FLOTUS • Select Title • Format Determined/ number of sessions; panels/town hall/ • Secure funding • Secure off site location • Set Topics/Agendas for Breakouts • Secure speakers • Determine culminating close-

	Social	<ul style="list-style-type: none"> • xxx • xxxx • xxx • xxx • xxx • xxxx 	<p>identified</p> <ul style="list-style-type: none"> • Lists due • First Round of cuts • Determine diversity needs • Second round additions and cuts • Final list due to Social Office • Mailed
<ul style="list-style-type: none"> • Research/Select Speakers <ul style="list-style-type: none"> • Based on agenda items, research possible speakers • For each identified speaker, gather contact information and bio • Locate prior speaking engagements/articles written as a means to preview 		<ul style="list-style-type: none"> • • March 24 • March 28 • April 1 • April 1 • April 7 • April 21 	<ul style="list-style-type: none"> • Finalize Agenda for focus • Research speakers based on agenda topics- gather contact info/ bios/ videos/articles written • Make speaker decisions • Secure speakers • Research/Select/Secure families to focus on • Official speaker Bios due • Speaker Remarks due
<ul style="list-style-type: none"> • Conference Video 		<ul style="list-style-type: none"> • March 10 	<ul style="list-style-type: none"> • Determine need for

		<ul style="list-style-type: none"> • March 17 • March 17 • March xxx • Xx • April 15 	<p>video</p> <ul style="list-style-type: none"> • Identify and hire vendor • Video Concept Finalized • List of interviewees as needed/contact info • Complete filming • Edit and deliver first rough cut for review
Research/Polling Needs	Ruby	<ul style="list-style-type: none"> • March 17 • March 17 • March 24 • xxx • ASAP 	<ul style="list-style-type: none"> • Develop list of research needs - (time use study) • Develop Polling needs • Commission needed research/poll • Research gathered/due • Research past conferences/panels, etc.
<ul style="list-style-type: none"> • Promotion/Media/Press 	<p>Shirley/MaryEllen/</p> <p>FLOTUS & POTUS PRESS</p>	<ul style="list-style-type: none"> • March • xxxx 	<ul style="list-style-type: none"> • Identify and meet with media partners • Develop Press Plan and time line
<ul style="list-style-type: none"> • Create Conference Materials 	<ul style="list-style-type: none"> • 		

•		<ul style="list-style-type: none"> • April • April • April • April • April 	<ul style="list-style-type: none"> • Determine contents of conference/press packets (research data/resource lists/graphs/follow up info/ deliverable write up/research overveiw) • Determine contents of Entering folder (welcoming letter, agenda, speaker bios, note pad) • Materials collected • Cleared through Counsel • Packets made and delivered to Social
• Deliverables/Follow Up Plan	• Ann O’Leary	• Continual	<ul style="list-style-type: none"> • Work with DPC for Admin Deliverables • Work with private sector to develop outside deliverabel • Seek out new research to release
• Assist Speechwriters	• Shirley/Ann	• April	<ul style="list-style-type: none"> • Provide acknowledgements/talking points/ relevant research
• Secure Principals	• MaryEllen/	• Done	<ul style="list-style-type: none"> • Submit for POTUS

		<ul style="list-style-type: none"> • ASAP 	<ul style="list-style-type: none"> scheduling • Submit to VP People
<ul style="list-style-type: none"> • Develop Comprehensive Timeline <ul style="list-style-type: none"> • Create overall workplan—with deliverables and deadlines 	<ul style="list-style-type: none"> • MaryEllen 	<ul style="list-style-type: none"> • Update Weekly 	<ul style="list-style-type: none"> • Workplan drafted - (this is it!)

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

makeup tips to flatter your best feature

Teen

**sex, love
& dating**
your top 10
questions
answered

COOL jobs
you can
get now!

**the 21
hottest
stars
under 21**

**Nick Carter,
Monica &
Britney Spears**



Katie Holmes, Julia Stiles, Justin Timberlake, Jennifer Love Hewitt, Joshua Jackson & more!



Sonia G. Chessen
03/10/2000 02:21:36 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP, Shirley S. Sagawa/WHO/EOP@EOP, Sonia G. Chessen/OPD/EOP@EOP,
Ruby Shamir/OPD/EOP@EOP

cc:

Subject: content

I am working away at getting the most recent time-use data. I also was going to try to synthesize the "What Kids Need" data for our front end, however.... I propose we use the America's Promise 5 things. They come out of Peter Benson's work and while the academics argue that there is no science behind his stuff, these 5 things make sense and have been well-vetted. We can then launch off of #1 Caring adults... I think it would save us time and I'm not sure we could do a lot better if I did a massive lit review. We should continue to vet this, particularly on the researchers and funders call. We don't want them to laugh at it

DRAFT**DRAFT****DRAFT****A Federal Policy Agenda for Advancing Service-Learning**

The participants in the 11th Annual National Service-Learning Conference urge the Federal Government to make service-learning more available to elementary and secondary schools throughout the country.

We believe the federal government has a legitimate role to play in the expansion of service-learning opportunities for our nation's youth. While a specific service-learning curriculum is the prerogative of the states or individual school districts, the concept of service-learning embodies a form of civic engagement that transcends school boundaries and governmental jurisdictions. The federal government can and should encourage partnerships between schools and communities to ensure that service-learning is an educational, inspirational and effectual experience available to all young Americans.

We believe the federal government has every reason to make this commitment. There is growing evidence that participation in quality service-learning, by engaging youth in their schools and communities, can:

- boost students' academic achievement;
- foster a lifetime commitment to civic participation;
- improve personal development skills; and
- prepare students to enter the workforce.

Service-learning has a positive impact on students, teachers, schools and communities.

We believe there is ample precedent for, and a rich history of, federal involvement in promoting service-learning. The federal role in supporting large-scale service initiatives dates back to the 1930s. The only federal initiatives to provide funding specifically for school and community-based service-learning, however, are the National and Community Service Act of 1990 and the National Community Service Trust Act of 1993. In a relatively short period of time these federal initiatives have provide resources to states and communities to significantly increase the service-learning opportunities for thousands of youth throughout the country.

Service-learning is at a crossroads and a strong federal role is more important than ever in ensuring its preservation and expansion as a core educational strategy. The goals of this policy agenda are to expand quality service-learning opportunities for all students, and to make certain that all teachers understand and use service-learning. Specifically, we advocate, over the next year, increasing by 20 percent the number of schools receiving federal support to implement service-learning. To achieve these goals, continued leadership and support is needed from our representatives in Congress, but we also must expand the number of service-learning advocates throughout the federal government.

The participants in this conference, representing the breadth of both educational and civic organizations from communities across the country, therefore, urge the President, his Cabinet, the Corporation for National Service the U.S. Department of Education and the Congress to adopt a national service-learning agenda that incorporates four major components.

I. A comprehensive research program

The positive effects of service-learning activities on students' attitudes, academic performance, and personal and social responsibility have not been widely or consistently documented. Service-learning has grown primarily on a foundation of anecdotal evidence and individual program evaluations. The one significant national evaluation conducted by the Corporation for National Service did affirm a positive impact on the students participating in the evaluation.

For service-learning to be fully embraced by the mainstream of K-12 education, educators and policy makers need to know how and why service-learning works. Federal agencies such as the Corporation for National Service, U.S. Departments of Education, Health and Human Services, and Labor, should:

- provide for the ongoing longitudinal studies of youth engaged in service learning;
- encourage private foundations to help fund K-12 service-learning research; and
- disseminate research findings through national education and youth development organizations, regional resource centers, the National Service-learning Clearinghouse and other groups and organizations.

