

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Jeremy D. Benami to Gaynor McCown re: things (partial) (1 page)	08/18/1995	P6/b(6)
002. memo	Memo to Carol Rasco et al re: A few things (2 pages)	08/19/1995	P6/b(6)
003. fax	Fax re: release form (2 pages)	09/10/1995	Personal Misfile
004. memo	Gina Pearson to Gaynor McCown and Gene Sperling re: list of participants (partial) (2 pages)	08/23/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

Back to School [1]

2011-0255-S

rc173

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

THE WHITE HOUSE

9/12

Cayman -

211

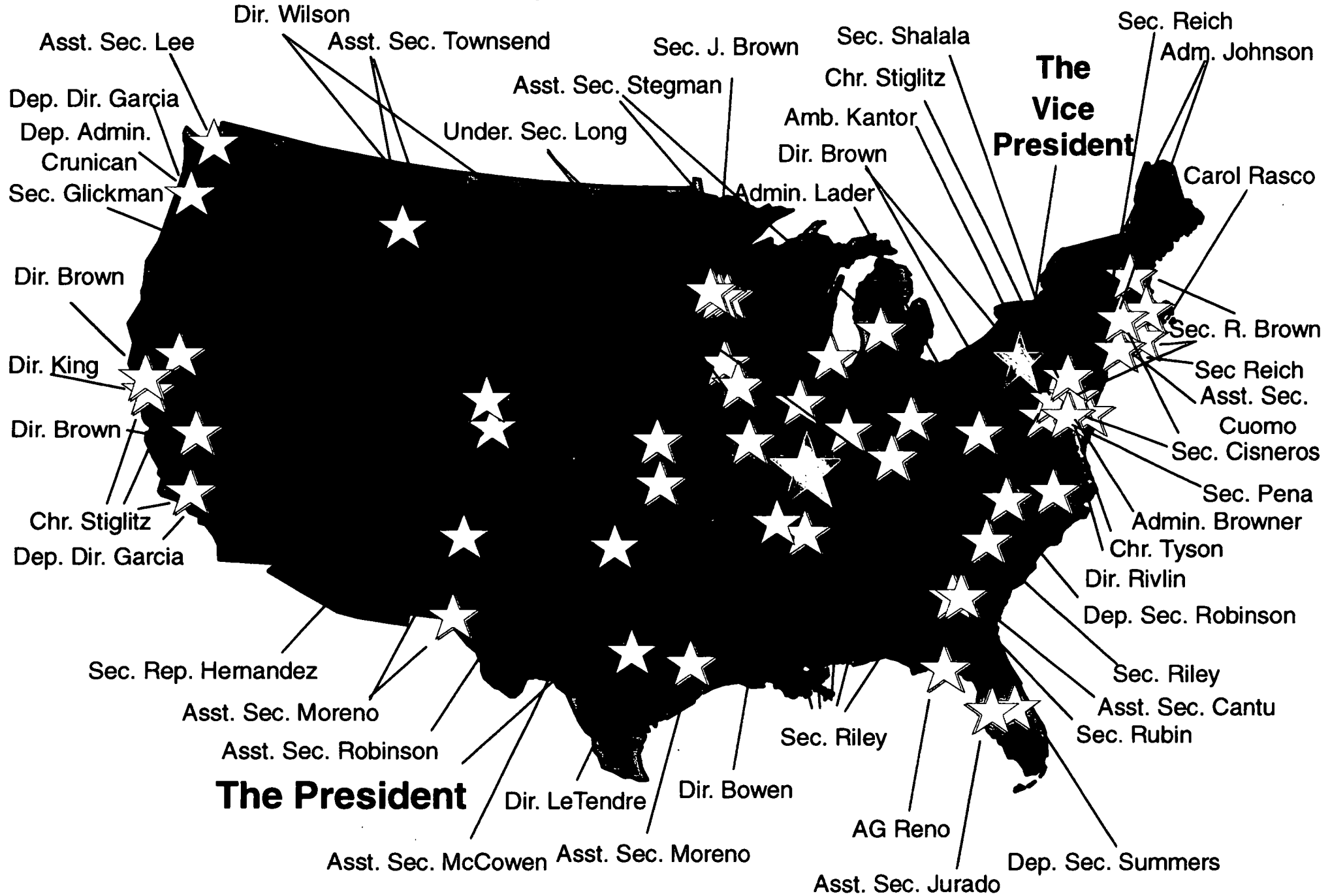
A pretty version of
the chart.

Thx for your help.

Kris

CLINTON ADMINISTRATION ON BACK TO SCHOOL TRAVEL

September 11-16, 1995



27.

THE SOUTHERN ILLINOISAN (CARBONDALE), July 14, 1995
(Best Copy Available)

Simon's loan program looks successful here

Ups and downs



IT LOOKS like the new direct student loan at Southern Illinois University at Carbondale is on the way to becoming a big success. Pam Britton, director of the financial aid office at SIUC, says she "couldn't believe pleased" with how the program is performing in its early stages.

The idea behind the program is to allow students to receive their loans directly from the government instead of using banks and private lenders as intermediaries.

Despite warnings by some bankers that the government could never process loans as efficiently as they do, SIUC's experience so far tells another story. SIUC officials are now dealing with one agency, the Department of Education, instead of an estimated 1,500 lending institutions and 50 guarantee agencies. As a result, more than 9,000 students are expected to receive their money before the fall semester starts, freeing them of the aggravation of bills after classes begin. So far, SIUC's financial aid office has processed 2,000 more loan packages than at a comparable point in previous years.

Sen. Paul Simon, D-Makanda, deserves credit for authoring the legislation behind the program. We hope he succeeds in his fight against a Republican proposal to cut student financial aid by \$10 billion over the next seven years.

Education Groups feel as though the Administration has caved.

ACE - - - -

- Higher ed has to protect their bases --
- How the kids get the money
- When his speech is reported in the press -- it must be clear that he has issued a very clear
- ~~When~~ ~~foosien~~ held his press conference --
- Leo Kornfeld
New York

800-8000

202-966-5342

EXECUTIVE OFFICE OF THE PRESIDENT

THE WHITE HOUSE
01-Sep-1995 07:11pm
WASHINGTON

TO: nagps-interest
FROM: nagps
SUBJECT: College Democrats Info Forwarded

Dear Student Aid Supporters:

To facilitate information sharing, we forward the following post from the College Democrats. NAGPS is a non-partisan organization. The opinions expressed in this message are that of the original author and do not necessarily reflect the opinion of NAGPS, its officers or directors, members or assigns.

(Have I covered myself?...truly, folks should be aware of what others are doing and we appreciate receiving information from the College Democrats).

Kevin Boyer
NAGPS

BEGIN FORWARDED MESSAGE

Forwarded message:
From cda Fri Sep 1 13:57:28 1995
Date: Fri, 1 Sep 1995 13:31:03 -0700 (PDT)
From: College Democrats of America <cda@netcom.com>
Subject: Save Student Aid Events--September 11
To: kgcda@aol.com
Message-ID: <Pine.3.89.9509011133.A17060-0100000@netcom16>
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; charset=US-ASCII

PRESIDENT CLINTON TO ADDRESS COLLEGE STUDENTS LIVE VIA SATELLITE ON MONDAY, SEPTEMBER 11, FROM SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE.

VICE PRESIDENT GORE WILL BE TALKING WITH STUDENTS AT AN EVENT IN PITTSBURG, PA, ON THE SEPTEMBER 11 ALSO.

President Clinton's speech will be available for live transmission via satellite on your campus if your campus has satellite capability! The coordinates will be available by Thursday, September 7th.

We are currently trying to schedule speakers to appear at downlink events on your campus, but you should invite your Congressional Representative to attend an event on your campus. If you need help, call (202) 479-5189 or e-mail us back. We want your events to be successful!

Also, we must make as much noise as possible during "Save Student Aid Week," September 11-15. Make sure your campus paper covers your event! Make sure you write letters to the editor of your campus and local papers.

Don't let the Republicans get away with taking away Federal Financial aid while giving a tax cut to the wealthiest of our society.

PRESIDENT CLINTON AND VICE PRESIDENT GORE WILL BE RALLYING IN SUPPORT OF STUDENT AID -- THEY NEED YOUR HELP!

IF YOU NEED OUR HELP, E-MAIL US AT CDA@NETCOM.COM OR CALL US AT (202)479-5189.

THANKS FOR YOUR HELP!

END FORWARDED MESSAGE

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*=====*
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>>>> The National Association of Graduate - Professional Students <<<< 825 Green Bay Road, Suite 270 Wilmette, IL 60091 PHONE: 708-256-1562 FAX: 708-256-8954 NAGPS@NETCOM.COM
NAGPS 10th Annual National Conference October 26-30, 1995 * Miami Beach, Florida
WWW Site > http://nagps.varesearch.com/NAGPS/nagps-hp.html

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*=====*
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This message sent using the NAGPS E-mail Server	Help on the lists Subscribe/remove/etc. General talk list Reach NAGPS officers Reach NAGPS Services	nagps-help@nagps.varesearch.com nagps-request@nagps.varesearch.com nagps@nagps.varesearch.com nagps-officers@nagps.varesearch.com nagps-services@nagps.varesearch.com
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FACSIMILIE COVER SHEET

Graduate and Professional Student Council
Southern Illinois University at Carbondale
Third Floor Student Center
Carbondale, IL 62901-4419

Phone Number 618/536-7721
Fax Number 618/453-6456

SEND TO Company Name	From Bill Karrow
Attention Gaynor McGowan	Date 28 Aug 95
Fax Number 202/456-7028	Phone Number 618/536-7721

☐ Urgent/
☐ Reply ASAP
☐ Please Comment
☐ Please Review
☒ For your information

Total pages, including cover sheet: 3

COMMENTS

Here is the article which appeared in the Daily Egyptian this morning regarding the Presidential visit.

Inside: Blood shortages force multiple blood drives in Carbondale — *page 3*



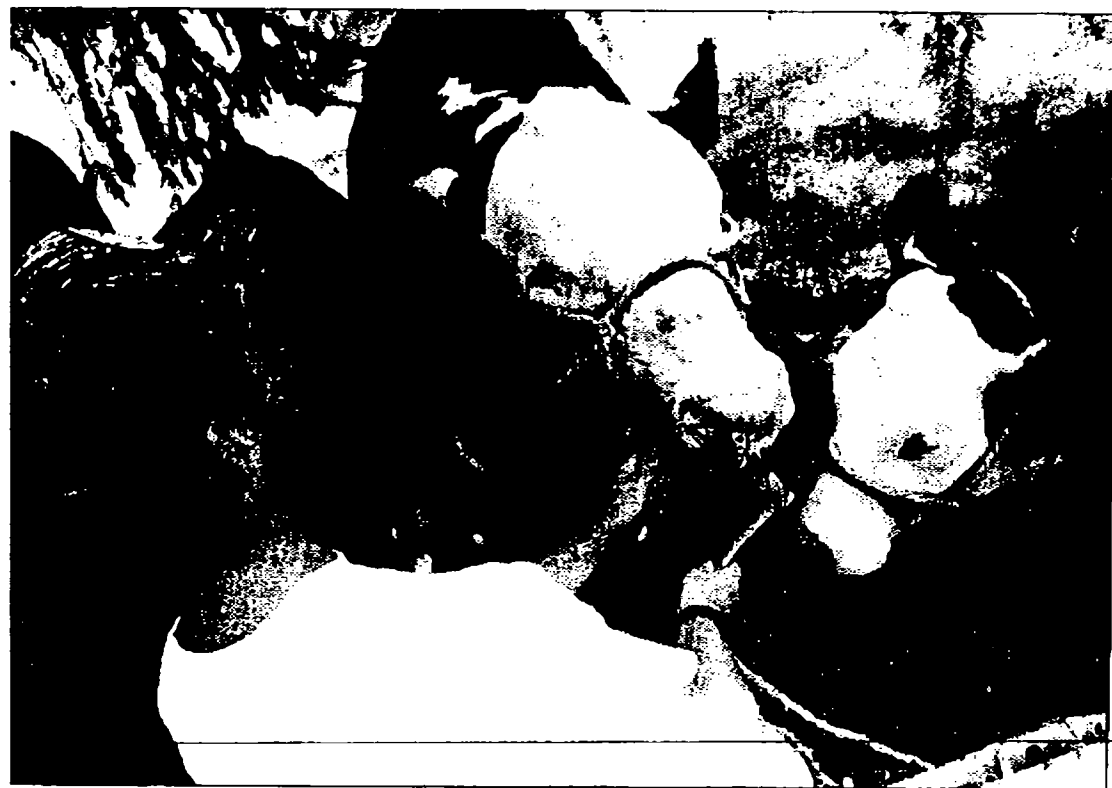
Southern Illinois University at Carbondale

Daily Egyptian

August

Monday 28
1995

Vol. 81, No. 6, 16 pages



Kelly L. Mall — The Daily Egyptian

Sausage patties: Brian Myer, a resident of Cutler, prepares Wild Thing (left) and Bull in a contest at the Du Quoin State Fair Sunday.

GPSC unsure of Clinton visit

By Wendy J. Allyn
Daily Egyptian Reporter

SIUC is one of three universities under consideration for a visit from President Clinton next month, a national lobbying group for graduate students said.

Carbondale has tentatively been chosen over Milwaukee, Wis. and Pittsburgh, Pa. as the site for a presidential address on higher education and student aid, Kevin Boyer, executive director of the National Association of Graduate/Professional Students, stated in an electronic-mail message to SIUC student leaders.

Mark Terry, an SIUC Graduate and Professional Student Council vice president, said the decision is only tentative and would not comment further. Terry said GPSC is expecting confirmation from the

White House today or tomorrow.

A spokesperson for White House affairs, Laura Schwartz, said she could not confirm the location of the visit until later this week.

The president has a history of visits to SIUC and the Carbondale area, said political science lecturer Barbara Brown, who is also active in the democratic party.

"The President has a soft spot for SIUC," Brown said.

As the governor of Arkansas, Clinton worked on the Mississippi Delta Committee, which highlighted economic stresses of the Mississippi delta area, Brown said. Through his experiences on the committee, he was at SIUC several times and became familiar with the campus, Brown said.

In September 1991, Clinton

see CLINTON, page 8

Leg parties on r'se; en rry age d'irect cause

"Hopefully (the party) will start Thursday."

"The reason I'm starting Party Central is to kick start the party scene which has been in decline the past few years."

Some SIUC students said they are concerned about the police finding out about the parties through the

Clinton

continued from page 1

spoke to local democrats gathered in Carbondale for a state party fund raiser held at SIUC, where Brown said he gained important support for the presidential campaign.

Brown said after leaving Carbondale, Clinton decided to run

9:30."

Gabe ks, a freshman fr
ville, it would be a good
idea for every trying to find the
parties, but he would not advertise
his parties on the line.

"A bunch of people you don't know will show up, and what if they trash the place?" Banks said. "You don't know who they are to find out

for president.

"He told me he turned to one of his aides on the plane and said, 'We're doing this,' she said. "He really sees SIU as an important spot along the way."

Brown said in addition, several campaign fund-raisers were held at SIUC before the 1992 election, and first lady Hillary Rodham Clinton visited SIUC during her husband's campaign.

Funding

continued from page 1

for 50 percent of the population, we want 50 percent women in the grad school. If African-Americans account for 15 percent of the population, we want 15 percent African-Americans in the grad school. We want the graduate school to resemble the world."

This objective has been affected by the elimination of certain programs stemming from Title IX of the Education Act of 1964, associate dean M. Harry Daniels said.

"Title IX programs are earmarked for students in underrepresented groups," he said. "The elimination of certain programs has had a rather severe impact in general and on campus."

Daniels said reduction of a five year award for the Proactive Recruitment of Minority Professionals for Tomorrow (PROMPT) group was an immediate setback to the school.

PROMPT is a graduate association aiming to increase the number

of minority graduate students at SIUC. Daniels said a five year, \$350,000 grant for five qualified students was cut back to \$70,000 for one year.

"We attracted five students and now (the money) is not all going to be there," Daniels said.

Ronald Caffey, a management graduate student from Waukegan, said these eliminations will affect the enrollment of students in the graduate school.

"Lots of students can't afford to leave the work force and return to school to pursue graduate degrees without support for their education," he said.

Another immediate setback was the elimination of the Patricia Roberts Harris scholarship, named in honor of a famous African-American woman.

"The president zeroed it, and the House zeroed it," Daniels said. "The amazing thing is that we had a long track record of success with the program."

Two state programs — Illinois Minority Graduate Incentive Program and Illinois Consortium for

look for the... es that aren't acting responsibly."

Strom he questions how successful the line will be.

"(The phone line) has the potential for promoting large parties in violation of the law," Strom said.

Carbondale Mayor Neil Dillard said he did not want to comment until he had more information.

President Clinton has been a strong advocate for student aid, and regardless of where he visits, his message will be his commitment to making sure opportunity is available to college students, Brown said.

SIUC Liberal Arts Dean John Jackson said, although several campaigning presidents have visited, the last one in office to come to SIUC was Harry Truman in 1948.

Educational Opportunity — are sources of some hope, Daniels said.

"These programs offer strong support," Daniels said. "But if these two programs dry up, we'll be hurting."

The downsizing of Affirmative Action (programs to increase opportunities for minorities) in California could someday spread to Illinois, Daniels said.

"So far nothing has happened," he said. "In candor, I have to be a little concerned. If it happened in California, it might happen in Illinois."

The graduate school will be monitoring enrollment of underrepresented groups and the availability of funds for individuals, Daniels said.

"We'll look at this empirical data to see how we stand as the current moves," he said.



2 pc. Snack

thigh/leg individual mashed potato
w/ gravy buttermilk biscuit

\$1.99

Exp. 9-30-95



10pc. Dark Box

w/ 4 biscuits

\$7.99

Exp. 9-30-95



10 piece leg & thigh

8pc. Family Value

8pc. chicken large mashed potato
large gravy large coleslaw 4 biscuits

\$9.99

Exp. 9-30-95



**Free small drink with purchase
of a Regular price**

All-You-Can-Eat Buffet

Not applicable w/ any other buffet offer.

Exp. 9-30-95



CARBONDALE MURPHYSBORO ANNA



Student
Center

**OLD MAIN
RESTAURANT**

All You Can Eat Buffet Specials \$5.75

Monday, August 21
Minestrone Soup
Roast Beef in Jus

Tuesday, August 22
Beef Noodle
Roast Beef in Jus

**Birth Control
Options**

Learn more about your options...

List

* Student Aid Emergency Events, WWW Page

http://nagps.varesearch.com/Student_Aid/events.html

* Academic Page of NAGPS WWW Site

<http://nagps.varesearch.com/NAGPS/academic.html>

* E-mail to send info to be put on Events List.

Student-aid-events@nagps.varesearch.com

Sept 1 / 10:30 AM

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

22-Aug-1995 11:38am

TO: Gaynor R. McCown

FROM: Jeffrey S. Shulman
 Public Liaison

SUBJECT: Save Student Aid Week

While I was on vacation last week, I received your message regarding the Student Body President Day. As I certainly understand the decision to travel to a college/university and never intended for student body presidents to be the main event of the week, I have some major concerns about the impact and success of the week nationwide if we do not engage student body presidents and the alliance.

Following our meeting with the alliance a week ago, I have spoken with several of the attendees about their estimates for campus activity. They were somewhat skeptical and expressed the need for the White House to contact the recipients of their organizational packets, whether it be an event, phone call or letter. They have no guarantee that 80% of these packets won't end up in the garbage unless the recipients were energized and charged by a higher authority. All of those in attendance were very supportive of an event that would include student body presidents and leaders of their organizations. In response to your reasoning that we shouldn't pull student body presidents away from organizing on their campuses, most events of this type are organized by USSA, College Democrats and similar organizations on the college campus. By engaging the student body president, we are elevating this issue and creating an alliance of student organizations to save student aid - the ultimate goal.

In addition, I have received word that the House/Senate Leadership are going ahead with a Save Student Aid Week "Down-Link" Event on Monday, September 11, 1995. They apparently have been in touch with Barbara Chow in Leg Affairs.

Please keep me updated. I'm anxious to know how to proceed. My extension is 66287. Thanks!

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

15-Aug-1995 03:52pm

TO: Gene B. Sperling
TO: Donald A. Baer
TO: Jeremy D. Benami
TO: Jason S. Goldberg

FROM: Lorraine McHugh
 Office of Media Affairs

SUBJECT: Education

I thought it might be helpful to list action items and try to get closure on who is taking responsibility for what concerning media and back to school outreach:

1. Mailing with easy-to-understand materials - Media Affairs can get to ed boards and education trade press. Education Dept. can get to ed reporters. WHO IS DRAFTING MATERIAL?
2. Mailing to 1750 college and university newspapers - Laura Schwartz in Media Affairs is coordinating with Gaynor. Will go out next week.
3. Visits by Secretaries Riley and Reich to network bureaus - Will discuss with Kay Kahler on Thursday. Vicki has said she will help.
4. Offer high profile administration officials such as Riley or Reich to do national and regional interviews - Will talk to Kay on Thursday.
5. Background briefings and roundtables - We have made a round of calls and D.C. bureaus are basically down and are not very interested in doing roundtables until after Labor Day. The tong participants are either in Wyoming with the President or are on vacation. If we want to do briefings, we should talk with Kay about whether we should help Education arrange conference calls in key markets outside of D.C. with beat reporters for back to school pieces. Kay and I have spoken and we believe we have already maxed out on education editorial writers.
6. Talk shows - NEED TO COME TO CLOSURE ON WHAT ISSUE WE ARE PUSHING FOR TALK SHOWS. I HAVE BEEN IN THREE DIFFERENT MEETINGS WITH THREE DIFFERENT MESSAGES ON WHAT WE ARE PUSHING TO GET ON

OPRAH.

7. Editorial board calls linked to Congress returning - We can work with Education to get these calls going into key cities the week before Congress returns. We probably need to use the new city data as the hook because we've already hit these ed boards up on education cuts statewide.

8. Regional talk radio - Again, the city by city data will help us pitch to talk shows. We can work with Kay on doing a background call with radio talk show hosts late next week and Media Affairs and Education can book guests. AGAIN, WE NEED BODIES IN ORDER TO BOOK. OUR UNDERSTANDING IS THAT MOST SENIOR WHITE HOUSE OFFICIALS THAT WE CAN SELL WITHOUT ANY PRINCIPLE EVENTS WILL BE ON VACATION THE LAST WEEK OF AUGUST. AND, WE HAVE ALREADY ASKED THE CABINET TO DO MEDICARE WHILE ON VACATION.

9. School Superintendants - Are we on board to do a conference call with targeted superintendants and Riley the last week of August and putting in a listen-in only audio line? If yes, who is the superintendant contact?

I think much of this will come to closure on Thursday when Kay Kahler comes by to talk about what they are doing and how we can supplement their efforts given the vacation schedules of our principals. In the interim, the biggest concern is who is drafting these short, crisp documents for us to send out next week? Is this a Jake or Julia item or does this come out of the Budget Group?

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~~George Carlin~~
~~Anders of Lake~~

~~Anders~~

~~Gayle A. Conner~~

EXECUTIVE OFFICE OF THE PRESIDENT

18-Aug-1995 07:18pm

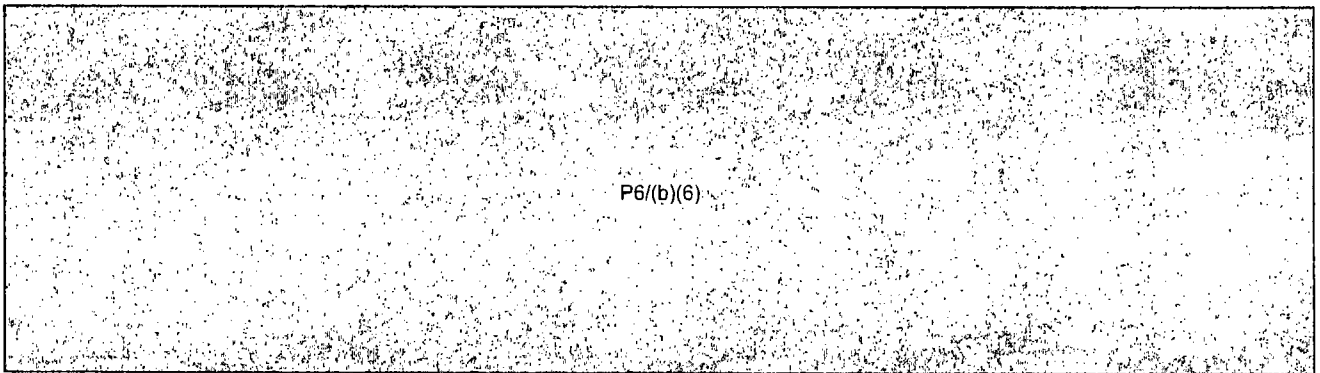
184

45-5
958.00
18
50

TO: Gaynor R. McCown
FROM: Jeremy D. Benami
Domestic Policy Council
SUBJECT: things

[001]

welcome back



P6(b)(6)

Re: Back to School Week

We had a meeting with a number of the student groups (Gene, Mike and me). We confirmed that we would be doing a big rally on Monday the 11th and indicated that it would probably be in Pittsburgh. There is a memo that I will forward to you separately that is about the choice of sites. That will have to be nailed down in the beginning of the week.

Division of responsibilities: you should be the primary coordinator for the Monday event. You will need to coordinate with the groups, with scheduling, with Cabinet Affairs, with Media Affairs etc. Leslie will organize the elem/sec event - probably still a conference call on Tuesday to key markets. Vicki Vasquez will organize whatever town hall there ends up being. Mike will get some options together for a Head Start and a Skill Grant event. Gene has been taking the lead on a possible technology event and on executive actions to be announced in the Saturday radio address.

I will try to call you on Monday to discuss more of this.

Next step: we committed to a Tuesday 4 p.m. conference call with

the student groups so that we can find out what they know is already on tap on different campuses. That is intended to precede your Thursday 2p.m. meeting so that we can have the extra day and a half to line up things if there are sites - since so many people will be gone the following week. You are supposed to get that call set up.

One thought to add to the hopper for the Monday amplification: We could have POTUS, VPOTUS, FLOTUS and others call in to rallies on Monday if that would be helpful.

I'm rambling. I need a vacation so I'm going to leave. Have a good couple of weeks. I will see you on the 11th!

Leave me clear instructions when you go!

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E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

15-Aug-1995 05:00pm

TO: Gaynor R. McCown
TO: Michael T. Schmidt

FROM: Jeremy D. Benami
 Domestic Policy Council

SUBJECT: attached FYI

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

15-Aug-1995 07:22pm

TO: (See Below)

FROM: Carol H. Rasco
 Economic and Domestic Policy

SUBJECT: Reports for the President

Julie has graciously accepted the position of DPC editor/cop for the daily briefing notes for the President during his vacation. She has my full proxy to fulfill particularly the "cop" portion!

The rules for everyone will be:

a. If you're leaving for a significant portion of time (no, we will NOT have a meeting to determine how long you must be gone before it is significant - I'm arbitrarily saying if you will be gone ten working days or more during the period from Wed., August 16 through Labor Day), you are to submit prior to leaving, ten bullet point current items about areas in which you work; this includes all program staff!

b. If you will not be gone more than 10 working days then you should submit a bullet point current item each day you are here except for the days you are to submit briefing memos as described below.

NOTE: These bullet point current items are the type things you might put in a weekly report except for speeches, media contacts, etc.

c. As I mentioned on this morning's regular conference call, this daily bulletin sent to the President presents us an excellent opportunity to give the President updates on initiatives that are not burning fires at the moment. Below is a schedule of topics taken from our DPC Long Range Plan submitted to Erskine recently. You are to turn into Julie no later than the assigned date a one page briefing memo (do not do the TO, FROM business, simply put at the TOP of the page the topic and at the BOTTOM of the page something like: Prepared by Susie Q, DPC, date. The page should have significant white space on it, bullet points are great. NOTHING that will generate emotional outbursts or heightened blood pressure should be included, nothing that asks for a decision should be included....and above all, be clear as I don't want phone calls generated to all of us! Please make sure you have

your facts straight when you prepare this briefing.

I have listed one lead person for each topic and in a case or two a co-lead. You should feel free to call upon one another to assist as appropriate. These are NOT to be given to agencies to prepare nor referenced to agencies who might want to review them....they are a DPC staff briefing to the President.

TOPICS/DATES DUE: please feel free to change the wording of the topic if you wish.

- 8/17 Follow up to White House Conference on Aging and/or other aging issues, Brostrom
- 8/18 Immigration, Warnath
Crime, Reed
- 8/21 Welfare Reform, Reed
New welfare reform waiver package, ongoing welfare and medicaid waiver issues/status, Fortuna
- 8/22 Farm Bill, Burke (please consult with Marion before he leaves)
Immigration (yes, again), Warnath
- 8/23 Veterans, Brostrom
Community Development outside EZ/EC issues, Weinstein
- 8/24 HUD/Housing, Weinstein and Brostrom
Disability, Fortuna
- 8/25 AIDS, Fleming
Health Care Reform, Jennings and Klein
- 8/28 Homelessness, Brostrom
Education/Training, McCown
- 8/29 Drugs, McCown and Demeo
Environment, Burke
- 8/30 Comprehensive Services for Children and Families, McCown
Farmworkers, Demeo
Zero Tolerance program plus any other transportation issues, Schmidt
- 8/31 Teen Pregnancy, Abrams
Social Security, Brostrom
Political reform, Waldman
- 9/1 EZ/EC: Weinstein, McCown (maybe you all can get Mickey to work on this one prior to his leaving? This is also one where it can run up to two pages if necessary)
Native Americans, Schmidt

If there is an area you can think of we have left out, please send me an email by COB Wednesday, August 15 and let me know the topic, the day you propose.

Be SURE to turn in your daily items as well as concentrating on these briefing papers....the daily bulletin to the President will be quite vacant if DPC falls down on the job.

Thanks to all!

Budget Working Group

Routing Slip

DATE: 8/24/95

SUBJECT: SEPTEMBER ASSIGNMENTS

<u>Name</u>	<u>Room</u>			
John Angell	178	_____	Tom O'Donnell	2/WW _____
Don Baer	196	_____	Jack Quinn	276 _____
Michael Barr	TREAS	_____	Bruce Reed	216 _____
Jeremy Ben-Ami	218	_____	Alice Rivlin	252 _____
Erskine Bowles	1/WW	_____	Jake Siewert	169 _____
Emily Bromberg	106	_____	Stephen Silverman	160 _____
Susan Brophy	2/WW	_____	Greg Simon	288 _____
Alan Cohen	TREAS	_____	Doug Sosnik	G/WW _____
Barbara Chow	107/EW	_____	Gene Sperling	2/WW _____
Bill Curry	164	_____	George Stephanopoulos	1/WW _____
Paul Dimond	225	_____	Todd Stern	G/WW _____
David Dreyer	TREAS	_____	Leslie Thornton	EDUC _____
Rahm Emanuel	1/WW	_____	Barry Toiv	178 _____
Martha Foley	178	_____	Laura Tyson	2/WW _____
Jason Goldberg	160	_____	Loretta Ucelli	EPA _____
Mary Ellen Glynn	LP/WW	_____	Michael Waldman	214 _____
Larry Haas	253	_____	Anne Walley	184 _____
Karen Hancox	G/WW	_____	Marilyn Yager	116 _____
Kitty Higgins	160	_____		
Harold Ickes	1/WW	_____		
Chris Jennings	212	_____		
Michele Jolin	314	_____		
Jennifer Klein	2/WW	_____		
David Lane	231	_____		
Jack Lew	252	_____		
Mark Mazur	318	_____		
Gaynor McCown	217	✓ _____		
Lorrie McHugh	166	_____		
Joseph Minarik	244	_____		
Nancy-Ann Min	262	_____		
Julia Moffett	169	_____		

FAX to Treasury: 622-0073
FAX to Education: 401-2098
FAX to EPA: 260-0279

ALL

Budget Working Group September Planning

I. PRE-SEPTEMBER PLANNING

Friday, August 25

- USCM/NACO release surveys on how the GOP budget cuts will effect cities/counties. Press conference in Seattle at the USCM Meeting.
[Bromberg/O'Keefe-in Seattle]

Monday, August 28

- DEADLINE FOR HAWAII BRIEFING MATERIALS FOR POTUS
 - 1 Pager on Economic Progress in Hawaii/Clinton Accomplishments
[Goldberg/Orszag -- already completed]
 - 1 Pager on Impact of GOP cuts in Medicare, Education and Training, and EITC **[Goldberg -- already completed]**
- DEADLINE FOR MATERIALS FOR COLLEGE NEWSPAPER MAILING
 - Panetta Letter to regional newspapers **[McCown/Toiv]**
 - POTUS Op-Ed for college newspapers
[McCown/Orszag Draft to DoEd 8/24. Draft to Don Baer 8/25]

Thursday, August 31

- DEADLINE FOR CALIFORNIA BRIEFING MATERIALS FOR POTUS
 - 1 Page Fact Sheet on Minimum Wage
Including background on California and Minimum Wage **[Orszag]**
 - Detailed background materials for speechwriters on GI Bill, EITC, Education Cuts, and Minimum Wage **[Orszag/McCown/Goldberg]**
 - Fact Sheet and Background on Base Closures **[David Lane]**
 - Budget Memo on Defense Conversion **[David Lane/Dorothy Robyn]**
 - Briefing Memo on Education cuts for school visit **[McCown/Goldberg]**
 - Briefing Memo on status of California Education **[Thornton]**
 - California Economic Accomplishments **[Goldberg/Orszag]**
 - 1 Page Impact of GOP cuts on California (Education, Medicare, and EITC)
[Goldberg/Orszag -- already completed]
 - 1 Page Update on National Economic Data (Jobs, Unemployment) **[Orszag]**

Other Issues TO DO By Labor Day

- Medicaid briefing materials [Sperling comments on Draft 8/24. Klein/Goldberg charts by 8/30]
- EITC Op-Ed [Barr]
- Education Technology options/plan [Sallet draft of options to Sperling by 9/5. Meetings to discuss and prepare briefing notebooks by 9/7 for internal distribution 9/8]
- Further data collection on rural impact data [Balderston]
- Come back after Labor Day with new ideas for studies that can be done; new data; new ways of highlighting impact of cuts (i.e. Tyson interested in Children's cross-cut) [All]

II. LABOR DAY WEEK

Monday, September 4

- POTUS Labor Day Events in California

Issues

- Minimum Wage

[Scheduler: Steel]
[Staff Contact: Emerson]
[Budget Contact: Orszag]

Tuesday, September 5

- POTUS Visit to Middle School in Selma, California AND SPEECH TO STUDENTS/COMMUNITY

Issues

- Budget content/remarks
- Education Briefing papers [McCown/Goldberg]
- Press paper [McCown/Godberg]
- Asst. Secretary of Education Tom Payzant travels to CA and briefs reporters at event [Thornton]

[Scheduler: Steel]
[Staff Contact: Emerson]
[Budget Contact: McCown]

Wednesday, September 6

- POTUS Meeting with Bipartisan Group of 6 Mayors and 6 County Executives (Education Focus?)
- Followed by Bipartisan Mayors/County Officials press conference on how budget cuts will effect them -- release of OMB City-by-City numbers (in DC).

[Scheduler: Naphin]
[Staff Contact: Bromberg]
[Budget Contact: Sperling/Bromberg]

Issues

- POTUS Remarks (Education focus???) **[Baer, Sperling]**
 - Press Coverage **[McHugh]**
 - Metro Data
 - Time of event **[Naphin]**
 - Press Conference off-campus by mayors and co. execs following meeting **[Bromberg]**
-
- POTUS Education Meeting with CEO's ? **[Thornton scheduling request put forth 8/24]**
 - POSSIBLE PUNDITS MEDICAID BRIEFING by Tyson, Jennings, Sperling **[McHugh/Jennings]**

Thursday, September 7

- MAYORS/CO. EXECS press conferences in 47 metropolitan areas **[Bromberg]**

Issues

- Preparation and delivery of city data
 - Groups Amplification **[Yager/Oliver]**
-
- MEDICAID REPORTER BRIEFINGS -- Tyson, Jennings, Sperling **[McHugh/Jennings]**

Friday, September 8

- FINAL DATE FOR EDUCATION-TECHNOLOGY NOTEBOOK [Sallet]
- MEDICAID REPORTER BRIEFINGS -- Tyson, Jennings, Sperling
[McHugh/Jennings]
- RELIGIOUS LEADERS MEDICAID PRESS CONFERENCE FOLLOWING
PRAYER BREAKFAST WITH POTUS [Yager]

Issues

- Release of state-by-state data on coverage loss and nursing home impact ????
[Jennings/Klein/McHugh]

Saturday, September 9

- POTUS Medicaid Radio Address (tentative) [Sperling/Jennings]

III. BACK-TO-SCHOOL WEEK

Monday, September 11

- POTUS Major Speech at College Campus

Two options currently under consideration: University of Southern Illinois at Carbondale and the University of Wisconsin at Milwaukee. Leaning towards Carbondale

Cabinet and Sub-Cabinet participate in simultaneous events. [Silverman]

Groups and Democratic Members of Congress hold simultaneous events [Yager/Oliver/Brophy/Chow]

Issues

- Nail down site ASAP [Steel]
- Crowd [Steel/Thornton/Yager/McCown]
- Indoors or outdoors?
- VPOTUS Event???
- Cabinet/Sub-Cabinet events (key districts, map of events) [Silverman]
- Schedule of other events (groups/Members) [Ben Ami]
- Daschle/Gephardt hookup? [Brophy/Chow]
- Satellite sites/hookup [McHugh]
- POTUS interviews [McHugh]
- Pitch to major news dailys [McHugh]

[Scheduler: Steel]
[Staff Contact: Ben Ami]

Tuesday, September 12

- POTUS Conference Call With Superintendents

Issues

- Selection of superintendents [Thornton/Frost]
- Who else participates (teachers? parents?) [Thornton/McHugh]
- Event logistics (how to control time?)
- Media Affairs [McHugh]
- Press paper? [Ben Ami/McCown]

[Scheduler: Elkon]
[Staff Contact: Ben Ami]

Wednesday, September 13

- POTUS National Family Partnership/Drugs Announcement

Scheduling is looking into moving this event to a local high school. The focus of the event is parental involvement in education and the lives of students. This event may also have a heavy emphasis on the cuts to Safe and Drug Free School.