II. Teacher preparation and education

Well-trained, knowledgeable teachers are fundamental to the success of service learning. As such, The U. S. Department of Education should:

- encourage institutions of higher education to improve teacher training through a grants program, partnerships between schools and development of new methods and concepts; and
- assist with the professional development of existing teachers and school administrators, with developmental funds authorized under Elementary and Secondary Education Act (ESEA).

III. Mobilization of the states

The Federal government can empower the states to build their capacity to institutionalize service learning. The U.S. Department of Education and other federal agencies should:

- include service-learning as an allowable activity in federal education and youth development programs such as those supported by the Elementary and Secondary Education Act and the Higher Education Act;
- designate a service learning staff person within federal agencies to educate and inform other agency program staff about service learning and to act as a liaison between their agency and the Corporation for National Service, Office of Service Learning for purposes of information sharing and possible joint agency initiatives; and
- inform states, school districts, higher education institutions, community-based organizations, and other state and local grantees about service-learning and how it supports and enhances the objectives of various federal programs.

IV. Public Education Campaign

The benefits of service-learning must be communicated to the audiences that will make service-learning work, in the schools and in the communities. The federal government should generate interest and additional funding support from other sectors through a national public education campaign that draws on the support of the private sector.

The participants in this Conference do hereby adopt the provisions of this national agenda and urge those in positions of public policy to encourage its adoption by agencies and branches of the federal government.



Memo

To: Supporters of National and Community Service
From: Jeffrey Swartz, President and CEO of The Timberland Company and
 Chair of the City Year Board of Trustees
 Michael Brown and Alan Khazai, Co-Founders of City Year
Date: January 12, 2000
Re: Bold proposals for national service in the new century

NATIONAL HEADQUARTERS

945 KENNEDY AVENUE
 BOSTON, MA 02116

Tel: 617 947 2500
 Fax: 617 947 9510

www.cityyear.org

BOSTON

CHICAGO

CLEVELAND

COLUMBIA

COLUMBUS

DETROIT

PHILADELPHIA

RHODE ISLAND

SAN ANTONIO

SAN JOSE/SILICON VALLEY

SEATTLE/KING COUNTY

NATIONAL LEADERSHIP
 SPONSORS:



NATIONAL SPONSOR



As strong supporters of national and community service, we believe the current Presidential campaign season represents a special opportunity for us to urge each of the candidates to support a bold new national service agenda for the 21st century.

Every four years, America re-examines its priorities as it chooses the next President. In order to secure and expand the national service movement, we believe all supporters should remind candidates for President that (1) national service works and (2) that it takes Presidential leadership to advance the cause.

Accordingly, we offer in this memo (1) a rationale for Presidential leadership on behalf of national service, and (2) several legislative and policy suggestions.

The Rationale for Presidential Leadership on Behalf of National Service

#1 National service works—and it inspires Americans of all ages. In just the last five years, more than 150,000 Americans have answered the call to serve—contributing more than two billion hours of critically needed service to their communities and country, and positively impacting the lives of nearly 4.5 million children.

#2 History has shown that it takes presidential leadership to drive the national service agenda:

- ▶ FDR built the CCC;
- ▶ JFK launched the Peace Corps;
- ▶ LBJ inaugurated VISTA;
- ▶ President Bush signed the National and Community Service Act and launched the Points of Light Foundation; and
- ▶ President Clinton passed the National Service Trust Act and created the AmeriCorps program.

Only the President can provide the necessary leadership—leadership in the national interest—to move this powerful idea forward.

We have outlined below ten legislative and policy ideas that we hope the next President will consider making a part of both his presidential campaign platform and his objectives for service as the 43rd President of the United States of America. In a separate document, we have presented more details, including potential costs.

A Bold Presidential National Service Agenda for the 21st Century: Legislative and Policy Proposals

- #1 Take national service to scale—Increase full-time AmeriCorps volunteers from 40,000 to 250,000 per year within the decade.**

National service works—and it is time to take it to scale. This year there are approximately 40,000 full-time AmeriCorps volunteers providing vital services, including tutoring and mentoring children, building affordable housing, and improving neighborhood safety. In the past five years alone, AmeriCorps volunteers have reached nearly 4.5 million children. Imagine the impact that 250,000 AmeriCorps volunteers—contributing *425 million hours of service per year*—would have in our schools and our communities each year!

- #2 Ask senior citizens to serve—and let them earn “Grand Serve” college scholarships that they can donate to young people!**

Senior citizens greatly desire to help others, and they have so much to offer. Today the Senior Corps includes 500,000 seniors who provide more than 115 million hours of service in schools and daycare centers, hospitals and health clinics, food banks, and many other community-based volunteer programs. We suggest that the next President propose a “Grand Serve” initiative in which senior citizens receive an educational scholarship of \$1,000 in exchange for 400 hours of community service—and that they be allowed to donate their scholarships to their children, grandchildren, or another needy young person of their choice. Thus, seniors in service would give a double gift—service and scholarships!

- #3 Establish a “Challenge Grant Fund for National Service”—and challenge the private sector to match new government spending on AmeriCorps.**

Government investments in national service should leverage investments by corporations, foundations and individuals, thereby creating a “marketplace” in which funding is directed toward the most effective and promising initiatives. Americans over the age of 60 now have assets totaling an estimated \$10 trillion. As the Baby Boomer generation ages, an inter-generational transfer of wealth is creating the possibility of a “New Philanthropy.” We suggest that the next President consider proposing a “Challenge Fund for National Service,” whereby federal money must be matched dollar for dollar with private sector funds.

- #4 Turn college “Work-Study” into college “Serve-Study” to enable 500,000 students to perform community service**

Without any additional spending, the federal government could create the opportunity for college students to serve their communities by shifting the use of Federal Work-Study funds. Currently only about 5% of such funds are used to support college students performing community service, with the rest going to pay students for menial campus jobs such as washing dishes and shelving books. As the success of organizations and initiatives such as Jumpstart and America Reads indicates, college students are among our country's

greatest untapped resources. We ask the next President to consider proposing that 50% of Federal Work-Study funds be used to sponsor "Serve-Study" opportunities in community-based organizations for the 948,000 college students in the Work-Study program.

#5 Challenge 100,000 high school students to become "Summer Heroes" through service

Enabling high school students to serve their communities while earning money for college would benefit the nation and promote civic ideals. Students could provide socially valuable services, such as tutoring children in literacy and math, while setting a powerful example of civic responsibility. A "Summer Heroes" program would provide high school students the opportunity to perform full-time national service during their summer breaks in exchange for a small stipend and educational scholarships.

#6 Provide 10,000 high schools with a "Community Coach"—a service-learning coordinator—to engage millions of students in service

The recent spate of school violence across the country draws attention to the need for increased student involvement in community service. We believe the next President should propose that 10,000 high schools be provided with a full-time "Community Coach"—a service-learning coordinator, modeled after the national nonprofit organization "Do Something," whose program uses an innovative curriculum and year-round community-building activities to develop a new generation of leaders. At an average of 1,000 students per high school, this would facilitate 10,000,000 students engaging in community service.

#7 Establish a "Citizen Response Corps" for Disaster Relief

When natural disasters strike, America's "can do" spirit wants to respond. We believe the next President should propose establishing a corps of 1,000 highly trained AmeriCorps members who are focused entirely on disaster response. These members might be recruited from the military as well as other AmeriCorps experiences. When not actively engaged in disaster response, the Citizen Response Corps would be involved in disaster preparedness and training in highly vulnerable areas.