Issues

- Specific statistical and anecdotal examples, and information on tobacco content [Thornton]
- Major governors amplification [Bromberg]

[Scheduler: Steel]
[Staff Contact: Rahm]
[Budget Contact: McCown/Thornton]

- MEDICARE/MEDICAID BRIEFING FOR STATE AND LOCAL OFFICIALS [Yager/Bromberg]
 - Briefings by senior White House staff

Thursday, September 14

- MEDICARE/MEDICAID ACTIVISTS BRIEFINGS [Yager]
- MEDICARE/MEDICAID PUBLIC LIAISON BRIEFING for "activators" (senior leaders, disability leaders, etc.) at White House. [Yager]
 - Briefings by White House officials
 - Distribute packets with data, sample-op eds, etc.

Friday, September 15

- Budget Event TBD -- collect ideas [Schmidt]

Saturday, September 16

- POTUS Education Radio Address (tentative) [Baer/Benami]

IV. TRAVEL WEEK

Monday, September 18

- POTUS must leave Washington D.C. for Philadelphia by 4:00 p.m.

Options

- Budget event at White House (possible meeting on education technology)
- Budget event in Philadelphia (could be good opportunity to do 100,000 COPS hit with Mayor Rendell)

[Scheduler: Naphin]
[Staff Contact: TBD]

Tuesday, September 19

- POTUS Medicare townhall satellite meeting from Ft. Lauderdale, FL; interactive with sites in Tampa, Orlando, W. Palm Beach

Issues

- Amplification
- Regional media
- POTUS Interviews?
- Press paper?
- VPOTUS, FLOTUS, SLOTUS ??

[Scheduler: Naphin]
[Staff Contact: Yager/Klein]

Wednesday, September 20

- POTUS opens new Chrysler plant in St. Louis, MO. VPOTUS, FLOTUS, SLOTUS attend. (a.m.)
- POTUS budget event TBD in Denver VPOTUS, FLOTUS, SLOTUS attend. (afternoon)

[Scheduler: Elkon]
[Staff Contact: TBD]

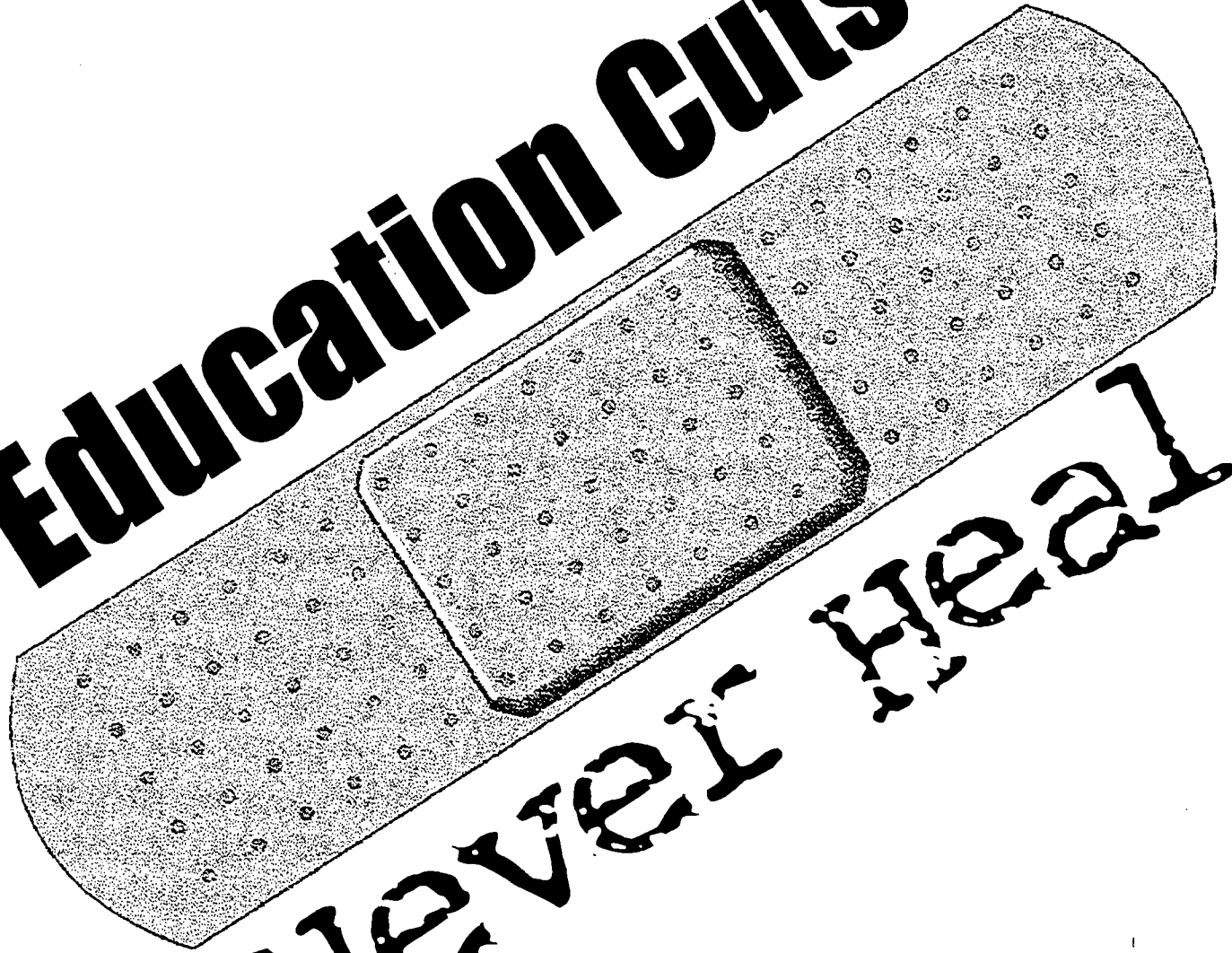
Thursday, September 21

- POTUS budget event TBD in San Francisco (a.m.)
- POTUS budget event TBD in Los Angeles ????

****** NOTE: We have to do our primary budget event of the day in San Francisco not Los Angeles since we do not get into Los Angeles until 4:00 p.m. Pacific time.

[Scheduler: Elkon]
[Staff Contact: Emerson]
[Budget Contact: TBD]

Education Cuts



Never Heal

Volunteer's Action Kit
to Stop
Federal
Education Cuts

Education Cuts Never Heal

Volunteer's Action Kit to Stop Federal Education Cuts

Members of the Committee for Education Funding

American Association of Classified School Employees	Michigan Department of Education
American Association of Colleges for Teacher Education	Military Impacted Schools Association
American Association of Community Colleges	National Association for Equal Opportunity in Higher Education
American Association of School Administrators	National Association of College Admission Counselors
American Association of State Colleges and Universities	National Association of College and University Business Officers
American Association of University Professors	National Association of Elementary School Principals
American Counseling Association	National Association of Federal Education Program Administrators
American Council on Education	National Association of Federally Impacted Schools
American Educational Research Association	National Association of Independent Colleges and Universities
American Federation of Labor and Congress of Industrial Organizations	National Association of Private Schools for Exceptional Children
American Federation of School Administrators, AFL-CIO	National Association of School Psychologists
American Federation of State, County, & Municipal Employees	National Association of Secondary School Principals
American Federation of Teachers	National Association of State Boards of Education
American Library Association	National Association of State Directors of Special Education
American School Food Service Association	National Assoc. of State Directors of Vocational and Technical Education Consortium
American Student Association of Community Colleges	National Association of State Scholarship and Grant Programs
American Vocational Association	National Association of Student Financial Aid Administrators
America's Public Television Stations	National Board for Professional Teaching Standards
Association for Supervision & Curriculum Development	National Committee for School Desegregation
Association of American Publishers	National Community Education Association
Association of American Universities	National Coalition of Title I Chapter I Parents
Association of Community College Trustees	National Council of Educational Opportunity Associations
Association of Proprietary Colleges	National Council of Higher Education Loan Programs, Inc.
California Department of Education	National Council of Teachers of Mathematics
California State University	National Dissemination Association
Career College Association	National Education Association
City University of New York	National Middle School Association
Coalition of Higher Education Assistance Organizations	National School Boards Association
The College Board	The National Title VI Steering Committee
Cooperative Education Association, Inc.	National Writing Project
Council for American Private Education	New York State Education Department
Council for Educational Development and Research	Princeton University
The Council for Exceptional Children	Public Education Fund Network
Council of Chief State School Officers	San Diego Unified School District
Council of Graduate Schools	Software Publishers Association
The Council of the Great City Schools	Texas Education Agency
Educational Testing Service	United States Coalition for Education for All
Georgetown University	United States Student Association
International Reading Association	University of Michigan
The John F. Kennedy Center for the Performing Arts	University of Miami
The McGraw Hill Companies	Washington State Office of the Superintendent of Public Instruction

Dear Friend:

We need your help. Now.

This year the U.S. Congress will make \$4.5 billion in cuts in education programs and \$11 billion in student loans if we don't act now. Every community will be directly affected, and schools and postsecondary institutions will not be able to make up for the loss of federal aid for millions of America's children, youth, and adults.

Think of it this way, if everybody affected participated in a bake sale at a local mall, college campus, or school building to try to make up for the \$4.5 billion cut, they'd have to sell 4.5 million cookies at \$1000 a piece!

The cuts proposed for education are not shared sacrifice. Reductions proposed for education are four and one-half times the average cut for other government programs.

We need your help in a nationwide campaign to let Members of Congress know these cuts are unacceptable -- Education must be treated as a national budget priority.

Your national association and the Committee for Education Funding, a coalition of more than 80 organizations are working to draw attention to the impact of these drastic cuts and we need your active involvement in three critical activities:

1. **Communicate with your Member of Congress** over the August Congressional recess.
2. **Alert the media** during the National Back to School Week, September 11-18.
3. **Host a Bake Sale event** the week of September 11-18 and join the thousands of local communities participating.

We have assembled this Action Kit to help you accomplish these three activities. It contains:

- 12 Activities you can do that will have a big impact
- Tips on meeting with your Members of Congress
- A sample letter to your Member of Congress
- "How to materials" for Back to School Activities including:
 - Tips on working with the Media
 - Sample Opinion Editorials
 - Tips on Conducting a Successful Bake Sale event

Without your involvement, Congress will pass these cuts. Take time to make a difference in America's future success. Support education and our nation's students.

What's at Stake When Congress Cuts Education?

The cuts of \$4.5 billion will severely damage the educational opportunities of millions of our children, youth, and adults. The cuts will decimate or eliminate dozens of federal education programs that provide vital educational services. This is in addition to the \$11 billion in cuts to student aid for higher education.

Over 1 million children will lose reading and math help -- subjects which are the core of basic skills. Some 9700 schools will cease offering small group and computer-assisted instruction.

Nine million students will lose out on school reform aid to help students meet new standards for academic excellence.

39 million students in 15,000 local school districts will see drug abuse and violence prevention activities curtailed by 60% cuts.

900,000 teachers will lose training in key subjects such as math and science to meet national education goals.

Over 5 million students will lose access to postsecondary education or see loan costs increase \$3000-5000 as a result of changes in federal grant and loan programs

Despite a documented need for **48,000 additional teachers** for children with disabilities, teacher preparation programs will be eliminated.

3.1 million students will lose vocational education services, many with special needs for assistance to make the transition from school to work.

The Future of Our Children, Youth and Adults

Over 460,000 children will lose instruction to improve their English language proficiency.

12 things You Can Do To Stop Federal Education Cuts

1. Organize a group of education advocates, parents, teachers, students, business, and community leaders and **schedule a visit with your Member of Congress** over the August congressional recess (August 4 - Sept. 6).
2. **Write a letter to your Members of Congress** and get five other community leaders to sign on or write their own letters.
3. **Generate community support at local meetings.** Make a presentation at a local PTA meeting, business club meeting, or other gathering about the proposed cuts and their impact. Ask everyone present to write their Member of Congress opposing the cuts.
4. **Have your local school board pass a resolution** in support of strong federal investment and release it to the media and mail it to Congress during the Back-to-School week of September 11-18.
5. **Attend Congressional town hall meetings** over the August recess. You can find out when one is scheduled by calling your Member of Congress' local district office. Discuss the impact of the education cuts on your community.
6. **Invite your Members of Congress to tour a school or college** and participate in a school-site press event. Show them federal programs in action.
7. **Send a news release** to your local media (print, radio and TV) during the National Back to School Week announcing the formation of a local coalition of education and business leaders that oppose cuts in federal education funding or announcing a school bake sale event.
8. **Hold a news conference** or press briefing during National Back to School Week to present information about the importance of federal funding in your school district or community and stress the local impact of proposed cuts.
9. **Write a letter-to-the-editor and meet with editorial boards** of your largest daily newspapers to convey the need for federal education funding in your district. Editorial board members write the editorials in your newspapers and a meeting with them can lead to a positive.
10. **Speak out about federal investment on local radio and television talk shows.** Use call-in or public affair shows to talk about the proposed cuts and their impact. You can either be a caller on an open forum show or contact the station and ask to be on as a guest.
11. **Hold a rally to protest the cuts.** Be sure to alert the media to your rally.
12. **Hold a school Bake Sale** the week of September 11-18 to highlight how difficult it will be to replace lost federal funds.



August Congressional Recess

August 4-Sept. 6, 1995

- Meeting with a Member of Congress
- Writing your Member of Congress
- Impact of Federal Education Cuts
- Delivering the Message

Tips on Contacting Members of Congress

1. **Research the Member's history.** Know before you arrive his/her position on issues related to the one you plan to discuss. Try to ascertain the Member's voting record (contact your national association).
2. **Review your arguments.** Keep them short and simple. Don't filibuster; just give the facts.
3. **Focus on only one issue** -- funding cuts to education. Don't arrive with a grocery list. If you exhaust the issue and are satisfied, then wind up the meeting.
4. **Hold a pre-meeting** with the group participants to identify your key spokesperson and the key points you'll make during the meeting. The spokesperson should also be the one responsible for seeking the Member's commitment.
5. **Bring local data** to support your arguments -- data relevant to the Member's district and key constituencies.
6. **Listen carefully.** Politicians tend to speak generally. Try to draw out specific answers to specific questions.
7. **Bring supporting materials** that can be left behind. Make sure a key contact is included.
8. **Record the names of staff members** who are present or who are introduced to you.
9. **Fill out enclosed Contact Report Form** immediately after the meeting. Include notes on what was discussed and what the Member agreed to do. Send report form to your association and CEF.
10. **Follow up the meeting with a thank-you letter** that summarizes your understanding of what the Member agreed to do. Let him/her know you are available to be helpful, and that you will continue to follow action on education funding.
11. **Send separate notes to the staff member(s)** you met, and make a point to keep in contact with them.

TALKING POINTS ON CUTS

- **Thank the Member** for taking time to meet and for any positive assistance she/he has given education in the past
- **Introduce group members** and their affiliation.
- **Explain** that **your** group has come together out of **concern** over the enormous negative impact that cuts in federal education investments will have on students in your community
- A **17% cut** in education programs is **unacceptable**.
- **Use explicit information** and concrete data and examples of the effect of the cuts on students, classrooms, schools, and campuses in the Member's district or state.
- **Federal investments in education are critical** in maintaining the competitiveness of the U.S. economy in an information-based global marketplace. An investment in education provides expanded economic opportunities for middle class families and helps all students to achieve their potential.
- Deficit reduction is a common goal, but a **balanced budget can be achieved while maintaining education** and training investment.
- The **cuts Congress is proposing are not evenly distributed**; this is not shared sacrifice. Other federal domestic programs are cut by an average of 4%, while education is cut 17%.
- **Seek a commitment from the Member** to visit a school or campus before the recess ends or early this fall.
- **Make arrangements to show** the Member the tangible effects and results of the federal investment in education by inviting him/her to **visit a school**.
- **Thank the Member again** for his time and **offer to serve as an on-going resource** to the Member and his/her staff on issue relating to education.

IMPACT OF FEDERAL CUTS ON EDUCATIONAL OPPORTUNITIES

Congress is passing bills that make unprecedented cuts in federal education programs. H.R.2127, the FY96 appropriations bill would cut education \$4.5 billion below last year. Other legislation will cut aid for student loans by \$11 billion. These cuts are the largest setback to education in U.S. history. Millions of America's children, youth, and adults will lose precious educational opportunities and the chance for a better future.

Title I- Funds for Title I, which provide small group reading and math instruction and other services to students striving to meet higher standards for achievement across the country, were cut by \$1.2 billion (17%) from last year's level. The cuts will result in more than 1.1 million educationally disadvantaged students losing essential basic skills instruction and 9700 schools dropping the program.

Student Loans- Congress is also about to reduce funds to help students with loan costs by \$11 billion. Over 5 million college students and 700,000 graduate students will see their loan costs increase from 20-50% , increasing student debt burdens and discouraging many others from pursuing higher education.

Goals 2000- Terminating funds for the Goals 2000 program would interrupt statewide school reform plans in 55 states and territories which set higher academic standards for all students. The elimination of almost \$400 million in resources for schools will end ongoing state and local education reform efforts affecting 9 million students and terminate 40 parent resource centers.

Safe and Drug Free Schools- Cutting funds for this program by \$266 million (57%) below FY1995 would undermine efforts to maintain safe and drug-free school environments for 94% of America's schools, affecting 39 million students. Americans rank school safety and drug use as top concerns.

School-To-Work Program- Reducing funds for the School-to-Work program by more than \$20 million (18%) would prevent many communities from forming new, effective partnerships between education systems and employers to ensure better educated, better prepared American workers.

Pell Grants- The maximum award for federal Pell grants for postsecondary education would be raised by \$100 over the FY1995 level to \$2,440, but the minimum would also be raised to \$600. This change would eliminate over 220,000 grants to postsecondary students in need of financial assistance.

IDEA, Special Education- The \$162 million cut below FY1995 would virtually eliminate nationwide efforts to provide research, technical assistance and teacher training to improve the education of the nation's 5.6 million children with disabilities.

Title II Eisenhower Professional Development/Title VI Innovative Programs (formerly Chapter 2)- Combining these two programs and cutting funds by \$107 million below the FY1995 level would deprive thousands of teachers and school leaders of the help they need for teacher education, curriculum development and new technology to meet school reform goals.

Impact Aid- The proposed cut of 10% to the Impact Aid program reneges on the federal obligation to compensate schools that have lost tax revenue or experienced enrollment increases due to the presence of federal activities.

Vocational Education- Basic grants for vocational education provide services to youth and prepare them for jobs in a changing economy. The House bill cuts basic grants by \$173 million (28%), causing over 3 million youth with special needs to go unserved.

State Student Incentive Grants- This state-matched, needs-based program would be eliminated, a cut of \$63 million below last year, resulting in a loss of student aid for 212,000 eligible college students.

Perkins Loans- Perkins Loan Federal Capital Contributions were terminated by the House committee. This is a \$158 million loss from last year's funding, denying loans to 150,000 low income college students. Many students will have to drop or defer their plans to pursue postsecondary education.

Title IX/Graduate Programs- Cuts in graduate education funding would eliminate support for thousands of graduate student recipients, many in the middle of three- or four-year programs. This federal support plays a critical role in training graduate students who will go on to work in industry, government and academia.

Title III/Institutional Aid- The 25% cut in Title III of the Higher Education Act will reduce critical aid in laboratory facilities, student services, and teaching programs in institutions serving large numbers of minority and low-income students.

Educational Technology- Elimination or cutbacks in Educational Technology programs would leave schools without the means to prepare students for the information-based economy of the future. House-passed cuts of \$32 million include support for distance learning for 200,000 students in more than 10,000 schools.

Dropout Prevention- Eliminating the school dropout prevention program would impede innovative partnerships of schools, businesses, and community groups working to assure students complete school and can compete in the work place.

Bilingual Education- Reducing FY1996 funds for bilingual education by \$150 million (75%) would cut off instructional services to more than 467,000 students with limited English proficiency and eliminate support for teacher training.

Library Programs- Cutting funds for libraries would greatly limit the use of technology to improve library services, outreach programs to communities, adult literacy services and other innovations to improve services.

*Prepared by
the Committee for Education Funding*

Sample Letter Opposing Education Cuts

The Honorable (name)
U.S. House of Representatives
Washington, D.C. 20515

The Honorable (name)
U.S. Senate
Washington, D.C. 20510

Dear (Representative name) (Senator name):

I urge you to oppose the unprecedented \$4.5 billion cuts in school programs and \$11 billion in student aid proposed in the federal budget for education. These cuts will do immediate and extensive damage to the level of educational opportunities available to America's students, and will undermine our long-term economic vitality.

Every community, including (your town) will be directly affected. These federal resources support direct services to students, including help with basic math and reading skills, safe and drug-free schools, assistance to families to pay for the costs of postsecondary education, and other programs that help prepare young people for jobs in the future.

Federal education programs are strongly supported by the very people responsible for implementing local control, including school board members, school administrators, teachers and other education employees, parents, and students. The loss of these federal funds cannot be easily replaced, either by local tax increases, tuition increases or private efforts. Students and their families would have to sell 4.5 million cookies at \$1,000 a piece to make up for this retreat from a long-standing, bipartisan, federal, state, and local partnership.

In our town alone, (insert local impact here). The cuts proposed for education are not shared sacrifice. Cuts in federal education programs are more than four times greater than the average cuts for other domestic programs. Please support America's students by opposing cuts in federal education programs and providing students and schools the resources they need to extend educational and economic opportunity to every American.

Sincerely,

Please retype your letter to your Representative and Senators, preferably on letterhead and rephrased to include information on the impact federal cuts in education will have on your community, school, or children.

Contact Report Form

Date: _____

Submitted by: _____

Your National Association _____

Address: _____

Phone/Fax: _____

1. I/we met on (date) _____ with Sen./Rep. _____
for about _____ minutes at _____

Staff Members for the Senator/Representative who were present included

2. With me were the following (and their phone numbers)

3. Arguments we made (briefly)

4. Did the Member agree to oppose cuts to education programs? What, exactly, did s/he say?

5. Did the Member agree to visit a school or campus before the end of the August recess or sometime this fall?

6. What follow-up do you recommend for your group or national association?

7. Have you written the Member a letter of thanks for the visit that restates our position and the response you heard? Please attach (or send) a copy.

Thank you for completing this report promptly.
Please return by fax or mail to your national association and the Committee for Education Funding.

Committee for Education Funding
505 Capitol Court, N.E.
Suite 200
Washington, D.C. 20002

National Back to School Week September 11-18, 1995

Contacting the Media

Writing Opinion Editorials

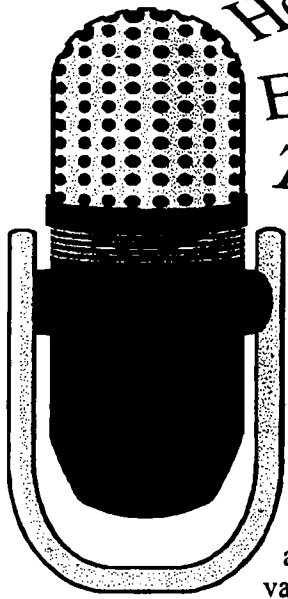
Writing Letters to the Editor

Writing Press Releases

Passing Resolutions

Hosting a Bake Sale Event





Help Save

Education Programs

That Work

Contacting the Media

Education and children's advocates face a serious challenge in their efforts to prevent this Congress from dismantling successful federal education programs. Few Americans are aware of the magnitude of cuts proposed by this Congress or are aware — in more than a vague way — what role federal education programs play in the lives of their children and their communities.

You can help by drawing attention to programs in your community — and explaining the implications of the loss of these programs on students and on the community.

There are three basic ways to get your message out:

- * Newspaper stories.
- * Opinion editorials (op-eds) and letters to the editor.
- * Talk radio.

Getting on the local television news is possible, but television news stations are generally less accessible. Classroom or college settings make good visuals, and if you get the interest of the TV news desk, it can have a major impact. But newspapers and radio rely heavily on participation of those in the community.

Getting in print. Read your local newspaper to find the name of reporters most likely to be interested in the topic you want to suggest. Many newspapers have a regular education beat reporter. Call the reporter to discuss your idea. Be concise, specific, and factual. It also helps to provide written information that describes what you want to convey. When writing about a national story — federal budget cuts, for example — present details about the local impact, such as number of students affected by the cuts. Be sensitive to newspaper deadlines and style.

Write it yourself. You may want to write the story yourself, either as a feature or opinion editorial. Talk with the editor to get a sense of their willingness to print copy not written by staff or from wire reports. Many smaller papers are open to such participation. In addition, all papers print letters to the editor, so long as they are short, well-written, and timely. Letters to the editor pages provide a lively forum for discussion in the community and can help shape public opinion.

Participate in talk radio. Find out what kinds of subjects a talk radio program is interested in. Write down the call-in number, and keep trying. Callers routinely wait 30 minutes or more for the most popular shows. When you get through, tell the producer your name, place, and subject, and get in line. One way to move up in line is to offer an answer or explanation to the previous caller. Present your direct information about the experience of successful federal education programs with some background information about what is happening. Avoid jargon.

Communicating successfully in any of these areas requires honing your message. Especially when you are calling a reporter or radio show, give some thought to what you want to say. Find out the facts about the impact of federal budget cuts on your school, students in your community, or your children. Write down what you think are the strongest points, crossing out statements that are too complex or defensive and underlining those that are clear, direct, and compelling.

Sample Op-Ed

Education: It's a matter of priorities

In the early part of this century, fewer than one-half of Americans graduated from high schools, and even fewer went to college. However, after fighting for freedom abroad in World War II, Americans realized that only education would provide true freedom at home. The G.I. Bill (1944) allowed more than 2 million returning soldiers the chance to earn a college degree and achieve the American dream. Educational opportunities for elementary and secondary students were also vastly expanded. These opportunities were in large part driven by federal support and involvement to an American ideal: one's circumstances at birth would no longer dictate one's opportunities in life.

This Congress has embarked on systematic dismantling of this federal role. The seven-year budget plan would slash aid to students and schools by one-third or more, and cut support for student loans by another \$10 billion. In July, the House Appropriations Committee voted to cut education by \$4.5 billion compared to the previous year, a devastating 18% reduction.

In the 1996-97 school year, at least 1.1 million students will lose access to Title I services to help them improve their basic math and reading skills. Help for schools and students to create safe and drug-free environments will be cut by at least 60%. Research in teaching and learning will be halved, severely hampering efforts to raise achievement levels. More than 250,000 eligible postsecondary students will lose grants, and at least 500,000 students will see college loan payments increase by \$3,000 to \$5,000.

These cuts are not shared sacrificed. Education will suffer the largest cut by far. Cuts in federal aid to education will touch every family, diminish the quality of life in thousands of American communities, and arrest economic growth. State and local governments will not be able to make up the difference. With the federal government retreating from so many areas of state-local-federal partnerships, states will have to cut services and raise taxes.

With education and children's health and nutrition programs suffering the sharpest federal budget cuts, it is clear that it is more than a desire to cut the federal budget that motivates cuts of this magnitude. Instead, it is a rejection of the underlying commitment to opportunity that characterizes the post-World War II era until now.

Here is a sample opinion editorial (op-ed) for your use in getting the word out in your community about the impact of federal cuts in education. The arguments will be more compelling if you include data on the impact in your elementary, secondary, vocational, or postsecondary school, including numbers of students affected and programs curtailed or eliminated.

Sample Op-Ed

Education Cuts Never Heal

The cuts for education approved by the U.S. House of Representatives in August are not shared sacrifice. Programs marked for deep cuts or elimination include basic math and reading services, efforts to promote safe and drug-free schools, resources for state and local officials to implement higher standards, and education technology. Cuts in these programs will cause irreparable harm to students in our community and around the nation.

Congress is robbing children of the skills they will need to compete in an information based economy. The fastest growing jobs and the largest pool of new jobs will require at least some college. More significantly, new economic opportunities here and abroad will be in information services, technologies for managing and analyzing data, and the production of complex computer hardware and software that will require skills far beyond the assembly line of the 20th century. A well educated work force is essential to produce the economic growth needed to reduce the federal debt.

The lion's share of cuts in federal aid to education are in elementary and secondary education, and the "down payment" on this downsizing — a \$4.5 billion cut in Fiscal Year 1996 compared to Fiscal Year 1995 — is about one-third of the total federal aid to schools. More than 1.1 million students will lose access to extra help in math and reading skills, and other basic support to schools and students will be cut by 15 to 60% in the first year alone.

It stands to reason that today's students will need the skills to advance and master the complexities of tomorrow. Opponents of federal aid to education argue that state and local governments will make up the difference, but they face a number of daunting obstacles.

States would have a difficult time making up for federal cuts in education. Federal grants to states represent one-fifth of state revenues, and all areas of federal aid are slated for deep cuts. Without major increases in taxes, states will not be able to sustain present levels of support for schools and students. The Congressional Budget Resolution will force a sharp retreat from all state-federal partnerships in health care, public safety, nutrition, and transportation.

Federal aid to education provides resources states don't otherwise have — or haven't committed for important national purposes. No one can argue that it is more efficient for 50 state governments — or even consortia of states — to conduct national research in education. Moreover, federal resources for Title I today represent 80% of all funds spent for remediation in basic math and reading. Some argue that if all federal mandates were removed, there will be no need for federal aid. But even if, for example, the statutory mandate to serve students with disabilities were removed, schools would still be under a legal — if not moral and economic — obligation to help such students prepare.

Revenue systems for states are far more volatile and highly sensitive to the buffets of economic cycles. Even if some states are able to absorb the loss of federal resources for students and schools over the short-term, economic cycles will inevitably force revenues downward, and given the close relationship between education attainment and worker productivity, worker skills and economic growth are likely to follow twin downward spirals that will affect the quality of life for all Americans.

Closing the Door to Higher Education

The American system of postsecondary education — colleges, universities, and vocational-technical training — is an essential element in the United States' economic dominance over the past half century. And yet, the 104th Congress, which speaks so much of the need for economic growth, seems determined to dismantle this system brick by brick.

At the close of World War II, the federal government embarked on a rapid expansion of access to postsecondary education with the G.I. Bill. Over the next 30 years, additional programs were established to expand access, including Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, and the Guaranteed Student Loan program. In addition, the federal government established a number of programs to strengthen postsecondary institutions and help students benefit from postsecondary opportunities.

The benefits of these efforts included a marked increase in worker productivity and a remarkable increase in innovations in communications, transportation, and man-made materials — in short, across every area of technological achievement.

American standards for access to postsecondary education have had significant social benefits in addition to expanding the U.S. economy. By providing direct assistance to students, the federal government assured that any qualified individual — regardless of economic circumstances — could get the education or training they needed to fulfill the American dream.

The 104th Congress seems willing to sacrifice this success story to achieve an arbitrary goal — achieving a balanced federal budget in seven years, no more, no less.

The Fiscal Year 1996 Congressional Budget Resolution is the blueprint for this abrupt halt in opportunity. Of the \$190 billion to be cut from domestic spending over the next seven years, one-third will come from education, even though education spending is less than 2% of the total federal budget.

In addition to deep cuts in resources for elementary and secondary schools and students, the first installment in this plan is a cut of \$11 billion in resources to help students bear the weight of student loans. Loans for students and their families to pay the costs of tuition and other costs of attendance will rise on the average of \$3,000 to \$5,000 per person. Another 500,000 will lose student aid grants between cuts in the State Student Incentive Grant (SSIG) program and new rules for Pell Grants. Many other students could lose state-based aid as well with the elimination of matching federal funds in SSIG.

By making it more difficult to pay for college, Congress is denying millions of students a future that includes the knowledge and skills that lead to good employment. And one cannot console oneself with the idea that these policies will only mean limited opportunities for someone else. We are all dependent on a healthy, growing economy for our own security, in our homes, in our communities, and in our retirement.

Over the past 20 years, individuals with a college education are the only ones who have seen their incomes rise. The fastest growing, highest paying jobs over the next decade will require some form of postsecondary education or training — all the more so in the knowledge-based industries where the U.S. is in keen competition with other global economic powers.

Members of Congress said they have a mandate for this course of action because few people have let them know they oppose these cuts. If we care about the future, Congress needs to hear our objections now, loud and clear.

Sample News Release

For Immediate Release
September 11, 1995

Contact: Mary Frank
Phone: 111/555-1234

COALITION URGES SEN. Jones TO VOTE AGAINST EDUCATION CUTS Community Hosts Bake Sale To Fight Massive Funding Reduction

Biloxi, MS — September 11, 1995 — A broad-based coalition of school board members, teachers, parents and students is urging Sen. John Jones to vote against legislation that calls for massive federal spending cuts for public schools, students and universities.

The coalition is holding a bake sale on September 13, 1995 to highlight the devastating impact of the cuts. Mary Frank, PTA President said, "If we could sell each cookie for \$1000 each, we would need to sell 4.5 million cookies to reverse the loses for this year alone."

Congress is considering a funding bill that would cut federal spending on education by more than 17%. The education cuts would be among the most severe even though education spending only consumes less than 2% of the entire federal budget.

"This effort in Congress represents the most spectacular attack on school students in history," said Sam Smith, School Board President. "If these cuts become law, our students suffer tremendously. They will have fewer opportunities to succeed in the future and have few opportunities to attend college and our communities will be devastated by the loss of potentially skilled workers."

In Mississippi, public schools across the state would lose about \$xx million under this legislation. Biloxi Public Schools would lose more than \$xx per student. Already, schools are struggling to strengthen standards and improve graduation rates.

"This coalition will do whatever is necessary to prevent Sen. Jones and Congress from abandoning the long term educational needs of our children," she said.

The proposed cuts in education funding would hurt students and schools in specific ways:

- * federal contribution to local schools to offer reading and math tutoring for low achieving students will be cut by \$1.2 billion;

- * federal investment to keep schools free of drugs and violence reduced by almost \$300 million;

- * federal support for schools with high enrollment of bilingual students cut by almost \$150 million;

- * More than \$11 billion in college loan funds for needy students would be cut.

"Americans believe that Congress should be spending more on education not less," the coalition said. "Sen. Jones has to understand that children in Mississippi schools will suffer if this legislation passes Congress. He cannot obscure the meaning of his vote by hiding behind a balanced budget. We all want a balanced budget, but we must do it without hurting our children."

The coalition includes the Mississippi PTA, etc.

The coalition will gather support from throughout the community, including business, and take initiatives aimed at blocking the funding cuts from going into effect and hurting children throughout Mississippi.

"Mississippians want the basics: we want our children to learn, to be prepared for the future and to be safe in school," Frank said. "The funding legislation under consideration in Congress runs against these needs and cannot be allowed to become law."

SAMPLE SCHOOL BOARD RESOLUTION

SUPPORTING FEDERAL EDUCATION INVESTMENT

Whereas, local public schools are facing the likelihood of deep, far-reaching cuts in critical federal education programs and

Whereas, recent polls show that, while a large majority of Americans favor balancing the budget, almost 80% oppose cutting educational programs to reduce federal spending, and

Whereas, the federal budget needs to reflect the high value the American people place on education, and

Whereas, the federal investment in the education of our children and youth is critical to the future competitiveness of the American economy, the education needs of disadvantaged children and the opportunities for all Americans, and

Whereas, federal investments in education help to offset the costs of services to special needs students, and

Whereas, severe cuts in education programming for school children across the country could put local districts and communities in the position either of raising local property taxes or cutting educational programs, and

Whereas, Congress recently enacted deep cuts in FY 1995 spending for education and is currently debating the most devastating cut in the history of federal education funding in the appropriations for FY 1996,

THEREFORE BE IT RESOLVED that _____ Board of Education supports a strong federal investment in education and urges the U.S. Congress and President Clinton to reject cuts in the federal education budget and make federal investment in the education of the American children a priority in this Congress.

Please send copies of your resolution to:

1. The President; The White House; Washington, DC 20500
2. The Honorable ____; U.S. Senate: Washington, DC 20510
3. The Honorable ____; U.S. House of Representatives, Washington, DC 20515
4. Your Local Media Outlets
5. Committee for Education Funding
505 Capitol Court, NE, Suite 200
Washington, DC 20002

Sample College Board of Trustees Resolution

Supporting Federal Education Investment

Whereas, access to postsecondary education is being threatened by cuts to student financial assistance for needy students, and

Whereas, recent polls show that 89% of Americans support federal funding for higher education, and

Whereas, the federal investment in the education and job training of youths and adults is critical to improving and maintaining an educated, skilled workforce, and

Whereas, severe cuts in federal funding for student financial assistance shift the burden of ensuring access to postsecondary education to states and local communities, and

Whereas, Congress recently enacted deep cuts in Fiscal Year 1995 spending for education and is currently debating the most devastating cut in the history of federal education funding in the appropriations for Fiscal Year 1996,

BE IT RESOLVED that _____ Board of Trustees supports a strong federal investment in education, job training programs, and student financial assistance for college; and we urge the U.S. Congress and President Clinton to make the federal investment in the education of all Americans a priority in this Congress, and reject cuts in the federal education budget.

Please send copies of your resolution to:

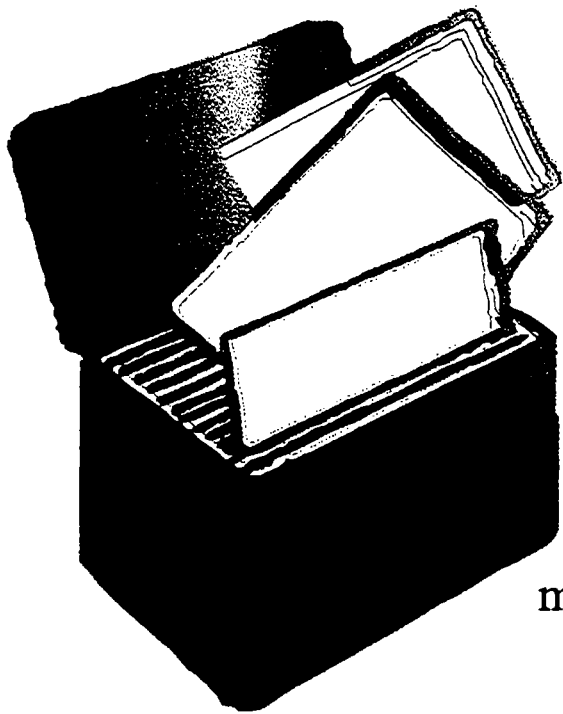
1. The President; The White House; Washington, DC 20500
2. The Honorable ____; U.S. Senate; Washington, DC 20510
3. The Honorable ____; U.S. House of Representatives, Washington, DC 20515
4. Your Local Media Outlets
5. Committee for Education Funding
505 Capitol Court, NE, Suite 200
Washington, DC 20002



National Education Bake Sale
September 13, 1995
Washington, D.C.