Presidential Commitments

In addition to the legislative and policy proposals outlined above, we believe there are at least three commitments the next President should consider making:

#8 As President, personally engage in monthly community service to inform public policy.

If the next President were to engage in monthly service, he could provide a powerful role model for America while helping to inform public policy. Imagine, for example, the power of the President working side by side with leaders from the corporate and nonprofit sectors.

clergy and community activists in a homeless shelter or public school, followed by detailed public policy discussions on homelessness or education reform.

- #9 Offer a Presidential challenge to the private sector to provide a week of paid leave for community service, and to explicitly recognize the value of public service in college admissions and hiring.**

The Timberland Company offers all employees 40 hours of paid annual leave for community service. We urge the next President to challenge the private sector to make this service week a new American corporate benefit, and to use the power of the Presidency to challenge businesses and universities to recognize and reward the value of service with improved scholarships, admissions and employment opportunities.

- #10 Host an annual White House summit on the state of national and community service.**

The 1997 Presidents' Summit for America's Future captured the imagination of the American public and sparked resurgence in national and community service. We suggest that the next President consider promising to conduct an *annual* White House conference to promote national and community service.

Conclusion

As General Colin Powell has said, "Giving to our youth, and helping them learn the joys of giving back, could literally transform America, if we are all willing to involve ourselves in this effort." We hope you will join us in respectfully urging each of the candidates for President to use their campaign as an opportunity to lead America toward such a "transformation," through a bold commitment to the value and power of national service now and throughout their Presidency.

Internal draft – Do not circulate

White House Conference on Raising Responsible Teenagers in the 21st Century

Despite many positive developments in the last seven years – including declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access – parents of today’s adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future. And recent episodes have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (the new technology, an increasingly diverse population, and a significant “opportunity gap” for low-income and minority youth), the Conference will bring to light research on positive youth development, emphasize the importance of substantial investments in youth, and highlight the Administration’s achievements in this area.

What problems will be addressed through the Conference?

- Parents that feel disconnected from their children and lack information to respond to the challenges they face.
- Teenagers feel alienated from their families and communities, and may choose their values and behaviors based on peers and the media.
- Low-income and minority teenagers face an “opportunity gap” in many areas.
- Problems of youth require comprehensive and integrated solutions, but often are addressed through programs focused on a single issue.
- There is only limited research on “what works” for adolescents, and that research is not well known.

What do we hope to accomplish?

- To engage parents and communities in a conversation about how we can do a better job working together to raise our teenagers.
- To showcase the accomplishments of the Administration, and advance the President’s budget request, in the area of youth development.
- To encourage more effective, integrated services for and by youth at all levels of government and in the private sector.

- To provide parents and communities with tools and information they can use to address the needs of adolescents.
- To enable teenagers to speak out about the challenges they face and their role in addressing these problems.
- To issue a call to action to the private sector, media, etc. to take responsibility for their effect on youth, and to use their resources to promote healthy behaviors.

Who is the audience?

- Parents
- Teenagers
- Policymakers
- Youth workers
- Media
- Business
- Foundations

When will the conference occur?

- Date to be scheduled pursuant to the President and First Lady’s availability. Preferred date May 22 to take place before school lets out so we can downlink to classrooms.

How will the conference program be organized?

- The program may be organized thematically around “community, opportunity, and responsibility.”
- Within this framework, the following issues may be addressed:
 - Health –teen pregnancy, HIV, smoking, drugs and alcohol, and research on obesity, sleep, etc.
 - Education –afterschool programs, smaller high schools, impact of work on education, college preparation and access
 - Enterprise –entrepreneurship programs, school-to-work, technology
 - Crime –violence by youth, youth as victims of violence, gangs
 - Values –citizenship, service, philanthropy, character education, community strengthening, “One America”
 - Integration of services

What are potential deliverables?

- Announce research agenda
- Commission and release parents’ guide to recent research on adolescence

- Budget amplification (pull together all pieces of the federal budget related to this agenda)
- Announce upcoming Corporation for National Service youth summit (scheduled for late June in Florida)
- Explore possible grant announcements through agencies and foundations
- Explore possible research report releases through agencies and nonprofit organizations
- Explore possible executive order relating to use of federal facilities, interagency task force, etc.
- Announce year 2000 Leader Schools (Presidential awards for schools with best service-learning programs)

2/23/00 5:06 PM

FYI
SS

ROUTING SLIP

DATE: 5/19/00
FROM: Stephanie Streett
Assistant to the President and Director of Presidential Scheduling

File Accept

Comments 5/2 (T)

SUBJECT: FOR POTUS TO JOIN FLORUS IN SPONSORING AND ATTENDING THE WHITE HOUSE CONFERENCE ON RAISING RESPONSIBLE TEENAGERS IN THE 21ST CENTURY.

Kris Balderston	___	Sean Maloney	___
Lisa Berg	___	Capricia Marshall	✓
Samuel Berger	___	Thurgood Marshall Jr.	___
Sidney Blumenthal	___	Minyon Moore	___
Chuck Brain	___	Bob Nash	___
Charles Burson	___	Beth Nolan	___
Mary Beth Cahill	___	John Podesta	___
Maria Echaveste	___	Steve Ricchetti	___
Terry Edmonds	✓	Bruce Reed	___
George Frampton	___	Dan Rosenthal	___
Laura Graham	✓	Rozensky/Emrich	✓
Nancy Henreich	___	Dori Salcido	✓
Mickey Ibarra	___	Patti Solis-Doyle	✓
Ben Johnson	___	Doug Sosnik	___
Joel Johnson	___	Gene Sperling	___
Neal Lane	___	Carrie Street	✓
Ann Lewis	___	Karen Tramontano	___
Mark Lindsay	___	Loretta Ucelli	✓
Bruce Lindsey	___	Melanne Verveer	✓
Joe Lockhart	___	MaryEllen Mcquire	✓

PRESIDENT SCHEDULING REQUEST

March 6, 2000

ACCEPT REGRET PENDING

5/2/11

TO: Stephanie Streett, Director of Scheduling

FROM: Melanne Verveer, Chief of Staff, Office of the First Lady
Shirley Sagawa, Deputy Chief of Staff, Office of the First Lady

REQUEST: For the President to join Mrs. Clinton in sponsoring and attending the White House Conference on Raising Responsible Teenagers in the 21st Century.

PURPOSE: To respond to concerns of growing isolation and alienation among our nation's teens by focusing on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development.

BACKGROUND: The First Lady's Office is planning a White House Conference on Raising Responsible Teenagers in the 21st Century. Despite many positive developments in the last seven years-- declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access – parents of today's adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future, and recent incidents have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (new technology, an increasingly diverse population, "opportunity gaps" for low-income and minority youth), the Conference will bring to light research on adolescence, emphasize the importance of substantial investments in youth, and highlight the Administration's achievements in this area.