Local School Bake Sales for Education
September 11-18, 1995
My Home Town





Recipe for a Successful Bake Sale Event

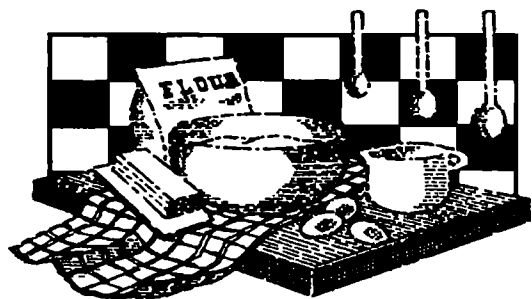
"It's going to take a really big bake sale to make up for the \$4.5 billion in education cuts"

What is the National Bake Sale to Save Education Funding?

The week of September 11-18, education advocates nationwide will be hosting symbolic bake sales to demonstrate the severe impact of the unprecedented \$4.5 billion in education cuts. Organizing a bake sale in your community is an easy way to educate Congress, the media, and your community about this alarming retreat from our children's and America's future.

How do I Organize a Successful Bake Sale?

- 1** Have your bake sale the week of September 11 and consider piggy-backing the bake sale onto another community meeting -- a PTA meeting, school board meeting or other "back-to-school" event.
- 2** Ask several community leaders -- teachers, school administrators, parents, school board members, business leaders, etc. to help you with the event.
- 3** Send a press release to your local and regional media outlets at least 2 days in advance of the bake sale (see sample press release).
- 4** Publicize the bake sale and describe the impact of the proposed cuts in any local newsletters that you can access.
- 5** At a table in the room have the following:
 - A few dozen cookies or other baked goods with a sign on them that says \$1000 each
 - The "What's at Stake" flyer in this kit describing the cuts and the "Recipe for an Educated America" petition on next page
 - Any other information you can provide about the local impact of the cuts.
- 6** Arrange to have someone open the bake sale with a statement denouncing the proposed cuts in education and explaining that it will "take a really big bake sale to make up these cuts."
- 7** Have two to three additional community leaders make statements about the local impact of the cuts.
- 8** Ask if there are any questions from the attendees and press about the cuts.
- 9** Ask all present to sign the "Recipe for an Educated America" petition and read the recipe out loud.
- 10** Send the recipe petition to your Members of Congress. (Petition on next page)
- 11** Estimate the impact of federal cuts on your school and set that as your symbolic goal for the bake sale.
- 12** Make sure to use the bake sale as a "hook" to talk about the education cuts with the media, letters to the editor, radio and TV talk shows and other outlets are useful. (See Contacting the Media for additional ideas)



In the hope that we may avoid irreparable damage to the educational opportunities of our students, we strongly urge you to follow this recipe for a healthy nation:

Signatures/titles

Volunteer Commitment Form

YES!

**I Want to join the campaign to Stop
Cuts in Federal Education Programs.**

I WILL:

(please check all applicable)

☐

Meet with my Member of Congress by September 6th

☐

Send a letter to my Members of Congress by September 15

☐

Host a Bake Sale event the week of Sept. 11-18

☐

Have my school board or board of trustees pass a resolution at the August or September meeting

☐

Fax or send a coalition letter to my Senators and Representative by September 6th with the school board resolution or other materials

☐

Meet with editorial boards before September 11th

☐

Write letters to the editor or submit opinion editorial (op-ed) by September 11

☐

Speak at local meetings in August and early September

☐

Hold a rally before September 16th

☐

Speak out on radio/TV talk shows in August and September

*please mail/fax a copy
to your national
association*

☐

Organize a group to attend a town hall meeting

☐

Other activities I will accomplish:

Name: _____

Address: _____

Phone/Fax: _____

Affiliation: _____

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. fax	Fax re: release form (2 pages)	09/10/1995	Personal Misfile

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

Back to School [1]

2011-0255-S

rc173

RESTRICTION CODES

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

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

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]

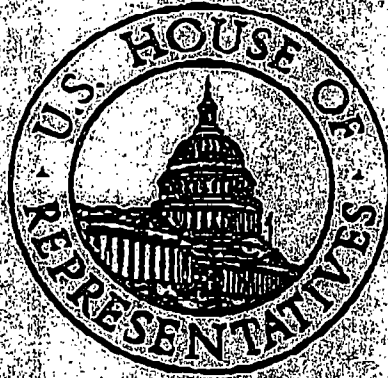
b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial 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]

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.

Gayner *6-7028*



Democratic Policy Committee

Communications

H-301 The Capitol
Washington, D.C. 20515

Phone: 202/225-6760

Fax: 202/226-6863

FACSIMILE COVER SHEET

To:	<u><i>Gene Sperling</i></u>
From:	<u>Fred Clarke / Martha Coven / Paul Fink / <i>Melissa Narins</i></u>
Fax #:	<u><i>456-2878</i></u>
Date:	<u> </u> Pages: (not including cover) <u><i>2</i></u>

Message:

NOTICE: This telecopy transmission and any accompanying documents may contain confidential or privileged information. They are intended only for use by the individual or entity named on this transmission sheet. If you are not the intended recipient, you are not authorized to disclose, copy, distribute or use in any manner the contents of this information. If you have received this transmission in error, please notify us by telephone immediately so that we can arrange retrieval of the faxed documents.

TO: Gene Sperling, Barbara Chow
FROM: Melissa Narins, Rep. Gephardt 225-6760
Debra Silmeo, Sen. Daschle 224-3232
Roberta Heine, Sen. Bingaman 224-1804
RE: Back to School Event
DATE: 8-24-95

Following is a proposal for a national campus town meeting with President Clinton, Democratic Leaders Gephardt and Daschle and other Members of the House and Senate.

GOALS:

- Kick-off a national dialogue on student loans
- Create regional press opportunities to reinforce the message
- Include as many campuses as possible

DATE:

As you know, higher education and student groups have identified the week of September 11-18 for the kick-off of their back to school campaign. They will hold events on campuses across the country to protest the Republican education cuts.

To kick-off the week, we propose holding an interactive national campus town hall meeting on Monday, September 11 just prior to the President's campus speech that day.

FORMAT:

We propose an interactive town hall meeting with five campuses linked via satellite. President Clinton, Rep. Gephardt and Sen. Daschle would be at different sites with an audience of students and some faculty members and financial aid officers. In addition, we would choose two other campuses for remote sites and have House Members moderate those events.

The events could be held in college gymnasiums or in campus television studios. The Members at the remote sites would make an opening statement and introduce the student questioner. The students at the remote locations would ask questions of President Clinton and House and Senate leaders. The key would be to hear from students about the impact of the GOP education cuts on them (ie. would have to drop out of college if student loans are cut). After the Q&A, Members and students could watch the President's speech.

Each of the five remote sites would be able to view the sites asking the questions on a screen or large television monitor.

•• All Democratic House Members would be encouraged to host a campus town hall meeting that day. The campuses with downlink capabilities could pull down the national event and host their own town meeting/viewing with the local Member of Congress. We would also encourage C-SPAN and local cable outlets to carry the event. Campuses without satellite capabilities could simply watch C-SPAN or the local public access station. A coordinated day of campus town hall meetings would ensure broad regional coverage of the event.

POSSIBLE SITES

President Clinton - Midwest school to be determined

Rep. Gephardt - West Coast school to be determined (possibly Sacramento State University or Washington State school)

Sen. Daschle - U.S. Capitol with room full of students (other Senators would join him)

North Carolina - N.C. State University, Raleigh, NC or University of North Carolina, Chapel Hill

West Virginia - West Virginia University, Morgantown, WV

CONCLUSION:

The only way to fully meet all of the goals is through an interactive, multi-state event which will attract wide participation and broad media interest. Even in sites where there is no interactive connection, students/press who view the Town Meeting will find this more attractive than an event that is only one-way.

THE WHITE HOUSE

8/16/95

Carol -

The question was asked
if the CEOs et al
mentioned in the proposal
are coming or their DC
representatives. If you
could let me know.

Thanks.

Colleen McCarthy
GFL:WW

DATE: 8 / 15 / 95

Routing Slip

FROM: Billy Webster
Director of Scheduling and Advance

SUBJECT: Address the Board of Directors of New American Schools Development Corporation

Don Baer	<u>✓</u>	Abner Mikva	<u> </u>
Erskine Bowles	<u> </u>	Leon Panetta	<u> </u>
Peg Cusack	<u> </u>	Laura Tyson	<u> </u>
Rahm Emanuel	<u> </u>	Todd Stern	<u> </u>
Mark Gearan	<u> </u>	Jack Quinn	<u> </u>
Jack Gibbons	<u> </u>	Carol Rasco	<u>✓</u>
Pat Griffin	<u> </u>	Paige Reffe	<u> </u>
Marcia Hale	<u> </u>	Cheryl Rodman	<u> </u>
Alexis Herman	<u> </u>	Patti Solis	<u> </u>
Nancy Hernreich	<u> </u>	Doug Sosnik	<u> </u>
Kitty Higgins	<u> </u>	G. Stephanopoulos	<u> </u>
Harold Ickes	<u> </u>	Ann Stock	<u> </u>
Anthony Lake	<u> </u>	Stephanie Streett	<u> </u>
Bruce Lindsey	<u> </u>	Kim Tilley	<u> </u>
Mike McCurry	<u>✓</u>	Jodie Torkelson	<u> </u>
Anne McGuire	<u>✓</u>	Melanne Verveer	<u> </u>
Mack McLarty	<u> </u>	Anne Walley	<u>✓</u>
		Maggie Williams	<u> </u>

File: PENDING

Comments: Per SS and AW on 8/16/95.

Routing Slip

DATE: 7 / 5 / 95

FROM: Billy Webster
Director of Scheduling and Advance

SUBJECT: Address the Board of Directors of New American Schools Development Corporation

Don Baer	<u>X</u>	Abner Mikva	_____
Erskine Bowles	_____	Leon Panetta	_____
Peg Cusack	_____	Laura Tyson	_____
Rahm Emanuel	_____	John Podesta	_____
Mark Gearan	<u>X</u>	Jack Quinn	_____
Jack Gibbons	_____	Carol Rasco	_____
Pat Griffin	_____	Paige Reffe	_____
Marcia Hale	_____	Cheryl Rodman	_____
Alexis Herman		Lee Satterfield	

October 25th

Washington DC

Nanc

Kitty

Harol

Antho

Bruce

Mike

Anne

Mack

copies for Colleen

Anne Walley

Maggie Williams

File: PENDING

Comments: per BW 7/5 oct Rasco

SCHEDULE PROPOSAL

Date: 6/15/95

☐ ACCEPT

☐ REGRET

95 JUN 4 A 8:13
☐ PENDING

TO: Billy Webster
Assistant to the President and Director of Scheduling and Advance

FROM: Carol H. Rasco, Assistant to the President *CH Rasco*
for Domestic Policy

REQUEST: That the President address the Board of Directors of the New American Schools Development Corporation (NASDC) at their annual meeting on October 25, 1995. The Board of Directors includes: David Kearns (Former Deputy Secretary of Education and Retired CEO and Chairman of Xerox); James Baker (Chairman, Arvin Industries); Louis Gerstner (Chairman and CEO, IBM Corporation); Frank Shrontz (Chairman and CEO, The Boeing Company); Walter Annenberg (Chairman and President, The Annenberg Foundation); Gerald Baliles (Partner, Hunton and Williams and former Governor of Virginia); and Thomas Kean (President, Drew University and former Governor of New Jersey). A complete list of the Board of Directors and the Board of Advisors is attached.

PURPOSE: This meeting is a commemoration of NASDC's third anniversary of work in creating new schools around the country. The President's participation will give him an opportunity to tout the Administration's accomplishments in education as well as reiterate his support for private sector involvement in funding innovations in public education.

BACKGROUND: The NASDC was formed by corporate and foundation leaders in July 1991. The organization was endorsed by President Bush and Secretary of Education, Lamar Alexander. In May of 1993 President Clinton and Secretary Richard Riley endorsed the organization's work.

PREVIOUS PARTICIPATION: None.

DATE AND TIME: October 25th between the hours of 10:30 a.m. and 2:00 p.m.

DURATION: Approximately 45 minutes.

LOCATION: The U.S. Chamber of Commerce.

PARTICIPANTS: Present at the meeting will be the Board of Directors and other invited guests. There will also be a satellite conference with teachers and students from New American Schools across the country.

OUTLINE OF
EVENTS: The President will make some remarks, work the ropeline and depart.

MEDIA: Yes.

FIRST LADY'S
ATTENDANCE: No.

RECOMMENDED
BY: Carol Rasco / Jeremy Ben-Ami

CONTACT: Gaynor McCown

EXECUTIVE COMMITTEE

David T. Kearns

Chairman/CEO

Former Deputy Secretary of Education

Retired CEO and Chairman, Xerox Corporation

James K. Baker

Vice-Chairman

Chairman, Arvin Industries, Inc.

Louis V. Gerstner, Jr.

Vice-Chairman

Chairman and CEO, IBM Corporation

Frank Shrontz

Vice-Chairman

Chairman and CEO, The Boeing Company

Joseph T. Gorman

Chairman and CEO, TRW Inc.

Earl G. Graves

Chairman and CEO, Black Enterprise Magazine

John R. Hall

Chairman and CEO, Ashland Oil, Inc.

Sidney Harman

Chairman and CEO, Harman International Industries

Thomas H. Kean

President, Drew University

Charles Lee

Chairman and CEO, GTE Corporation

John D. Ong

Chairman, The BFGoodrich Company

Lee R. Raymond

Chairman and CEO, Exxon Corporation

James J. Renier

Retired Chairman and CEO, Honeywell, Inc.

Paul Tagliabue

Commissioner, National Football League

Stanley A. Weiss

Chairman, American Premier, Inc.

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Partner, Hunton & Williams, former Governor of Virginia

John L. Clendenin

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NASDC

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Chairman and CEO, BellSouth Corporation

Joan Ganz Cooney

Chairman, Executive Committee, Children's Television Workshop



COMMITTEE FOR EDUCATION FUNDING

Base

DATE 8/24/95

FAX TRANSMITTAL FORM

TO: Gaynor McCann
The White House
NEC

FROM: ED KEALY
 The Committee for Education Funding
 Phone: (202) 543-6300
 Fax: (202) 546-2683

NUMBER OF PAGES (excluding cover): 2

MESSAGE:

Dear Gaynor,
 Attached is info on celebrities we are
 seeking for Sept 13 Bake Sale. Any
 help White House can give in giving
 this a plug to Women's Political Committee
 would be appreciated!
 Ed

PLEASE CALL US IF YOU DO NOT RECEIVE ALL OF THE PAGES FOLLOWING THE
 TRANSMITTAL FORM. THANK YOU.

NOTE: THIS FAX TRANSMISSION CONTAINS CONFIDENTIAL INFORMATION FROM THE COMMITTEE FOR
 EDUCATION FUNDING INTENDED ONLY FOR THE ADDRESSEE(S). IF YOU ARE NOT AN INTENDED RECIPIENT,
 DO NOT DISCLOSE, COPY, OR DISTRIBUTE ANY PART OF THIS TRANSMISSION. INSTEAD, PLEASE NOTIFY US
 IMMEDIATELY AT:



COMMITTEE FOR EDUCATION FUNDING

Ms. Lara Bergthold
Hollywood Women's Political Committee
3679 Motor Avenue, Suite 300
Los Angeles, CA 90034

PRESIDENT

JOHN B. FORKENBROCK
National Association of
Federally Impacted Schools

August 23, 1995

VICE-PRESIDENT

VIOLET A. BOYER
National Association of
Independent Colleges and
Universities

Dear Ms. Bergthold:

TREASURER

CARNIE C. HAYES
Council of Chief State
School Officers

EXECUTIVE DIRECTOR

EDWARD R. KEALY

As suggested by Nelson Canton of the National Education Association in your telephone conversation on August 22, the Committee for Education Funding (CEF) is requesting your assistance in inviting the following celebrities to participate in the National Bake Sale for Education: Michelle Pfeiffer, Edward James Olmos, Mary Steenburgen, Ted Danson, Kate Capshaw and Bob Saget. The event will take place on the grounds of the U.S. Capitol on Wednesday, September 13, 1995 from 11:00 a.m. to 1:00 p.m. Enclosed is a letter of invitation to each of the six individuals.

The Committee for Education Funding, a coalition of over 80 major organizations reflecting a broad spectrum of the education community, advocates increased federal funding for the education of America's children, youth, and adults. This national event will demonstrate the severe impact of the unprecedented \$4.5 billion in education cuts made by the U.S. House of Representatives. The objective is to educate Members of Congress, the national media and the public about the importance of federal funding for education.

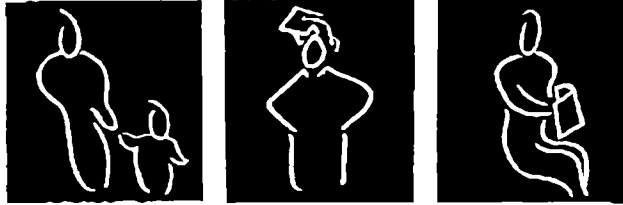
Please contact me at 202-543-6300 should you have any questions. Thank you for your assistance in this matter.

Sincerely,

Edward R. Kealy

Edward R. Kealy
Executive Director

enclosures



COMMITTEE FOR EDUCATION FUNDING

Ms. Michelle Pfeiffer

August 23, 1995

PRESIDENT

JOHN B. FORKENBROCK
National Association of
Federally Impacted Schools

VICE-PRESIDENT

VIOLET A. BOYER
National Association of
Independent Colleges and
Universities

TREASURER

CARNIE C. HAYES
Council of Chief State
School Officers

EXECUTIVE DIRECTOR

EDWARD R. KEALY

Dear Ms. Pfeiffer,

The Committee for Education Funding, a coalition of over 80 education groups, needs your help on September 13th to stop Congress from destroying the educational opportunities of millions of America's children, youth, and adults. Right now Congress is poised to make massive, unprecedented cuts in education totaling \$4.5 billion, a more than 17% loss from the previous year. Unless we can dramatize the impact of these cuts immediately, they will go forward before most Americans--who strongly support education funding--know what happened.

We have planned a special event on the U.S. Capitol grounds--The National Bake Sale for Education--to draw media attention to what Congress is doing to our children's future. Senator James Jeffords and other members of Congress will be making statements of concern and support along with parents, teachers, and students.

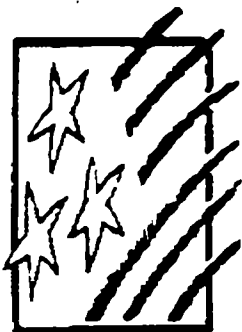
Programs similar to those highlighted in your movie "Dangerous Minds" are in jeopardy. The entire list of programs which are cut or terminated is lengthy and shocking. Over 1 million children in poor areas will lose reading and math help. Almost every school will lose aid to keep kids safe from violence and drug abuse. Teacher preparation programs to improve education for children with disabilities will be eliminated. Furthermore, half a million children will lose the opportunity to learn English. On top of that Congress is about to slash aid for higher education student loans by \$11 billion.

It would take local parents, teachers and community members selling 4.5 million cookies at \$1000 each to make up for these cuts. We want Congress to realize what an enormous burden they are shifting back to local schools and parents and how big an impact the cuts will have on the future of our children and the nation.

You can help us stop this assault on the education of our children by your personal appearance at the National Bake Sale for Education on Wednesday, September 13 at 11:00 a.m. at the U.S. Capitol. Please contact me as soon as possible if you can participate at 202-543-6300. Thank you for your interest and support!

Sincerely,

Edward R. Kealy
Edward R. Kealy
Executive Director



The College Democrat

Fighting Republican Attacks on Students

Contact: Susan Blad (202) 479-5179

September 1, 1995

REPUBLICANS STEALING AMERICAN DREAM

Republicans are asking families to pay more for college while giving a tax break to the wealthiest of our society.

**WEEK 35
of the GOP's
ASSAULT
on our future.**

Since the Republicans took over Congress in January, they have been chipping away at the future of America by proposing to cut education funding by \$36 billion. However, the Republicans have found enough money to give a \$270 billion tax cut for the wealthiest one percent of Americans.

Just look at what the Republicans have been up to in Washington:

- **Republicans putting bankers before students.** By trying to kill off the Direct Lending Program (which cuts the middleman out of college loans, making the loans cheaper and easier to administer) the Republican Congress has shown that they are looking out for their friends — the big banks.
- **Republicans slashing the federal Stafford Loan program by \$10 billion.** As a result, over 5 million undergraduate college students who receive Stafford Loans can expect to pay \$3,000 to \$5,000 more for their college education.
- **Republicans freezing Pell Grant funding.** By not adjusting for inflation, the Republicans cut \$250 out of each Pell Grant for over 4 million students (\$250 represents approximately 25 percent of tuition and fees at many community colleges).
- **Republicans eliminating the AmeriCorps National Service Program.** Denying almost 50,000 students a chance to serve their communities and their country while paying for their education.

"Republican Newt Gingrich — you got your college loans. It worked for you Mr. Speaker, why do you want to take it away from our generation?"

Kevin Geary

President, College Democrats of America

The College Democrat is a weekly fact sheet aimed at highlighting and documenting exactly how the Republican Revolution threatens the future of students on college campuses across the country.

THE WHITE HOUSE

8/15/95

Carol

AUG 21 1995

- Can the date for this Direct Lending request be extended to late Sept or October. We cannot do it earlier. Please advise. Thanks
Colleen McCarthy
Return Comments Ground Floor West Wing

THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

CAROL H. RASCO
Assistant to the President for Domestic Policy

To: _____

Draft response for POTUS
and forward to CHR by: _____

Draft response for CHR by: _____

Please reply directly to the writer
(copy to CHR) by: _____

Please advise by: _____

Let's discuss: _____

For your information: _____

Reply using form code: _____

File: _____

Send copy to (original to CHR): _____

Schedule ? : ☐ Accept ☐ Pending ☐ Regret

Designee to attend: _____

Remarks: _____

Forwarded
to
Gaynor
8/21

AUG 21 1995

DATE: 8 / 15 / 95

Routing Slip

FROM: Billy Webster
Director of Scheduling and Advance

SUBJECT: Meet w/ College + Univ. Presidents participating in the Direct Learning Program

Don Baer	☒	Abner Mikva	☐
Erskine Bowles	☐	Leon Panetta	☐
Peg Cusack	☐	Laura Tyson	☐
Rahm Emanuel	☐	Todd Stern	☐
Mark Gearan	☐	Jack Quinn	☐
Jack Gibbons	☐	Carol Rasco	☒
Pat Griffin	☒	Paige Reffe	☐
Marcia Hale	☒	Cheryl Rodman	☐
Alexis Herman	☒	Patti Solis	☐
Nancy Hernreich	☐	Doug Sosnik	☒
Kitty Higgins	☐	G. Stephanopoulos	☐
Harold Ickes	☒	Ann Stock	☐
Anthony Lake	☐	Stephanie Streett	☐
Bruce Lindsey	☐	Kim Tilley	☐
Mike McCurry	☒	Jodie Torkelson	☐
Anne McGuire	☒	Melanne Verveer	☐
Mack McLarty	☐	Anne Walley	☐
		Maggie Williams	☐

File: PENDING

Comments: Per SS and AW on 8/16/95.

Routing Slip

DATE: 7/21/95

FROM: Billy Webster
Director of Scheduling and Advance

SUBJECT: Meet w/ College & Univ. Presidents participating in the Direct

Learning Program

Don Baer	☒	Abner Mikva	☐
Erskine Bowles	☐	Leon Panetta	☐
Peg Cusack	☐	Laura Tyson	☐
Rahm Emanuel	☐	Todd Stern	☐
		John Podesta	☐
Mark Gearan	☒	Jack Quinn	☐
Jack Gibbons	☐	Carol Rasco	☒
Pat Griffin	☒	Paige Reffe	☐
Marcia Hale	☒	Cheryl Rodman	☐
Alexis Herman	☒	Lee Satterfield	☐
Nancy Hernreich	☐	Patti Solis	☐
Kitty Higgins	☐	Doug Sosnik	☒
Harold Ickes	☒	G. Stephanopoulos	☐
Anthony Lake	☐	Ann Stock	☐
Bruce Lindsey	☐	Stephanie Streett	☐
Mike McCurry	☒	Kim Tilley	☐
Anne McGuire	☒	Jodie Torkelson	☐
Mack McLarty	☐	Melanne Verveer	☐
		Anne Walley	☐
		Maggie Williams	☐

File: PENDING

Comments: per BW 7/21

Aug/Sept

Aug
Rasco

SCHEDULE PROPOSAL

Date: 7/19/95

95 JUL 20 PM 4:46

☐ ACCEPT

☐ REGRET

☐ PENDING

TO: Billy Webster
Assistant to the President and Director of Scheduling and Advance

FROM: Carol H. Rasco, Assistant to the President
for Domestic Policy

REQUEST: That the President meet with the presidents of colleges and universities participating in the Direct Lending program.

PURPOSE: This event would provide an opportunity for the President to hear directly from individuals who benefit from his program. Furthermore, it would allow him to garner support to defend Direct Lending and other education programs, currently the target on Capitol Hill.

BACKGROUND: The Direct Lending program is a major Presidential initiative.

PREVIOUS PARTICIPATION: While the President has been very involved in education this year, and has spoken often of his Direct Lending program, this event would be the first opportunity to focus exclusively on this initiative.

DATE AND TIME: Late August / Early September

BRIEFING TIME: Separate Request

DURATION: One Hour

LOCATION: The Roosevelt Room

PARTICIPANTS: The President
College / University Presidents
Students

OUTLINE OF EVENTS: Students share their experiences with the simplified student lending process, the ease of repayment and other advantages of Direct Lending.

The college presidents discuss issues related to improved cash flow at

service, and the their institutions, improved "customer" student
streamlining and simplification of the administrative processes.

REMARKS: Talking Points

MEDIA: Yes

FIRST LADY'S
ATTENDANCE: No

VICE PRESIDENT'S
ATTENDANCE: No

SECOND LADY'S
ATTENDANCE: No

RECOMMENDED BY: Jeremy Ben-Ami

CONTACT: Gaynor McCown, 6-5575

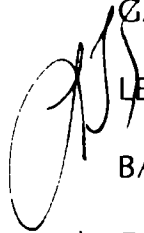
ORIGIN
OF PROPOSAL: DPC / NEC / Department of Education

ATTACHMENT: List of 23 University / College Presidents we may
want to consider inviting.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

August 7, 1995

MEMORANDUM TO: GENE SPERLING
CC: JEREMY BEN AMI
GAYNOR MCCOWN
FROM:  LESLIE T. THORNTON
SUBJECT: BACK-TO-SCHOOL

As you all know, the Department's back-to-school initiative began over four months ago and is – as it is each year – based on garnering grassroots support for better education. It is an initiative the Secretary feels very strongly about and which the Secretary's top education and communication staff have worked hard to expand. As the materials attached to my August 4, 1995, memo to Erskine Bowles attest, this year the Department cast its back-to-school net extremely wide.

Obviously, the effort was not premised on the President balanced budget plan. ***However, we all agree (with Laurie McHugh) that regardless of its premise or its breadth, it presents an opportunity – not an obstacle – to promote the President's plan.***

In preparation for our meeting later today, I thought it might be useful to set out the back-to-school efforts which we know are focused specifically on the President's balanced budget plan, and how possibly to garner support for those efforts/initiatives that may not be so focused.

BACK-TO-SCHOOL INITIATIVES WITH BUDGET FOCUS

The Center for Education Funding (CEF), has developed an unprecedented back-to-school drive, *centered on the President's budget cuts*, which includes: (1) an August recess strategy (August 4 to September 6) of meetings with congressional members, placement of editorials and op-eds, and contacting the media; and (2) a very aggressive press/outreach strategy beginning September 11. See CEF materials at Attachment A. As you know, CEF is an alliance of over 80 education groups including the NEA, AFT, ACE, AFL-CIO, CCSSO, the College Board, a number of school districts, a number of colleges like Princeton, state boards of education, etc.



Student Body Presidents Day, proposed for September 11, 1995, would involve a day beginning with an 8:45 a.m. briefing at the OEOB, **a 1:00 p.m. event with the POTUS during which the POTUS could make an address focused on student aid and investment**

in education, a 3:00 p.m. press availability, and a 4:00-6:00 p.m. reception hosted by the College Democrats of America. See draft proposal at Attachment B. Jeff Shulman from Public Liaison has been working with the Department on this.

United States Student Association is in the process of developing or "firming up" their back-to-school strategy. Right now, they are looking at their targeted congressional districts and putting together a preliminary calendar of events. Their president, Stephanie Arellano, has promised to get us some preliminary information in the next two days or so. In any event, their back-to-school strategy will be focused on the budget cuts as they relate to student aid and investment in higher education. Because they represent schools on both a semester and quarter basis, school openings range from the middle of August to mid to late September. Thus, they are looking at a broader time range than the week of September 11.

Alliance to Save Student Aid is currently working on the following (regarding the budget battle and back-to-school):

- ⇒ a mailing from the Alliance to financial aid offices on campuses across the country with "Stop the Raid on Student Aid" fliers;
- ⇒ a letter from ACE president Bob Atwell to college and university presidents urging them to contact their members of Congress;
- ⇒ a 1-800 phone line for students to call their members of Congress; and
- ⇒ various student organized events during the week of September 11th.

The Cabinet and other administration officials have all been asked to participate in the Department's back-to-school effort. Also, all of the Department's senior officers (assistant secretaries) and senior staff have been asked to return to a school during back-to-school week. Obviously, the administration officials will be promoting the President's balanced budget plan in their back-to-school events. Kris Balderston is coordinating cabinet and administration official participation through Nancy Ozeas at the Department.

BACK-TO-SCHOOL INITIATIVES NOT SPECIFICALLY FOCUSED ON BUDGET

We believe that even those efforts we are not aware of and/or which will not focus specifically on the budget help to enhance the overall message by focusing attention on the importance of education. To reach moderate Republicans and conservative Democrats, both in congress and in the general public, it is our experience that we first need to entice them into the schools and colleges issue in order to engage them in the budget debate. The back-to-school effort is one way to do that. Moreover, we think it will help the President long-term in the budget debate to have a pro-education message spread through-out the country in this very public way (back-to-school week always gets national

and regional press) , and help provide an opportunity to highlight those who have broken with the "common ground" on these issues.

Finally, the Department is certainly prepared to provide budget message information and request support for a budget message of all the participants in the back-to-school effort that we are working with. We should discuss whether it makes sense to send to all of those who have already received our *America Goes Back to School* packet some kind of "update" on the back-to-school initiative that would include budget message material, although for obvious reasons, we need to be careful about relevant restrictions.

ATTACHMENT A

12 things You Can Do To Stop Federal Education Cuts

1. Organize a group of education advocates, parents, teachers, students and schedule a visit with your member of Congress over the August congressional recess (August 4 - Sept. 6).
2. Write a letter to your members of Congress and get five other community leaders to sign on or write their own letters.
3. Generate community support at local meetings. Make a presentation at a local PTA meeting, business club meeting, or other gathering about the proposed cuts and their impact. Ask everyone present to write their member of Congress opposing the cuts.
4. Have your local school board pass a resolution in support of strong federal investment and release it to the media and mail it to Congress the Back-to-School week of September 11-18.
5. Attend Congressional town hall meetings over the August recess. You can find out when one is scheduled by calling your member of Congress' local district office. Discuss the impact of the education cuts on your community.
6. Invite your members of Congress to tour a school or college and participate in a school-site press event. Show them federal programs in action.
7. Send a news release to your local media (print, radio and TV) during the National Back to School Week announcing the formation of a local coalition of education and business leaders that oppose cuts in federal education funding or announcing a school bake sale event.
8. Hold a news conference or press briefing during National Back to School Week to present information about the importance of federal funding in your school district or community and stress the local impact of proposed cuts.
9. Write a letter-to-the-editor and meet with editorial boards of your largest daily newspapers to convey the need for federal education funding in your district. Editorial board members write the editorials in your newspapers and a meeting with them can lead to a positive editorial which will be read in Washington, D.C.
10. Speak out about federal investment on local radio and television talk shows. Use call-in or public affair shows to talk about the proposed cuts and their impact. You can either be a caller on an open forum show or contact the station and ask to be on as a guest.
11. Hold a rally to protest the cuts. Be sure to alert the media to your rally.
12. Hold a school Bake Sale the week of September 11-18 to highlight how difficult it will be to replace lost federal funds.

Volunteer Commitment Form

YES!

**I Want to join the campaign to Stop
Cuts in Federal Education Programs.**

I WILL:

(please check)

☐

Meet with my member of Congress by September 6th

☐

Send a letter to my Members of Congress by September 15

☐

Host a Bake Sale event the week of Sept. 11-18

☐

Have my school board or board of trustees pass a resolution at the August or September meeting

☐

Fax or send a coalition letter to my Senators and Representative by September 6th with the school board resolution or other materials

☐

Meet with editorial boards before September 11th

☐

Write letters to the editor or submit opinion editorial (op-ed) by September 11

☐

Speak at local meetings in August and early September

☐

Hold a rally before September 16th

☐

Speak out on radio/TV talk shows in August and September

☐

Organize a group to attend a town hall meeting

☐

Other activities I will accomplish:

*please mail/fax a copy
to your national
association and*

The Committee for
Education Funding
505 Capitol Court,
N.E. Suite 200
Washington, D.C.
20002
fax (202) 546-2683

Name: _____

Address: _____

Phone/Fax: _____

Affiliation: _____



August Congressional Recess

August 4-Sept. 6, 1995

- Meeting with a Member of Congress
- Writing an Editorial
- Writing an Op-Ed Piece
- Contacting the Media

Tips on Contacting Members of Congress

- 1. Research the Member's history.** Know before you arrive his/her position on issues related to the one you plan to discuss. Try to ascertain the Member's voting record (contact your national association).
- 2. Review your arguments.** Keep them short and simple. Don't filibuster; just give the facts.
- 3. Focus on only one issue** -- funding cuts to education. Don't arrive with a grocery list. If you exhaust the issue and are satisfied, then wind up the meeting.
- 4. Hold a pre-meeting** with the group participants to identify your key spokesperson and the key points you'll make during the meeting. The spokesperson should also be one responsible for closing the deal.
- 5. Bring local data** to support your arguments -- data relevant to the Member's district and key constituencies.
- 6. Listen carefully.** Politicians tend to speak generally. Try to draw out specific answers to specific questions.
- 7. Bring supporting materials** that can be left behind. Make sure a key contact is included.
- 8. Record the names of staff members** who are present or who are introduced to you.
- 9. Fill out enclosed Contact Report Form** immediately after the meeting. Include notes on what was discussed and what the member agreed to do. Send report form to your association and CEF.
- 10. Follow up the meeting with a thank-you letter** that summarizes your understanding of what the member agreed to do. Let him/her know you are available to be helpful, and that you will continue to follow action on education funding.
- 11. Send separate notes to the staff member(s)** you met, and make a point to keep in contact with them.

TALKING POINTS ON CUTS

- **Thank the Member** for taking time to meet and for any positive assistance she/he has given education in the past
- **Introduce group members** and their representation.
- **Explain** that **your** group has come together out of **concern** over the enormous negative impact that cuts in federal education investments will have on students in your community
- A **17 percent cut** in education programs is **unacceptable**.
- **Use explicit information** and concrete data and examples of the effect of the cuts on students, classrooms, schools, and campuses in the Member's district or state.
- **Federal investments in education are critical** in maintaining the competitiveness of the U.S. economy in an information-based global marketplace. An investment in education provides expanded economic opportunities for middle class families and helps all students to achieve their potential.
- Deficit reduction is a common goal, but a **balanced budget can be achieved while maintaining education** and training investment.
- The **cuts Congress is proposing are not evenly distributed**; this is not shared sacrifice. Other federal domestic programs are cut by an average of 4 percent, while education is cut 17 percent.
- **Seek a commitment from the Member** to visit a school or campus before the recess ends or early this fall.
- Make arrangements to show the Member the tangible effects and results of the federal investment in education by inviting him/her to **visit a school**.
- Thank the Member again for his time and **offer to serve as an on-going resource** to the Member and his/her staff on issue relating to education.

DRAFT

National Back to School Week September 11-18, 1995

Contacting the Media

Writing Opinion Editorials

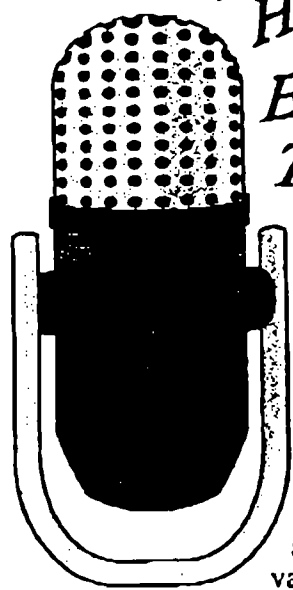
Writing Letters to the Editor

Writing Press Releases

Passing Resolutions

Hosting a Bake Sale Event





Help Save

Education Programs

That Work

Contacting the Media

Education and children's advocates face a serious challenge in their efforts to prevent this Congress from dismantling successful federal education programs. Few Americans are aware of the magnitude of cuts proposed by this Congress or are aware — in more than a vague way — what role federal education programs play in the lives of their children and their communities.

You can help by drawing attention to programs in your community — and explaining the implications of the loss of these programs on students and on the community.

There are three basic ways to get your message out:

- * Newspaper stories.
- * Opinion editorials (op-eds) and letters to the editor.
- * Talk radio.

Getting on the local television news is possible, but television news stations are generally less accessible. Classroom or college settings make good visuals, and if you get the interest of the TV news desk, it can have a major impact. But newspapers and radio rely heavily on participation of those in the community.

Getting in print. Read your local newspaper to find the name of reporters most likely to be interested in the topic you want to suggest. Many newspapers have a regular education beat reporter. Call the reporter to discuss your idea. Be concise, specific, and factual. It also helps to provide written information that describes what you want to convey. When writing about a national story — federal budget cuts, for example — present details about the local impact, such as number of students affected by the cuts. Be sensitive to newspaper deadlines and style.

Write it yourself. You may want to write the story yourself, either as a feature or opinion editorial. Talk with the editor to get a sense of their willingness to print copy not written by staff or from wire reports. Many smaller papers are open to such participation. In addition, all papers print letters to the editor, so long as they are short, well-written, and timely. Letters to the editor pages provide a lively forum for discussion in the community and can help shape public opinion.

Participate in talk radio. Find out what kinds of subjects a talk radio program is interested in. Write down the call-in number, and keep trying. Callers routinely wait 30 minutes or more for the most popular shows. When you get through, tell the producer your name, place, and subject and get in line. One way to move up in line is to offer an answer or explanation to the previous caller. Present your direct information about the experience of successful federal education programs with some background information about what is happening. Avoid jargon.

Communicating successfully in any of these areas requires honing your message. Especially when you are calling a reporter or radio show, give some thought to what you want to say. Find out the facts about the impact of federal budget cuts on your school, students in your community, or your children. Write down what you think are the strongest points, crossing out statements that are too complex or defensive and underlining those that are clear, direct, and compelling.