The goal of the conference is to engage parents, youth, service providers, policymakers, and the media in a conversation about how we can do a better job working together to raise our teenagers; showcase the accomplishments of the Administration in this area; encourage positive, effective and integrated services for youth; and provide parents and communities with tools they can use to address adolescents' needs. The Conference will also issue a call to action to the private sector, media and communities to take responsibility for their effect on youth and to use their resources to promote healthy behaviors. Speakers will include parents, youth providers,

NICHD



"Newcomer, Susan (NICHD)" <newcomes@exchange.nih.gov>
03/10/2000 04:30:25 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc: "Alexander, Duane (NICHD)" <alexandd@exchange.nih.gov>, "Bachrach, Chris" <cbachrach@nih.gov>

Subject: NICHD Memo for White House Conference on Raising Responsible Teenagers

To Ruby Shamir, Office of the First Lady
From Susan Newcomer, NICHD
10 March 2000

Information requested in preparation for the White House Conference on Raising Responsible Teenagers

1. Top 2-3 issues and themes to be addressed at the conference

One particular aspect of adolescence which has received much attention in the past two decades is that of adolescent sexual behavior. While the initiation of risky behavior -particularly sexual behavior -- is related to hormonal changes, it is also very much related to the young person's sense of connection to friends, family and community. AddHEALTH, a comprehensive and nationally representative study of the complex interactions of individual, familial and social-structural influences on adolescent health behavior has recently been completed, and the Conference should include a presentation based on the findings from this study. There is strong evidence that connections count, and that working parents need not worry unnecessarily that they are somehow "shorting" their children. There is strong evidence that young people really do listen to their parents and other trusted adults, and that parental advice is heeded. It is important that intervention programming be based on research findings, no matter how powerful a single testimony can be. No single voice can speak for all.

Youth violence is much in the news these days. Different interest groups point to different possible causes of the seeming increase in such violence. The NIH has recently set aside several million dollars of funding and issued a call for research on this topic. To date, over 150 researchers have submitted letters saying they intend to apply for this funding. Peer review of these applications and funding decisions will be made over the summer.

A third important theme is to understand and implement the most effective and powerful ways to help young people grow both roots and wings. That is, to see that the teens are grounded in their families and homes, but are able to move on into the adult world. A continued investment in research-based, theoretically grounded and culturally appropriate intervention studies designed to help youth avoid risky behaviors and maintain healthy ones, with appropriate evaluation and long term follow-up will provide guidance to parents, schools, churches and other community organizations. A variety of interventions will be necessary, as

one size does not fit all.

2. Deliverables [grants, announcements, reports] for the Conference

Ann Siegal at DHHS/ASPE has a number of copies of the booklet produced from the early findings of the AddHEALTH Study. "Reducing the risk: Connections that make a difference in the lives of youth." This is an appropriate, interesting and useful contribution from NIH-funded research.

→ was it
come out
yet?

3. List of services provided to youth and families

The NIH does not provide direct services to youth and families, except insofar as research is translated into stories in the press, interventions or best practices for health care providers. However, NIH has a long-standing commitment to address issues in adolescent health. Research has and will continue to involve studies not only of health, but of cognitive development, adaptation, relationship with significant others, as well as studies of the broader physical and social contexts of adolescent development and behavior. Adolescence, after infancy, is a time of maximum physical change. Young people and those they live with and around experience great diversity in their responses to the extent and timing of these physical changes. In addition to these significant physical changes, adolescence is a period of major cognitive and intellectual growth. An adolescent's ability to think, reason, evaluate and make choices is closely related to the avoidance of high-risk behaviors, the maintenance of health, and the ability to prepare for adulthood as a productive member of society. Morbidity and mortality during adolescence are primarily the result of behaviors rather than specific disease. Some of these behaviors are grounded in earlier childhood, some are new.

4. Research, data and other materials that the organizers should look at and that supports the themes suggested above.

It might be possible to provide a print-out of all the studies ongoing at NIH that deal with adolescent issues. Given the time frame, this may not be useful. At the first planning meeting for this conference, I gave Sonia Chessen, who is now in the First Lady's office, a list of NICHD-funded researchers on these issues. We will be glad to provide names and contacts for researchers on a wide-range of youth-relevant studies.

Susan Newcomer, Statistician (demography),
Demographic and Behavioral Sciences Branch,
NICHD, 6100 Executive Blvd room 8B09, Bethesda MD 20892, USA
e-mail: SNewcomer@nih.gov phone 301.435.6981 fax 301.496.0962
website <http://nichd.nih.gov/about/cpr/dbs/>

**Second Chance Homes
Fact Sheet**

1/25/00 DRAFT – INTERNAL USE ONLY

Although research on second chance homes is limited, early findings show that they can be effective in reducing repeat pregnancies, increasing self-sufficiency, and improving children's lives. An evaluation of the Massachusetts Teen Living Program (TLP), the most well developed state-run second chance home program in the nation, has demonstrated success.¹

- Fewer Repeat Pregnancies: Teen mothers in Massachusetts second chance homes are half as likely to have another child as other teen mothers. [About 50 percent of all teen mothers have another child. In comparison, only 28 percent of teen mothers in second chance homes became pregnant after leaving, and only 2 percent became pregnant while living in a second chance home.]
- Increased Self-Sufficiency: Nationwide, nearly 80 percent of single teen mothers end up on welfare.² But once they leave the second chance program, about 44 percent find jobs and nearly 30 percent no longer receive welfare.
- More Likely to Complete High School: Nationwide, only one-third of teen mothers receive a high school diploma.³ But many second chance homes require teen mothers to have or be working toward completion of a GED or high school diploma. In Massachusetts, 65 percent of teen mothers leaving their second chance homes were continuing education and training activities.
- Healthier Babies: In general, the children of teen mothers have lower birth weights⁴ and are at greater risk of abuse and neglect.⁵ But teen mothers in the Massachusetts program had their children's immunizations up to date, knew how to prevent pregnancy, used appropriate parenting techniques, and could manage a personal budget.

The Massachusetts Teen Living Program

- The Massachusetts Teen Living Program (TLP) provides supportive, adult-supervised living arrangements for teen (age 13 to 20) mothers and their children on welfare who have no other housing alternatives.
- Mothers and their children can reside in a TLP until they reach age 20.
- Mothers pay 30% of their welfare check to "rent".
- Mothers must have or be working toward a GED or HS diploma.

¹ Evaluation of the Massachusetts Teen Living Programs, Boston University School of Social Work, June 1998.

² Calculations based on the National Longitudinal Survey of Youth (1979-1985) in Congressional Budget Office. (1990, September). Sources of Support for Adolescent Mothers. Washington, DC: Author.

³ Maynard, R.A., (Ed.). (1996). Kids Having Kids: A Robin Hood Foundation Special Report on the Costs of Adolescent Childbearing, New York: Robin Hood Foundation.

⁴ Wolfe, B., & Perozek, M. (1997). Teen Children's Health and Health Care Use. In R.A. Maynard (Ed.), Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy, (pp. 181-203). Washington, DC: The Urban Institute Press.

⁵ George, R.M., & Lee, B.J. (1997). Abuse and Neglect of Children. In R.A. Maynard (Ed.), Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy (pp. 205-230). Washington, DC: The Urban Institute Press.

- All homes are staffed 24 hours a day.
- 3 programs have onsite child care, others have links to child care.
- Teen parents receive life skills instruction, case management, and follow-up services.
- The residents are required to attend high school or GED classes.
- Teen parents receive assistance securing counseling and mental and physical health services.
- Former residents receive follow-up services for up to 2 years after they leave.

Background

- In 1995, as part of its welfare reform law, Massachusetts makes custodial parents under 18 who did not live with adult relatives or in an adult-supervised setting ineligible for welfare.
- Teen Living Program Network was established in November 1995, recognizing that many teen parents would need help finding adult supervised living arrangements.
- The Department of Social Services currently operates the Teen Living Program Network of 23 homes across the state with 110 beds and 10 emergency beds.
- The homes are run by nonprofits under contract with the DSS, including Lutheran Social Services, Catholic Charities, the Salvation Army, Family Services of Greater Boston and others.
- State allocated \$5.3 million in FY 1999 funds for the TLP Network. 92% of these funds went to the homes, 5% went to evaluation and outreach, and 3% for administrative costs.

The Lutheran Social Services Teen Living Program, The Ruth House

Contact: Lauren Payne, Program Director – Very articulate.

Work (508) 580-5773

Home (781) 826-3070

553 North Main Street

Brockton, MA 02401

- Abstinence only?
- Lutheran Social Services is part of a network of MA's 23 state programs Teen Living Program. TLP is like second chance home. LSS of New England – 45 cites doing diff't svc (disabled, elderly, refugee, etc) LSS is a faith-based org. but don't hire or work with only Lutheran.
- Mission – Help mothers to become self-sufficient adults and positive models for their children.
- History – started with private fundraising. Sept 1995 -- Got bldg, filled program with 10 moms and 14 kids (under 10) – 24 beds total. Moms could self-refer or thru shelter system. Req'd to be homeless. 80% were teen, though open to all. Then got state grant to run TLP – have 2 programs in state – Ruth House is one (group home), Worcester is other (3 apts).
- Program structure – state agency IDs as homeless, and assessed. Open to ages 13 to 20 – can stay until 20. Avg age 17. Req'd to be on welfare – pay 30% of welfare check for rent (for 2, \$134 of \$446), keep own FS and program van to go shopping, 5 cmtly meals per week. Must be on HS or GED program, then work or educational activity – most go to college.
- Services – local HS school program w/ day care & counseling; parenting and life skills training (early intervention); job search/employment services; case manager/family advocate; 24 hour staff with 2 house managers to supervise case staff who come in daily.
- Cmtly svc – local agencies do group sessions with themes such as child development, domestic violence, STDs; state college provides interns who tutor or case mgrs in training; churches (not just Lutheran) support for recreational activities like landscaping; lots of cmtly support.
- Funding – State Dept of Transitional Assistance, DSS is contracted by DTA, donations, HUD grantee to renovate, Reebok, toy company.

Brigid's Crossing

Merrimack Valley Catholic Charities Bureau

Contact: Juleen Chiaradonna, Social Worker, and Director Suzanne Whiting (haven't spoken to her yet)

(978) 454-0081

221 Pawtucket Blvd

Lowell, MA 01854

- Part of a network of MA's 23 state programs Teen Living Program. Second chance home. 7 beds – most are filled. Age 14-20 – can stay until 20 (up to 6 years). Avg age – 19. Opened 1997. Req'd to be on TANF, and 30% of benefit go to "rent" -- FS pooled and groceries are bought together.
- Services – link with daycare, GED programs, individual therapist, health.

- Cmty-building – Catholic Charities role – one of state grantees to run program -- funding and staffing. Can't talk about birth control or premarital sex, abortion.
- Referrals by state – young homeless mothers. Assess their home, and refer to
- Funding – DSS, D transitional assistance, church donations (clothing, furniture and toys)
- Not sure about willingness to be highlighted – need to check

St Elizabeth's Regional Maternity Center

Contact: Keith Stormes, Director of Center – Very articulate.

Home (812) 284-4076

(812) 949-7305 www.stelizabeths1.org

621 E. Market St.

New Albany, IN 47150

- 4 programs, one is Transitional housing – new moms can stay up to 2 years learning parenting skills. 18 and above. Regs prohibit teen moms – can't mix minors with adults residents.
- Maternity home – Broader than 2nd Chance Home, not just teens but open to any age. Residents are referred to from other states, but primarily from throughout the state (25 counties in IN and 16 in KY). Goal for single mothers to become self-sufficient. Caseworker makes life plan for success. Also to reconcile with family, so when baby is born, they can return home. Not often case, so moms go to transitional. Reqmt – have already or work toward GED or HS degree.
- Avg age is 16. Max occupancy of 10 beds, avg about 8. About 40 residents per year.
- Avg length of stay – varies, but usually 6 mos. Stay is lmted to when give birth.
- Services – pre and post natal care, health svc, life skills, parenting skills, child care, educational assistance.
- Outcomes -- 90% qualify for FS, MA, WIC – 77% work their way off welfare.
- Cmty bldg – work with UPS for scholarships, support of 100 diff churches and civics orgs, for example, volunteers, gardening, labor coaches, mentor for lamaz, weekly dinners or movies or recreational atmosphere, tutors.
- Funding – charities and companies, federal funding -- HUD for transitional, state – emergency shelter, local – for maternity.

Dept. of Labor



Kamela William <kamela-william@dol.gov>
03/13/2000 07:27:09 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc:

Subject: FW: First Lady Conference on Raising Responsible Teens

> MEMORANDUM

>

> From: Kamela William

>

> To: Ruby Shamir

>

> RE: Responsible Teens Conference

>

> DATE: 3/13/00

>

>

> o Two- three top issues essential to cover at the conference:

>

> 1. At-risk youth

>

> 2. Partnerships, i.e. DOL/DOJ on youth offender

>

> 3. Coordination of resources

>

> o Deliverables/Announcements:

>

> 1. At-Risk Youth Grant competition announcement of winners (\$9 million total)

>

> 2. Numbers day on youth (5/5)

>

> 3. Herman/Reno day together around the issues of youth

> violence/reentry/job training

>

> o List of services/programs:

>

> 1. DOL spends approximately \$2.7 billion on programs that serve youth,

> primarily by providing remedial education and training opportunities

> through the following programs:

>

> A. Youth Formula block grant -- \$1 billion for year round and summer

> youth employment programs in over 600 communities around the country

>

> B. Job Corps -- \$1.4 billion for 119 residential Job Corps Centers

> around the country, providing some 60,000 young people between the ages

→ what is this?

> of 16--24 with a second chance to secure a high school diploma and
> acquire a vocational skill

>

> C. Youth Opportunity -- \$250 million in competitive grants recently
> awarded (February 25 with POTUS) to 36 communities around the
> country (urban, rural and Native American, most in EZ's or EC's)

>

> D. School to Work -- \$55 million this year for this Presidential
> initiative, jointly administered with the Department of Education;
> provides students with contextual learning through business partnerships

>

> Research:

>

> o DOL/ETA and its' Policy and Research office has some recent research
> papers which help to support program effectiveness and the need for
> services. We will supply titles and summaries to the First Lady's office
> this week.

→ still have
not
rec'd

>

> DOL/ETA contribution:

>

> o Assuming the total cost of the conference will be around \$50,000;
> DOL/ETA suggested contribution (\$5,000-10,000) given that a number of
> departments/agencies will be involved in the development of the program
> and given that the focus is largely in-school kids, with an education
> bent.

>

>

>



- att1.htm



U.S. Department of Justice

Office of Justice Programs

Office of Juvenile Justice and
Delinquency Prevention

D.J-
OJJDP

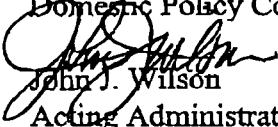
Office of the Administrator

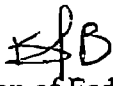
Washington, D.C. 20531

MEMORANDUM

DATE: March 10, 2000

TO: Ruby Shamir
Assistant Director for Domestic Policy
Domestic Policy Council

THROUGH: 
John J. Wilson
Acting Administrator

FROM: Kimberly J. Budnick 
Director, Concentration of Federal Efforts Program

SUBJECT: Follow-up Information for the "White House Conference on Raising Teenagers in the 21st Century"

At the meeting you convened with Federal agencies on March 3, 2000, to discuss the upcoming "White House Conference on Raising Teenagers in the 21st Century", you requested that each of the represented Federal agencies provide a summary of: 1) our recommended conference issues/themes; 2) programs that our agency supports for young people and their families; 3) research, data and other materials available; and 4) deliverables that we recommend for announcement at the conference. Provided below is the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) review of these items.