Sample Op-Ed

Education Cuts Never Heal

Since January, Congress has been debating how to cut government spending and reduce the federal budget deficit. As they begin the real task of program-by-program cuts, it is clear the single largest target is elementary and secondary education.

The cuts adopted by the House Appropriations Committee in July are not shared sacrifice. Programs marked for deep cuts or elimination include basic math and reading services, efforts to promote safe and drug-free schools, resources for state and local officials to implement higher standards, and education technology. Cuts in these programs will cause irreparable harm to students in our community and around the nation.

The sad irony is that while many in Congress claim this is to benefit the next generation, this same Congress is robbing children of the skills they will need to compete in an information based economy. The fastest growing jobs and the largest pool of new jobs will require at least some college. More significantly, new economic opportunities here and abroad will be in information services, technologies for managing and analyzing data, and the production of complex computer hardware and software that will require skills far beyond the assembly line of the 20th century.

The lion's share of cuts in federal aid to education are in elementary and secondary education, and the "down payment" on this downsizing — a \$4.5 billion cut in Fiscal Year 1996 compared to FY95 — is about one-third of the total federal aid to schools. More than 1.1 million students will lose access to extra help in math and reading skills, and other basic support to schools and students will be cut by 15 to 60 percent in the first year alone.

It stands to reason that today's students will need the basic skills to advance and master the complexities of tomorrow. Opponents of federal aid to education argue that state and local governments will make up the difference, but they face a number of daunting obstacles.

Federal grants to states represent one-fifth of state revenues, and all areas of federal aid are slated for deep cuts. By itself, states would have a difficult time making up for federal cuts in education. But the reality is that, without major increases in taxes, most states will not be able to sustain present levels of support for schools and students. While most are not as deep as the cuts in education, the Congressional Budget Resolution envisions a sharp retreat from all state-federal partnerships in health care, public safety, nutrition, and transportation.

Federal aid to education provides resources states don't otherwise have — or haven't committed for important national purposes. No one can argue that it is more efficient for 50 state governments — or even consortia of states — to conduct national research in education. Moreover, federal resources for Title I today represent 80 percent of all funds spent for remediation in basic math and reading. Some argue that if all federal mandates were removed, there will be no need for federal aid. But even if, for example, the statutory mandate to serve students with disabilities were removed, schools would still be under a legal — if not moral and economic — obligation to help such students prepare.

Revenue systems for states are far more volatile, highly sensitive to the buffets of economic cycles. The next recession will test the wisdom of the present federal disinvestment in education in a number of ways. Even if some states are able to absorb the loss of federal resources for students and schools over the short-term, those cuts will inevitably be compounded by a loss of revenues dependent on economic vitality, such as sales tax revenues. More significantly, given the close relationship between education attainment and worker productivity, worker skills and economic growth are likely to follow twin downward spirals that will affect the quality of life not for all Americans.

Closing the Door to Higher Education

The American system of postsecondary education — colleges, universities, and vocational-technical training — is an essential element in the United States' economic dominance over the past half century. And yet, the 104th Congress, which speaks so much of the need for economic growth, seems determined to dismantle this system brick by brick.

At the close of World War II, the federal government embarked on a rapid expansion of access to postsecondary education with the G.I. Bill. Over the next 30 years, additional programs were established to expand access, including Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, and the Guaranteed Student Loan program. In addition, the federal government established a number of programs to strengthen postsecondary institutions and help students benefit from postsecondary opportunities.

The benefits of these efforts included a marked increase in worker productivity and a remarkable increase in innovations in communications, transportation, and man-made materials — in short, across every area of technological achievement.

American standards for access to postsecondary education had significant social benefits in addition to expanding the U.S. economy. By providing direct assistance to students, the federal government assured that any qualified individual — regardless of economic circumstances — could get the education or training they needed to fulfill the American dream.

The 104th Congress seems willing to sacrifice this success story to achieve an arbitrary goal — achieving a balanced federal budget in seven years, no more, no less.

The Fiscal Year 1996 Congressional Budget Resolution is the blueprint for this abrupt halt in opportunity. Of the \$190 billion to be cut from domestic spending over the next seven years, one-third will come from education, even though education spending is less than 2 percent of the total federal budget.

In addition to deep cuts in resources for elementary and secondary schools and students, the first installment in this plan is a cut of \$11 billion in resources to help students bear the weight of student loans. Loans for students and their families to pay the costs of tuition and other costs of attendance will rise on the average of \$3,000 to \$5,000 per person. Another 500,000 will lose student aid grants between cuts in the State Student Incentive Grant (SSIG) program and new rules for Pell Grants. Many other students could lose state-based aid as well with the elimination of matching federal funds in SSIG.

By making it more difficult to pay for college, Congress is denying millions of students a future that includes the knowledge and skills that lead to good employment. And one cannot console oneself with the idea that these policies will only mean limited opportunities for someone else. We are all dependent on a healthy, growing economy for our own security, in our homes, in our communities, and in our retirement.

Over the past 20 years, individuals with a college education are the only ones who have seen their incomes rise. The fastest growing, highest paying jobs over the next decade will require some form of postsecondary education or training — all the more so in the knowledge-based industries where the U.S. is in keen competition with other global economic powers.

Members of Congress said they have a mandate for this course of action because few people have let them know they oppose these cuts. If we care about the future, Congress needs to hear our objections now, loud and clear.

Sample Op-Ed

Education: It's a matter of priorities

In the early part of this century, fewer than one-half of Americans graduated from high schools, and even fewer went to college. However, after fighting for freedom abroad in World War II, Americans realized that only education would provide true freedom at home. The G.I. Bill (1944) allowed more than 2 million returning soldiers the chance to earn a college degree and achieve the American dream. Educational opportunities for elementary and secondary students were also vastly expanded. These opportunities were in large part driven by federal support and involvement to an American ideal: one's circumstances at birth would no longer dictate one's opportunities in life.

This Congress has embarked on systematic dismantling of this federal role. The seven-year budget plan would slash aid to students and schools by one-third or more, and cut support for student loans by another \$10 billion. In July, the House Appropriations Committee voted to cut education by \$4.5 billion compared to the previous year, a devastating 18 percent reduction.

In the 1996-97 school year, at least 1.1 million students will lose access to Title I services to help them improve their basic math and reading skills. Help for schools and students to create safe and drug-free environments will be cut by at least 60 percent. Research in teaching and learning will be halved, severely hampering efforts to raise achievement levels. More than 250,000 eligible postsecondary students will lose grants, and at least 500,000 students will see college loan payments increase by \$3,000 to \$5,000.

These cuts are not shared sacrificed. Education is set to receive, by far, the largest cut of all federal programs. Cuts in federal aid to education will touch every family, diminish the quality of life in thousands of American communities, and arrest economic growth. State and local governments will not be able to make up the difference. With the federal government retreating from so many areas of state-local-federal partnership, states will have to cut services and raise taxes.

With education and children's health and nutrition programs suffering the sharpest federal budget cuts, it seems clear that it is more than a desire to cut the federal budget that motivates cuts of these magnitude. It is, instead, a rejection of that underlying commitment to opportunity that characterizes the post-World War II era until now.

Here is a sample opinion editorial (op-ed) for your use in getting the word out in your community about the impact of federal cuts in education. The arguments will be more compelling if you include data on the impact in your elementary, secondary, vocational, or postsecondary school, including numbers of students affected and programs curtailed or eliminated.

Sample News Release

For Immediate Release
September 11, 1995

Contact: Mary Frank
Phone: 111/555-1234

COALITION URGES SEN. Jones TO VOTE AGAINST EDUCATION CUTS

Students, School Board Members, Teachers, Parents Host Bake Sale To Fight Massive Funding Reduction

Biloxi, MS — September 11, 1995 — A broad-based coalition of school board members, teachers, parents and students is urging Sen. John Jones to vote against legislation that calls for massive federal spending cuts for public schools, students and universities.

The coalition is holding a bake sale on September 13, 1995 to highlight the devastating impact of the cuts. Mary Frank, PTA President said, "If we could sell each cookie for \$25,000 each, we would need to sell 180,000 cookies to reverse the loses for this year alone".

Congress is considering a funding bill that would cut federal spending on education by more than 17%. The education cuts would be among the most severe even though education spending only consumes less than two percent of the entire federal budget.

"This effort in Congress represents the most spectacular attack on school students in history," said Sam Smith, School Board President. "If these cuts become law, our students suffer tremendously. They will have fewer opportunities to succeed in the future and have few opportunities to attend college and our communities will be devastated by the loss of potentially skilled workers."

In Mississippi, public schools across the state would lose about \$xx million under this legislation. Biloxi Public Schools would lose more than \$xx per student. Already, schools are struggling to strengthen standards and improve graduation rates.

"This coalition will do whatever is necessary to prevent Sen. Jones and Congress from abandoning the long term educational needs of our children," she said.

The proposed cuts in education funding would hurt students and schools in specific ways:

- * federal contribution to local schools to offer reading and math tutoring for low achieving students will be cut by \$1.2 billion.

- * federal investment to keep schools free of drugs and violence reduced by almost \$300 million

- * federal support for schools with high enrollment of bilingual students cut by almost \$150 million

- * More than \$500 million in college loan funds for needy students would be cut.

"Americans believe that Congress should be spending more on education not less," the coalition said. "Sen. Jones has to understand that children in Mississippi schools will suffer if this legislation passes Congress. He cannot obscure the meaning of his vote by hiding behind a balanced budget. We all want a balanced budget, but we must do it without hurting our children."

The coalition includes the Mississippi PTA, etc.

The coalition will gather support from throughout the community, including business, and take initiatives aimed at blocking the funding cuts from going into effect and hurting children throughout Mississippi.

"Mississippians want the basics: we want our children to learn, to be prepared for the future and to be safe in school," Frank said. "The funding legislation under consideration in Congress runs against these needs and cannot be allowed to become law."

-xxx-

PEOPLE'S SCHOOL BOARD of Trustees RESOLUTION

FEDERAL EDUCATION INVESTMENT

Schools are facing the likelihood of deep, far-reaching cuts in critical federal education

show that, while a large majority of Americans favor balancing the budget, almost all support educational programs to reduce federal spending, and

budget needs to reflect the high value the American people place on education, and

investment in the education of our children and youth is critical to the future of the American economy, the education needs of disadvantaged children and the Americans, and

studies in education help to offset the costs services to special needs students, and

in education programming for school children across the country could put local schools in the position either of raising local property taxes or cutting educational programs,

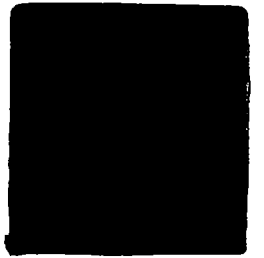
recently enacted deep cuts in FY 1995 spending for education and is currently debating cuts in the history of federal education funding in the appropriations for FY 1996,

RESOLVED that _____ Board of Education supports a commitment in education and urges the U.S. Congress and President Clinton to reject cuts in the budget and make federal investment in the education of the American children a priority.

your resolution to:

1. The President; The White House; Washington, DC 20500
2. The Honorable _____; U.S. Senate; Washington, DC 20510
3. The Honorable _____; U.S. House of Representatives, Washington, DC 20515
4. Your Local Media Outlets
5. Committee for Education Funding
505 Capitol Court, NE, Suite 200
Washington, DC 20002

ATTACHMENT B



STUDENT BODY PRESIDENT DAY

Draft Schedule #1

Monday, September 11, 1995

8:45am Arrival at the Old Executive Office Building

9:30am

Format: Student Body Presidents will arrive at Pennsylvania Gate. Briefing packets will be distributed en route to Room 450. Coffee and doughnuts will be set under the dome outside of Room 450.

9:30am Briefing - Room 450

11:30am

Program: Through Cabinet Affairs, we will request the following presentations:

Secy Dick Riley - Education/Student
(alt. Madeleine Kunin) Aid cuts

AG Janet Reno - Crime
(alt. Jamie Gorelick)
Ron Noble

Harris Wofford/ - National Service
Americorps Volunteers
(alt. Rick Allen)

Admin. Carol Browner - Environment &
(alt. Katie McGinty) the Budget

Secy Robert Reich - Economy
(alt. Tom Glynn) The Workforce

*The briefing will be moderated by Alexis Herman.

11:30am Lunch

1:00pm

Site: Hotel
Indian Treaty Room

Program: TBD (This program will be determined by POTUS participation. A town meeting-style panel discussion with George Stephanopoulos and senior Administration "message" people would follow dessert)

1:00pm POTUS Event

3:00pm

Program: POTUS would be introduced by a student

body president. It would serve as an
ideal forum to voice support for student
aid and investment in education.

3:00pm Regional Press Availability
4:00pm

4:00pm Reception for Student Body Presidents
6:00pm

Site: Hotel
Indian Treaty Room, OEOB

Sponsored by College Democrats of America

August 2, 1995

M E M O R A N D U M

To: Mark Gearan
From: Julia Moffett
cc: Gene Sperling and Michael Waldman
Subject: Back-to-School Plan

A number of conversations have taken place regarding back-to-school activities. Based on these discussions, I am making a few recommendations below with the hope that this will move us forward a bit.

POTUS Activity: There seems to be consensus that we commit the President to a strong event to tie the back-to-school period with the budget. Below is a proposed structure:

Recommended Date: Monday, September 11. **Rationale:** While many colleges go back in late August, a smaller audience is paying attention to the news than in September. Helping to kick-off the week of September 11th also makes sense as it is *Save Student Aid Week*.

Recommended Focus: Student Aid. **Rationale:** I believe we should keep the focus simple in order to maximize our efforts. Parents care about financial aid. College students care financial aid--and they vote. University presidents care about financial aid. Etc. Widening the focus to a broader range of educational issues/audiences, I feel, dilutes what could be a strong, simple and effective message.

Recommended Event: I would push for one of two types of events:
1) We could let the coalition that runs the student aid campaign know that we are committed to having POTUS do something on the 11th if they build a national event. This could be a nationally **syndicated radio program the President hosts** (events could then take place on hundreds of college campuses), a **town hall that is downlinked** onto college campuses and rallies that the coalition creates, etc... 2) Another option is for the President to address a large, college student body with a serious, moral speech about the future, priorities, etc. (A standing invitation from the University of Florida comes to mind. They have a student body of around 20,000 students--very high-energy event).

In addition to the main event, I would also recommend the President's involvement in another, smaller-scale event proposed by DPC. This event would bring in 250 student body presidents for a day of briefings, loading them up with information to take back to their campuses, newspapers, etc. I would strongly support the President spending some brief time with them later in the same week or month. A Presidential interview on this issue might also make sense during this period.

Recommended Ancillary Activity: Once a date is signed off on, the possibility for surrounding activity is endless. Groups can be steered towards the coalition's events. Media Affairs can do things with individual campuses. Cabinet and sub-cabinet members could visit major campuses in major markets with events. The College Democrats of America and other groups can arrange for literature, petitions, etc..And major outside validators, i.e., University Presidents, can arrange for some activity.

Independently of the President's event, a strategy should be put in place to use the back-to-school period to get our message out. The College Democrats of America and the DNC are exploring a brochure that can be mass distributed on college campuses during this time. Media Affairs has an extensive plan ready to be implemented. We recently discussed having an op-ed by the President distributed to all college newspapers for the beginning of the year issues. Etc.

*Organizational note: Structures are already in place to make a major effort of the scale described above happen. People are talking to the groups, the student groups are working with the DNC, myself and others know who to call to make the radio or television projects on college campuses happen, etc...We just need to get everyone on the same page and designate a few people to head up the effort.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

July 19, 1995

Dear Friends of Education:

I invite you to join me and others during the week of September 11 to kick off *America Goes Back to School: A Place for Families and the Community*. Through this effort we are encouraging all Americans to support family and community involvement in learning. I am inviting leaders and successful role models like yourself from all walks of life to support this initiative by going back to school and participating in an activity that demonstrates how simple, yet important, it is to be involved in improving our schools and making them safe places of learning. I see this as a first step in an effort to involve adults in schools year-round.

The Family Involvement Partnership for Learning, a coalition of more than 140 family, community, religious and education organizations dedicated to improving children's learning through the development of family-school-community partnerships, is sponsoring *America Goes Back to School* in conjunction with the U.S. Department of Education. The Partnership also enjoys support from many family-friendly businesses.

America Goes Back to School: A Place for Families and the Community invites individuals -- parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders, and lay people...all Americans -- to rally around their local schools and make a commitment to support education improvement and community involvement throughout the year. This support and involvement can help our schools to further improve and sends a message to our children that we care and want them to be successful.

Studies show that family and community support for education results in students learning to higher standards and schools that are safer. *America Goes Back to School* encourages adults everywhere to make a commitment throughout the year to be meaningfully involved in local schools, and help prepare all children to meet the challenges of the 21st century.

A resource guide of key education issues and practical ideas on how you can be involved will be available in early September. You may order your copy by calling the U.S. Department of Education at 1-800-USA-LEARN. I hope this guide will help facilitate your participation in *America Goes Back to School*.

Your support for family involvement in children's learning can make a positive difference: a win/win situation for families, schools and communities across the nation. I welcome your support of and participation in *America Goes Back to School* and hope that you will support and get involved with this opportunity.

Yours sincerely,

Richard W. Riley

AMERICA GOES BACK TO SCHOOL
A PLACE FOR FAMILIES AND THE COMMUNITY
An Invitation to Support Family and Community Involvement in Learning

All across America people are taking a long, hard look at our schools and discovering some very positive things. But they're also discovering that if America is to move forward and maintain its place as a world leader, more individuals need to become involved. Schools can't do it alone. Schools need partners they can count on. Schools need people like you.

The American public wants the best for their children. These include:

- ★ Improving the basics and core academics;
- ★ Creating safe and drug free school environments;
- ★ Making college more accessible;
- ★ Getting technology and computers into the classroom as fast as possible;
- ★ Raising standards of achievement and discipline;
- ★ Connecting schools and families with community resources and school-to-work opportunities.

America Goes Back to School: A Place for Families and the Community is designed to foster grassroots support to meet these expectations by inviting individuals -- parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders...all Americans -- to rally around their local schools and make a commitment to support education improvement throughout the year.

The Family Involvement Partnership for Learning is sponsoring *America Goes Back to School* and invites you to get involved in your community to improve education. The Partnership is a coalition of more than 140 family, community, religious, and education organizations, including the U.S. Department of Education, dedicated to supporting family involvement in children's learning through family-school-community partnerships. It also enjoys support from many family-friendly businesses.

Studies show that a family's and a community's support for education produces results. *America Goes Back to School* encourages everyone to make a commitment to help solve the problems facing local schools, and help prepare all children to meet the challenges of the 21st century. Remember, involvement can be simple and fun and it can take place in a variety of educational settings. But whatever your choice, it's YOUR partnership with schools that makes a difference! Call your school to get involved.

For a resource guide with suggested school involvement activities, information about the Partnership, or family and community involvement print and video materials, call the U.S. Department of Education at 1-800-USA-LEARN today.

Come on, AMERICA...let's go BACK TO SCHOOL!
--See reverse for ideas for your participation--

1. Improving the basics and core academics.

- ★ *Families:* Read and write together, use TV wisely, and encourage your children to do their best.
- ★ *Schools:* Rigorously teach the basics and encourage family involvement in teaching and learning the basics.
- ★ *Community, religious, and business groups:* Provide tutors, as well as adult literacy training.