1. Recommended Issues and Themes for the Conference

Developing Positive Youth/Adult Partnerships. It is important to focus on the development of positive communication skills between youth and adults, parents and children. For your information, two promising youth/adult partnership curriculums have been developed: one by the National 4-H Council and another by the National Boys and Girls Clubs.

Recognizing What Parents Do Right. Though the conference needs to highlight the difficulties that parents face, it will also be important to focus on how parents are successful.

Highlighting Effective Programming. The conference should be utilized as a vehicle to educate parents, practitioner and other conference attendees about the availability of effective programming which strengthens families.

2. Programming

The Strengthening American Families Initiative. In 1988 OJJDP launched a major parenting initiative entitled *Effective Parenting Strategies for Families of High Risk Youth*. Dr. Carol Kumpfer and her associates at the University of Utah conducted a national search for effective family strengthening programs. During that search, 25 programs were selected from the more than 500 that had been nominated. The project culminated in a national conference in December 1991.

Currently, the University of Utah, with collaborative funding from OJJDP and the Center for Substance Abuse Prevention, is working to further enhance the dissemination of model family-based programs and to examine the process of program selection and implementation. Dr. Rose Alvarado from the University of Utah recently presented to the Coordinating Council on Juvenile Justice and Delinquency Prevention examples of promising program approaches to parent training and family strengthening.

Parental and Early Childhood Nurse Home Visitation. For over twenty years Dr. David Olds, Professor of Pediatrics, Psychiatry, and Preventive Medicine at the University of Colorado Health Sciences Center has been developing and testing a program that helps low-income, first-time mothers deliver healthy babies, give them proper care and avoid substance abuse and criminal behavior. Evidence shows that nurse home visitation reduces juvenile offending. By promoting healthy maternal and child functioning early in life, we can reduce the likelihood that children will develop serious antisocial behavior, including criminal offending. Adolescents whose mothers received nurse home visitation services over a decade earlier were 60 percent less likely than adolescents whose mothers had not received a nurse home visitor to have run away, 55 percent less likely to have been arrested, and 80 percent less likely to have been convicted of a crime, including violation of probation. Three components of the US Department of Justice's Office of Justice Programs - OJJDP, BJA and the Executive Office of Weed and Seed - are supporting implementation of this program in six high-crime, urban areas as part of its Weed and Seed Safe Futures initiatives. This program is also one of 10 "Blueprints" programs supported by OJJDP as programs which, after a rigorous evaluation, have demonstrated effectiveness in preventing violence and success in replication across sites.

Parents Anonymous. Parents Anonymous leads a network of affiliated community-based groups that hold weekly meetings led by parents and professionally trained facilitators. The organization works to strengthen families by promoting parent leadership, mutual support, shared leadership and personal growth. Programs that support positive development are also offered for children. OJJDP has partnered with Parents Anonymous since 1994 to promote shared leadership and mutual support in ethnically and culturally diverse settings across the US.

The Families and Schools Together (FAST) Program. The FAST Program focuses upon building and enhancing youth's relationships with their families, peers, teachers, school staff, and other members of the community. FAST works to:

- Enhance family functioning by strengthening the parent-child relationship and empowering parents to become primary prevention agents for their children.
- Prevent school failure by improving the child's behavior and performance in school, empowering the parents in their role as partners in the educational process, and strengthening the child's and family's affiliation with the school.
- Prevent alcohol and other drug abuse in the family by increasing the family's awareness and knowledge of substance abuse and its impact on child development and linking the family with appropriate assessment and treatment as needed.
- Reduce the stress that families experience from daily life by developing ongoing support groups for parents of at-risk children, linking the family with appropriate community resources, and building the self-esteem of each family member.

Team H.O.P.E. (Help Offering Parents Empowerment): A Parent Support Network for Families of Missing Children. This national network supports families with missing children who have been abducted by a family member or a stranger. Team H.O.P.E. parent volunteers speak from experience and represent families of children in each of these circumstances either internationally or domestically. The program assists law enforcement and other agencies in tending to the needs of families of missing children. The program operates a hotline for referrals: 1-800-306-6311.

The National Center On Education, Disability, and Juvenile Justice (EDJJ). EDJJ is jointly funded by the US Department of Education, Office of Special Education Programs, and the US Department of Justice, OJJDP. The Center is a 5-year project that has been structured as a collaborative research, training, technical assistance, and information dissemination program designed to understand and develop effective responses to the needs of youth with disabilities who are currently in the juvenile justice system or who are at high-risk for future involvement. The Center also focuses on addressing the needs of the parents of these youth.

3. Research, Data and Other Materials Available

Research

OJJDP's *Research on the Causes and Correlates of Delinquency* demonstrates that adolescents whose parents display problem behaviors are almost twice as likely to be involved in serious delinquency as compared with adolescents whose parents do not exhibit problem behaviors. Adolescents with delinquent peers are nearly ten times more likely to be involved in serious delinquency than are adolescents who have fewer delinquent friends. Moreover, for adolescents who are exposed to both risk factors --

parents and peers who engage in problem behaviors -- serious delinquency is 17 times as likely to occur. There is a synergizing, multiplier effect on youth that strongly and negatively impacts these children's lives. We are challenged to do our work better at earlier points in time, as well as in our juvenile correctional systems.

Composition of families is an aspect of family life that is consistently associated with delinquency. Children who live in homes with only one parent or in which parental relationships have been disrupted by divorce or separation are more likely to display a range of emotional and behavioral problems, including delinquency. As part of OJJDP's *Program of Research on the Causes and Correlates of Delinquency: the Rochester Youth Development Study, the Denver Youth Survey, and the Pittsburgh Youth Study*, research teams interviewed 4,000 youth and their caretakers to analyze the prevalence of delinquent behaviors, drug use and the number of family transitions the youth had experienced. The researchers found that youth who had faced a substantial number of family transitions, experienced decreased financial security and increased stress and conflict. In Rochester, NY, and Denver, CO, the number of transitions had a significant effect on delinquency and drug use, with the Pittsburgh data showing the same trend, although not at a statistically significant level.

While many research studies have found that negative peer influence is a major reason to initiate drug use or delinquency, parental disapproval has also been shown to be a major deterrent not to engage in delinquent acts or to use drugs. Family variables are a consistently strong predictor of antisocial and delinquent behaviors. According to Bry and colleagues, in their research entitled *Family-Focused Preventions of Drug Abuse: Research and Interventions*, there are direct paths from inadequate parental supervision and peer deviance to problem behaviors. Many research studies suggest that parenting and family interventions that decrease family conflict and improve family involvement and parental monitoring should reduce problem behavior.

A new study of family by researcher Ellen Galinsky, president of the Families and Work Institute, produced a recent report and book entitled: "**Ask the Children: What America's Children Really Think About Working Parents**". The study demonstrates that an estimated two-thirds of America's children worry about what they perceive as work-related stress and fatigue suffered by their parents. Though children in the study gave their parents high marks in parenting, they wished their parents were under less stress. Most notably, children reported that they did not want more time with their parents, but instead want better communication and more focused time, with parents being less strained and tired.

Publications

OJJDP has developed many publications and resources which may be useful as tools for parents and others who will be attending the conference. Provided below are some

examples of publications available through OJJDP:

- “Adolescent Motherhood: Implications for the Juvenile Justice System”, Fact Sheet #50, January 1997.
- “Responsible Fatherhood”, Fact Sheet #73, December 1997.
- “When Your Child Is Missing: A Family Survival Guide”, OJJDP, Report, May 1998
- “A Safety Net for the Internet: Protecting Our Children”, Juvenile Justice Journal, Volume V, Number 1, May 1998
- Keeping Children Safe: Rhetoric and Reality”, Juvenile Justice Journal, Volume V, Number 1, May 1998
- “Effective Family Strengthening Interventions”, OJJDP Bulletin, Family Strengthening Series, November 1998.
- “Prenatal And Early Childhood Nurse Home Visitation”, OJJDP Bulletin, November 1998
- “Treatment Foster Care”, OJJDP Bulletin, Family Strengthening Series, December 1998
- “Parents Anonymus: Strengthening Familes”, OJJDP Bulletin, Family Strengthening Series, April 1999
- “Preventing Violence the Problem-Solving Way”, OJJDP Bulletin, Family Strengthening Series, April 1999
- “Preparing for the Drug Free Years”, OJJDP Bulletin, Family Strengthening Series, July 1999
- “Family Disruption and Delinquency”, OJJDP Bulletin, Youth Development Series, September 1999
- “Families and Schools Together”, OJJDP Bulletin, Family Strengthening Series, November 1999
- “Parental Responsibility Laws”, Juvenile Justice Reform Initiatives in the States: 1994-1996.

Websites

Children with Disabilities. OJJDP, through the Coordinating Council on Juvenile Justice and Delinquency Prevention, has created a website for parents, teachers, youth and others who have an interest in learning about assistance for youth with disabilities. Located at “www.childrenwithdisabilities.ncjrs.org” the website provides information from and website links to all the Federal agencies as well as private foundations, covering a vast array of information. This website is particularly useful for parents who are working to meet the needs (emotional, physical, mental and behavioral) of their children. A flyer which provides a description of this website is available.

CD-Roms

Reducing Youth Violence: A Comprehensive Approach. This multimedia CD is organized around a range of strategies, including strengthening families, that offer a comprehensive approach to addressing youth violence and juvenile justice issues. Parents might find this CD-Rom useful in that much of OJJDP's reference material, such as Family Strengthening Series publications published before April 1999, are available directly in the CD. The CD also highlights other resources, training and technical assistance.

Fight For Your Rights: Take a Stand Against Youth Violence. In 1999, OJJDP, in conjunction with MTV, Bureau of Justice Assistance, US Department of Justice, and the Safe and Drug-Free Schools Program Office of Elementary and Secondary Education, US Department of Education, has developed a CD-Rom package entitled: "Fight For Your Rights: Take A Stand Against Youth Violence." The target audience for this CD package is teenagers. The package includes an action guide which highlights youth violence issues, non-violent conflict resolution, mentoring, artistic responses to violence, youth crime prevention, and advocacy. The inter-active CD-Rom includes music and messages from current artists (Lauryn Hill, Dave Mathews Band, Everclear and others) as well as inter-active programming to go along with the action guide.

4. Deliverables For the Conference

Parenting Website. OJJDP and the Coordinating Council on Juvenile Justice and Delinquency Prevention are developing a national website for parents. Similar to the children with disabilities website, the parenting website will provide a catalog of information currently available for parents through the Internet and will provide links to all the major Federal agencies for accessing this information. This website will also provide Internet links to various foundations, private and public organizations, and other groups which provide information for parents through the Internet.

This website is under production. It will not be fully available by the date of the conference (early May). However, the development of the website and its pending availability could be announced at the conference.

Juvenile Justice Journal. OJJDP produces a publication entitled the "Juvenile Justice Journal". OJJDP would like to offer the September edition for focusing on issues related to parenting. As a lead article for the September edition, we propose to highlight the conference and its proceedings, perhaps with an article lead-in from the First Lady or the President.

CC: Charles Simon, Deputy Associate Attorney General

FNS

Willis, Joyce

From: WFrench671@aol.com
Sent: Friday, March 10, 2000 7:30 AM
To: Joyce.Willis@fns.usda.gov
Cc: Donna.Hines@fns.usda.gov Clara.French@fns.usda.gov; WFrench671@aol.com
Subject: White House Conference on Teens



WhiteHouseTeensConf
orname-FNSis...

Joyce --

Attached is a draft of FNS' preliminary input that White House staff would like by COB today. Hopefully there will be no format problems coming from my computer to yours. As you indicated, you will meet with Shirley this morning to discuss this preliminary input and clear it with Shirley prior to transmission to the White House.

Dorothy Caldwell wanted to make sure that Shirley decided whether or not we should use this Conference to announce the upcoming "Joint Statement of Medical Associations on the Role of School in the Promotion of Health Eating Behaviors." Dorothy indicated this announcement could be ready in time for this Conference..

After Shirley clears, the input should be sent to Ruby Shamir at the White House. It can be emailed to her at: Ruby_Shamir@opd.eop.gov or faxed to her at (202) 456-2878. Ruby's phone number is: (202) 456-5696.

Please cc me a copy of what you send Ruby. I am out of the office today, but if you need assistance from SFPD staff, please contact Donna Hines.

Thanks.

Clara

WHITE HOUSE CONFERENCE – RAISING RESPONSIBLE TEENAGERS
USDA – Food and Nutrition Service
Preliminary Information

Top Issues/Themes

- **Healthy Eating Patterns for Teens/Families**
- **Childhood Obesity and Overweight issues**
- **Educating Teens/Families About Important Nutrition Issues and Available Services**
- **Teen Pregnancy-Low Birth Weight and Infant Mortality**

Agency Grants, Announcements, Reports That Could Be Announced at the Conference

- **Joint Statement of Medical Associations on the Role of School in the Promotion of Healthy Eating Behaviors**

List of Services/Programs FNS Provides to Young People And Their Families

- **Special Supplemental Nutrition Program for Women, Infants and Children (WIC) -- WIC's goal is to improve the health of low-income pregnant, breastfeeding and non-breastfeeding postpartum women, and infants and children up to 5 years old. WIC provides supplemental foods, nutrition education, and access to health services.**
- **WIC Farmers' Market Nutrition Program (FMNP)-- The FMNP provides WIC participants with increased access to fresh fruits and vegetables at local farmers' markets.**
- **Food Stamp Program – Food Stamps serves as the first line of defense against hunger for millions of families. Food Stamps provides benefits monthly for eligible participants to purchase approved food items at approved food stores. The Food Stamp Program enables low-income families to buy nutritious food. Over half of all participants are children.**
- **National School Lunch Program – The National School Lunch Program provides cash reimbursements and commodity foods to help support non-profit food services in elementary and secondary schools, and in residential child care institutions. Every school day, more than 26 million children in 94,000 schools across the country eat a lunch provided through the National School Lunch Program. More than half of these children receive the meal free or at a reduced price. Regulations require school meals to meet nutritional standards and to comply with the Dietary Guidelines for Americans, the Federal policy on what constitutes a healthful diet.**
- **School Breakfast Program -- As in the school lunch program, low-income children may qualify to receive school breakfast free or at a reduced price, and States are reimbursed according to the number of meals served in each category. Meals must meet nutritional standards similar to those in the National School Lunch Program.**

- **Child and Adult Care Food Program** -- This program provides cash reimbursements and commodity foods for meals served in child and adult day care centers, and family and group day care homes for children.
- **Summer Food Service Program** -- More than 2 million low-income children receive meals during school vacation periods through the Summer Food Service Program. All SFSP meals are served free, and the Federal government reimburses local sponsoring organizations for meals served.
- **Special Milk Program** -- Children in schools, summer camps and child care institutions that have no Federally supported meal program receive milk through the Special Milk Program.
- **Commodity Supplemental Food Program (CSFP)** -- CSFP distributes food directly to pregnant, postpartum and breastfeeding women, infants and children up to 6 years of age and the elderly.
- **Emergency Food Assistance Program** -- Provides commodity foods to States for distribution to supplement food stocks of households, soup kitchens, and food banks.
- **Food Assistance for Disaster Relief** -- Tens of thousands of survivors of natural disasters are fed by FNS and its partners every year through this program. Food assistance is provided by FNS to State relief agencies and organizations like the Red Cross and Salvation Army in times of emergency such as hurricanes, earthquakes, floods and winter storms. Depending on the nature and severity of the crisis, FNS may provide commodity foods for distribution to shelters and mass feeding sites; or commodity food packages for distribution directly to families in needs; or approve issuance of emergency food stamps.
- **Food Distribution Program on Indian Reservations (FDPIR)** -- FDPIR provides commodity foods to low-income families who live on Indian reservations and to Native Americans living near reservations.
- **Nutrition Assistance Programs in Puerto Rico, American Samoa, and the Commonwealth of the Northern Marianas Islands** -- The territories provide block grant cash and coupons to participants rather than food stamps or food distribution.
- **Team Nutrition** -- Team Nutrition is a nutrition education program that provides schools with nutrition education materials for children and families, and technical assistance materials for school nutrition service directors, managers and staff, and educational materials to programs like WIC and Food Stamps.

Research/Data to Support Conference Themes

Research shows that teenagers and other students do not have healthy eating patterns. For example, data reflects the following:

- Only one percent of youth meets all the recommendations of the Food Guide Pyramid; 16 percent do not meet any of the recommendations. (8)
- Teenagers today drink twice as much carbonated soda as milk (2) and only 19 percent of girls age 9 to 19 meet their Recommended Dietary Allowance for calcium. (5,6)
- About 12 percent of students report skipping breakfast and only 11 percent report eating a breakfast that contains foods from three of the five major food groups and one-fourth of the RDA for food energy. (3,4) The likelihood of eating breakfast declines with the age of the student. (4)

Without nutrition intervention, pregnant teens are at greater risk of giving birth to low birthweight infants and infants with other health problems.

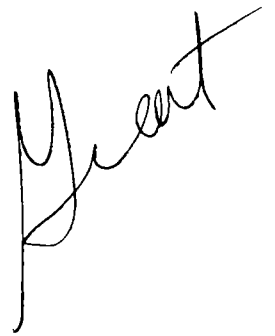
References for the Statistics Noted Above and Other References

1. Excerpts of the Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, 2000, available at <http://www.ars.usda.gov/dgac/>.
2. U.S. Department of Agriculture, Agricultural Research Service. 1999. *Food and Nutrient Intakes by Children 1994-1996, 1998*. Online. ARS Food Surveys Research Group, available at <http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm>.
3. Burghardt, John and Devaney, Barbara, "The School Nutrition Dietary Assessment Study," U.S. Department of Agriculture, FNS, October 1993.
4. Devaney, Barbara and Stuart, Elizabeth, "Eating Breakfast: Effects of the School Breakfast Program," U.S. Department of Agriculture, FNS, August 1998, pp. 10-11.
5. U.S. Department of Health and Human Services, *Healthy People 2010: Understanding and Improving Health*, Conference Edition, or <http://www.health.gov/healthypeople/>.
6. National Center for Health Statistics. *The Third National Health and Nutrition Examination Survey 1988-1994*. U.S. Department of Health and Human Services, National Center for Health Statistics, 1994.
7. "Guidelines for School Health Programs to Promote Lifelong Healthy Eating," *Morbidity and Mortality Weekly Report Recommendations and Reports*, Vol. 45, No. RR-9, June 14, 1996, U.S. Department of Health and Human Services.

8. Munoz, Kathryn A., PhD, MPH, Krebs-Smith, Susan, PhD, MPH, RD, Ballard-Barbash, Rachel, MD, MPH, and Cleveland, Linda E., MS, RD, "Food Intakes of U.S. Children and Adolescents Compared With Recommendations," *Pediatrics*, Vol. 100, No. 3, September 1997, pp. 323-329.
9. Troiano, Richard, PhD, RD, Glegal, Katherine M., PHD, Kuczmarski, Robert J., Dr PH, RD, Campbell, Stephen M., MHS, Johnson, Clifford L., MSPH, "Overweight Prevalence and Trends for Children and Adolescents," *Archives of Pediatrics and Adolescent Medicine*, Vol. 149, October 1995, pp. 1085-1091.
10. Meyers, Alan F., MD, MPH, Sampson, Amy E., PHD, Weitzman, Michael, MD, Rogers, Beatrice L., PhD, Kayne, Herb, PhD, "School Breakfast Program and School Performance," *American Journal of Diseases of Children*, Vol. 143, October 1989, pp. 1234-1239.

MEMORANDUM FOR DISTRIBUTION

FROM: Shirley Sagawa [anyone else want to put their name on this?]
RE: Soliciting input from youth for White House Conference
DATE: March 13, 2000



Thank you for all your good advice regarding the possible White House Conference on "raising teenagers." We are committed to obtaining quality input from young people themselves to inform the conference planning. In order to involve a large and diverse group of young people, we are inviting your organization to organize a focus group to discuss the following questions:

1. What are the biggest challenges you and your peers are facing? Who has helped you address those challenges – peers, parents, community groups, youth organizations, religious organizations, schools, others?
2. One of the themes we are exploring is personal responsibility of young people to themselves, their families, and their communities? How do you define responsibility?
3. What are the biggest influences on teenagers today – for example, peers, parents, media, educators, other adults?
4. If you one day have teenage children, what will you do that your parents have done? What will you do differently? What advice would you give to parents of teenagers to help them be more effective?
5. Have youth groups, community organizations, schools, religious organizations, etc. been important to you in navigating the teen years? What have they done that was helpful? Are your parents involved in these organizations or is your involvement completely separate?
6. If there were a White House Conference focusing on teenagers, what would you hope the message coming out of the conference would be?

You may want to give the young people in your groups background information to help frame their discussion. You can tell them that the White House is considering holding a conference that will focus on parents and teenagers, and that we have asked for their input on these questions because of the importance we place on their views. The conference will likely be in early May and it will be available via satellite (we think) so anyone could participate if their school or organization wants to host a downlink site. We ask that everyone participating in this input process keep their involvement and the planning of the conference confidential.

We are prepared to receive input from the youth discussions in one of two ways: (1) the group can write up their responses and mail, fax, or email them to MaryEllen McGuire [put in contact

Mary Ellen - C. -
McGuire @who.eop.
gov

information]; and/or (2) appoint one youth representative to participate in a conference call with White House staff to be held [fill in].

Please let us know if you will be holding a group and if you want to reserve a spot for a youth representative on the conference. We very much appreciate your help with this important project. Please don't hesitate to contact us if you have any questions.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Newsweek

JULIA ROBERTS RULES

MURDER IN THE FIRST GRADE

THE TANGLED
LIFE OF A
SIX-YEAR-OLD
KILLER

HOW KIDS
LEARN RIGHT
FROM WRONG

Michigan sh