2. Creating safe and drug free school environments.

- ★ *Families:* Organize and participate in "parent patrols" or "security dads and moms".
- ★ *Schools:* Require firm, fair rules, and keep in touch with families before problems arise.
- ★ *Community and religious groups:* Make safe neighborhoods and safe passages to school a priority.

3. Make college more accessible.

- ★ *Families:* Make sure your children enroll in courses that prepare them for college and/or careers.
- ★ *Schools:* Offer college-prep classes, be sure all students know about them in time to plan their academic program, and build local partnerships with colleges, universities, and community colleges.
- ★ *Colleges:* Visit K-12 schools to advise students of entrance requirements and to share resources with the faculty.

4. Get technology and computers into the classroom as fast as possible.

- ★ *Families:* Work in partnership with the schools to get computers in schools and homes.
- ★ *Schools:* Make the use of technology and computers a learning priority.
- ★ *Community and religious groups:* Establish computer labs in neighborhood centers.
- ★ *Business:* Assist schools directly by supplying computers and computer training.

5. Raise standards of achievement and discipline.

- ★ *Families:* Enroll children in tougher courses and keep in contact with teachers to ensure children are getting what they need.
- ★ *Schools:* Raise academic standards and encourage students to work hard to meet them.
- ★ *Community, religious and business groups:* Offer mentoring programs and homework centers.
- ★ *Business:* Adopt flexible employee leave policies that accommodate school visits/volunteering.

6. Connect schools and families with community resources and school-to-work opportunities.

- ★ *Families:* Take advantage of learning opportunities in the community and support service programs.
- ★ *Schools:* Forge new partnerships with community groups to expand learning opportunities, especially for tech-prep, in evenings, weekends, and summer; enrich daily instruction; and provide students with service experiences.
- ★ *Community and religious groups:* Offer affordable, quality afterschool and summer learning opportunities.
- ★ *Businesses:* Provide apprenticeships, internships, and training opportunities for students and teachers.
- ★ *Colleges:* Bring high school students and their families on campus to build connections and share information about the existence of financial aid.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

SUGGESTIONS FOR AMERICA GOES BACK TO SCHOOL EVENTS

We very much appreciate your involvement in "America Goes Back to School." To make your participation easy, we suggest the following three-prong approach to planning your event. We think that, following this approach, your total event should last about 1 hour.

I.

Contact "your school" to discuss how best to use your time to help your school.

II.

We know that your time is valuable and limited. Following are some suggested activities that should take no more than 45 minutes:

- * read a book to elementary students;
- * eat lunch with students to draw attention to the importance of good nutrition as a part of learning;
- * bring in some props or technology that you utilize in your profession and demonstrate it for the students;
- * speak to an assembly or a classroom of students about how education has benefitted you;
- * teach a lesson about your profession and tell students what skills they'll need to pursue the same career;
- * participate in a meeting focused on how the community can support and become more involved in its schools;
- * lead a master class;
- * have a discussion about how to create a safe and drug free learning environment;
- * work with the school to highlight some innovative teaching techniques specific to that school;
- * invite a classroom to visit your workplace for hands-on learning opportunities.

These are only a few suggestions. No doubt you have ideas that fit your and your school's needs and expectations of how to involve your community in improving education.

III.

To encourage others in your community to become involved, we suggest that you hold a brief (15-minute) press availability following your event. A sample media advisory and information sheet are attached and can be customized to alert the media.

If you have questions, please call 1 (800) USA-LEARN .



****ADVISORY****

****ADVISORY****

****ADVISORY****

WHO: Jane Doe

WHAT: returns to her hometown elementary school to read a book to first grade students in support of "America Goes Back To School, a nationwide family and community involvement initiative

WHEN: Insert date and time

WHERE: Insert location

Jane Doe returns to ??? Elementary School to spotlight the importance of parent and community support for local schools. She joins prominent people nationwide effort focusing attention on how simple yet important it is for Americans to rally around local schools to support improved learning and schools that are safe.

"America Goes Back To School: A Place For Families and the Community" is designed to foster grassroots efforts to address challenges facing education today. It is a joint initiative sponsored by the Family Involvement Partnership for Learning and the U.S. Department of Education. The Partnership is a coalition of more than 140 education, community, parent and religious organizations dedicated to improving education in America's schools. It also enjoys support from many family-friendly businesses.

CONTACT: Diane Jones (202) 401-3725

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SAMPLE

FAMILY INVOLVEMENT PARTNERSHIP FOR LEARNING

*Academy for Educational Development*AFL-CIO*African Methodist Episcopal Church*Agudath Israel of America*American Alliance of Physical and Health Education, Recreation and Dance*American Association for Higher Education*American Association of Colleges for Teacher Education*American Association of School Administrators*American Council for the Arts*American Federation of Teachers*American Gas Association*American Youth Policy Forum*ASPIRA*Assemblies of God*Association for Supervision and Curriculum Development*Association of Christian Schools International*B'nai B'rith International*The Betty Phillips Center for Parenthood Education*Boys and Girls Club of America*The Buddy System Project*The Business Roundtable*Center for Law and Education*Center for the Improvement of Child Caring*Center for the Study of Parent Involvement*Center on Families, Communities, Schools and Children's Learning*Children's Aid Society*Christian Brothers Conference*Church of God in Christ*Church of Jesus Christ of Latter Day Saints*Cities in Schools*College Board*Committee for Economic Development*Corporation for Education Technology*Council for American Private Education*Council for Educational Development and Research*Council for Exceptional Children*Council for Religion in Independent Schools*Council of Bishops of the United Methodist Church*Council of Chief State School Officers*Council of Churches of Greater Washington*Council of Jewish Federations*Council of Spouses of Bishops of the United Methodist Church*Council of the Great City Schools*Education Publishing Group*ERIC Clearinghouse on Urban Education*Evangelical Lutheran Church in America*Families and Work Institute*Family Impact Seminars*Family Resource Coalition*Family Service America*Fort Hood, Texas*General Conference of the Seventh Day Adventist Church*General Federation of Women's Clubs*Girl Scouts of America*Grandparents Network, AARP*Greek Orthodox Archdiocese of North and South America*HIPPI USA*Hispanic Policy Development Project*Home and School Institute*Howard University, School of Education*Institute for Educational Leadership*Institute for Responsive Education*International Reading Association*Lancaster Area Council of Mennonite Schools*Lutheran Church--Missouri Synod*Mexican American Legal Defense and Education Fund*Muslim Public Affairs Council*National Alliance of Business*National Assembly of National Voluntary Health and Social Welfare Organizations*National Association for Bilingual Education*National Association for the Education of Young Children*National Association of Elementary School Principals*National Association of Evangelicals*National Association of Independent Schools*National Association of Partners in Education*National Association of School Psychologists*National Association of Secondary School Principals*National Association of Social Workers*National Association of State Directors of Vocational and Technical Education*National Association of State Boards of Education*National Baptist Convention, USA, Inc.*National Black Child Development Institute*National Catholic Educational Association*National Center for Family Literacy*National Church of God*National Coalition of Title I/Chapter 1 Parents*National Community Education Association*National Conference*National Council of Churches of Christ, Commission on Family Ministries *National Council of Jewish Women*National Council of La Raza*National Dropout Prevention Center*National Education Association*National Education Goals Panel*National Head Start Association*National Information Center for Children and Youth with Disabilities*National Institute for Literacy*National Middle Schools Association*National Parent Network on Disabilities*National PTA*National Retired Teachers Association (AARP)*National School Boards Association*National School Supply and Equipment Association*National Small Business United*National Urban League*Optimists International*Organizations Concerned About Rural Education*Organizations of Chinese Americans*Parent Institute*Parents as Teachers National Center Inc.*Parents for Public Schools*Parents, Inc.*Partnership for Learning*Presbyterian Church (USA)*Progressive National Baptist Convention, Inc.*Project Parents*Quality Education for Minorities Network*Rabbinical Assembly*RMC Research*Scholastic Inc.*School Improvement Council Assistance Project*Shiloh Baptist Church*Solomon Schechter Day School Association*Southern Baptist Convention, Christian Life Commission*U.S. Chamber of Commerce*U.S. Department of Education*Union of American Hebrew Congregations*Union of Orthodox Jewish Congregations of America*United Church of Christ--Board for Homeland Ministries*United States Catholic Conference*United Synagogue of Conservative Judaism*United Way of America*Washington Parent Group Fund*Webster's International, Inc.*YMCA of USA*Youth Guidance of Chicago*



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

**AMERICA GOES BACK TO SCHOOL:
A PLACE FOR FAMILIES AND COMMUNITIES**

NAME

ADDRESS

CONTACT NUMBERS

() _____ () _____

FAX

() _____

INTERNET ADDRESS

SCHOOL

ADDRESS

CONTACT/TITLE

PHONE

() _____ FAX () _____

ACTIVITY

DATE

TIME

LOCATION

FORMAT

PARTICIPANTS

PRESS AVAIL:

DATE Same as above

TIME _____

LOCATION

FORMAT

PARTICIPANTS

PLEASE RETURN COMPLETED FORM TO NANCY OZEAS AT THE DEPARTMENT OF EDUCATION
PHONE (202) 401-4389 FAX (202) 401-0596

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.



Office of the President
5600 City Avenue
Philadelphia, PA 19131-1395

TELEFAX TRANSMITTAL FORM

DATE: 8/29/95

TO: Gaynor Mc Gowan

FAX NUMBER: 202-456-7028

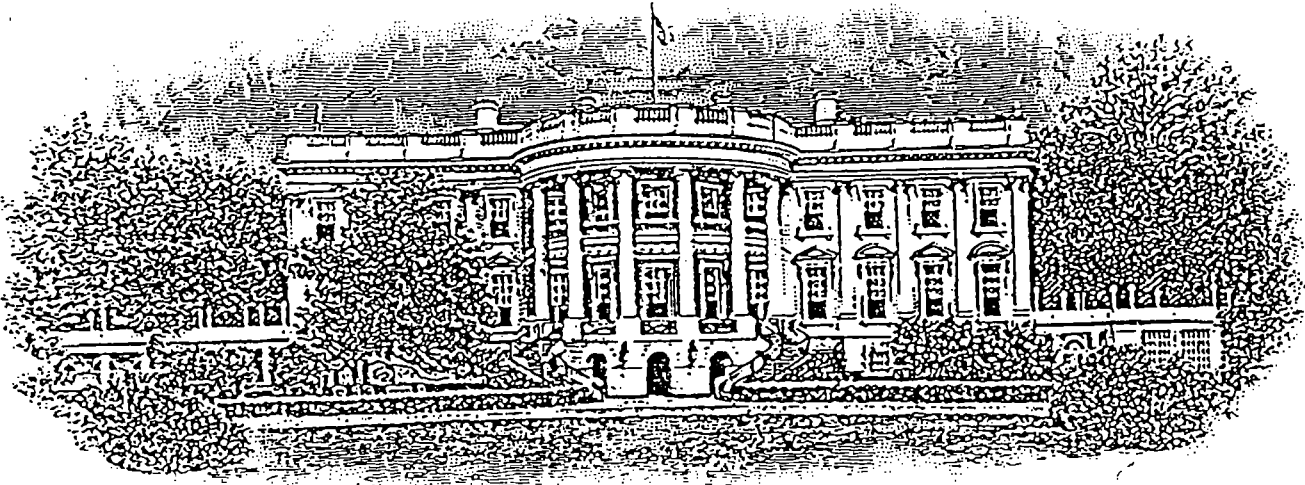
NUMBER OF PAGES INCLUDING COVER SHEET: 2

FROM: _____

ADDITIONAL INFORMATION:

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The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Waves

FAX NUMBER: 5-5349

TELEPHONE NUMBER: _____

FROM: Gannor McLowen (6-5575)

TELEPHONE NUMBER: _____

PAGES (INCLUDING COVER): _____

COMMENTS: Please wave in the individuals
on the attached list. Many thanks!

Meeting today 8/31
at 10:00 a.m. in room

211 .

Gann

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. memo	Gina Pearson to Gaynor McCown and Gene Sperling re: list of participants (partial) (2 pages)	08/23/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

Back to School [1]

2011-0255-S

rc173

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]

6.6742

5-5349

VIA FACSIMILE

TO: Gaynor McCown
Gene Sperling

FROM: Gina Pearson
NAGPS National Education Policy Advisor
(202) 547-4920

DATE: 23 August 1995

RE: List of participants for tomorrow's meeting

Please wave in 10:00 A.M.
participants for ~~the~~
today (Room 211)

The following individuals are expected to attend. Thanks.

Ivan Frishberg, Higher Education Project Director
US Public Interest Research Group

P6/(b)(6)

~~already called~~

Anthony Rosati, Information Exchange Coordinator
National Assn of Graduate/Professional Students

P6/(b)(6)

~~already called~~

Dominic Joseph Perri, Legislative Coordinator
National Association of Graduate/Professional Students

P6/(b)(6)

P6/(b)(6)

003]

Virginia Ann Pearson, Education Policy Advisor
National Assn of Graduate/Professional Students

P6/(b)(6)

me :)

Suzanne Marie Leous, Legislative Analyst
American Assn of Dental Schools

P6/(b)(6)

P6/(b)(6)

Sarah Elizabeth Williams, Student Liaison
American Council on Education

P6/(b)(6)

P6/(b)(6)

Paul Ambrose, Legislative Director
American Medical Students Assn

already called

P6/(b)(6)

Michael Combs
NAICU

P6/(b)(6)

P6/(b)(6)

Kellye McIntosh
Field Director, USSA

P6/(b)(6)

already called

Earl Adams
Intern, USSA

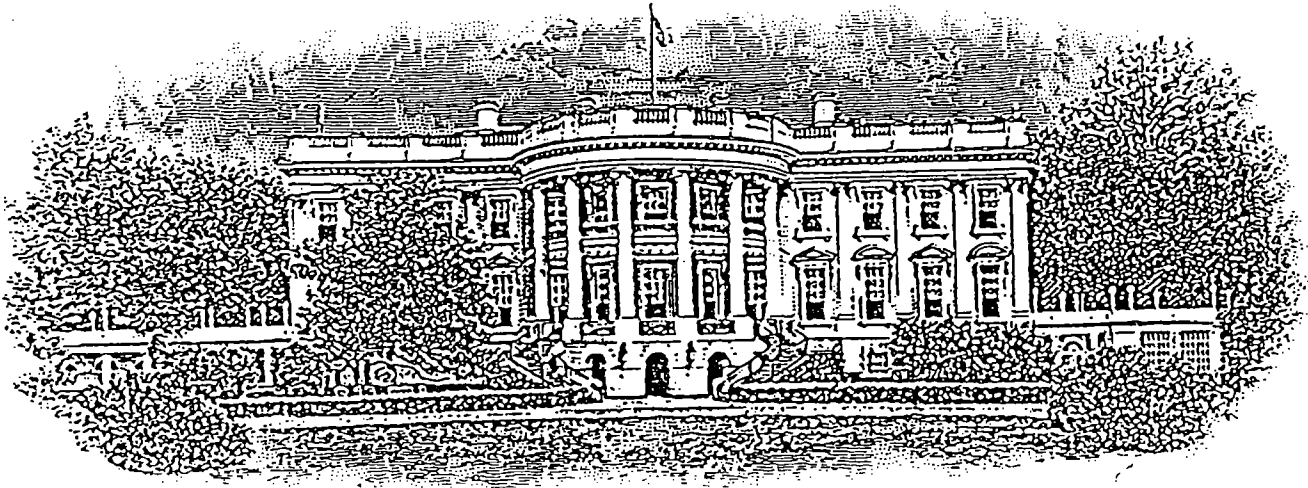
P6/(b)(6)

already called

Jeannette Galanis

P6/(b)(6)

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO:

Ann Lewis

FAX NUMBER:

203. 4349

TELEPHONE NUMBER:

FROM:

Garry McLean

TELEPHONE NUMBER:

PAGES (INCLUDING COVER):

COMMENTS: Per our discussion, please find the attached chart. Again, the objective is to develop a one-two Page "EDUCATION ALERT." Thanks for your help.

Garry McLean
456-5575

THE WHITE HOUSE
WASHINGTON

August 23, 1995

MEMORANDUM FOR BUDGET CONTACTS

FROM: STEVE SILVERMAN

SUBJECT: BACK-TO-SCHOOL IDEAS

1. As you look at possible events for "Back-to-School Week," please review the attached list of colleges and universities that will receive the downlink of the President's address. These sites are likely to present a good opportunity for Cabinet and sub-Cabinet officials to discuss the President's education budget message. We will do a roll call during Friday's conference call.

2. While many of the Cabinet Secretaries and sub-Cabinet officials have committed to participating in the "Back-to-School Week" events, we do not have detailed information on the specifics for each event. Please contact or fax a one-pager to Jim Pietrangelo at Cabinet Affairs.

U.S. Department of Education



Michele Cavataio

Office of the Deputy Secretary

600 Independence Ave., SW • Washington, D.C. • 20202-0500



(202)401-1000



(202)401-3093 INET michele_cavataio@ed.gov

Date: 8/23/95

Total # of pages including cover sheet: 3

To: M. Gaylor

Recipient Fax: 456-7028

Memo:



Memorandum

To: Gaynor McCown,
 Fr: Ivan Frishberg, U.S.PIRG Higher Education Project Director
 Re: University of Wisconsin - Milwaukee
 Da: August 23, 1995
 Via fax: (202)456-7028 1 page only

Here is the quick profile of the University of Wisconsin - Milwaukee

Urban based university with 23,000 enrolled students. Students are mostly commuter type students with a good core of more traditional students. There is a great network of student groups that are well with resources such as phones, copiers, and people. The Student organizations have better physical resources than Madison (voted number 1 activist school in the country by Mother Jones) but it is a tougher school to organize events at because of the commuter base. Many of the groups (especially minority groups) have good ties to the community. This school has one of the best 'coalitions' in the country in terms of the alliance of student groups such as PIRG, USSA, College Democrats. PIRG and some of the other groups there also gave good ties to local union organizers around town.

Other schools to draw crowd from:

Marquette - 8,000 students, 2 miles away, big service and volunteer community, good turn out.

Park Side - 5,000 students, harder to organize, 25 minute drive.

Madison - 40,000 students, 90 minute drive, potentially good source if campus leadership takes it on.

A few other less significant schools in the area between Madison and Milwaukee, and then other schools like Green Bay within 2 hours, and Chicago within 90 minutes present good opportunities for draw if they are organized.

Non-campus draw:

Non-campus draw is likely to be favorable to the President. Even if there are other folks from the community who are drawn to see the President and don't have an interest in student aid, our organizers are very confident that it would be easy to control the message of the event. Additional draw from the community is likely to be a net positive for the event.

Location:

Mall area outside the cafeteria (where everyone is at lunch time) will hold a couple thousand people. It is an easy location to dress for an event - lots of banners, signs, packed crowd kind of atmosphere. Inside options are the basketball arena (small) and the ballroom in the Union which could hold a couple thousand depending on security and seating etc.

Weather:

The weather is pretty dependable at that time of year. There is always a slight chance of thunderstorms.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO:

Gaynor McCown

ORGANIZATION:

PHONE NUMBER:

456-2216

FAX NUMBER:

456-7431

FROM:

Jennifer Peck

PHONE NUMBER:

401-0635

FAX NUMBER:

202-401-0048

MESSAGE:

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Date: Fri Sep 1 18:57:34 PDT 1995
Errors-to: nagps-request@nagps.varesearch.com
Hreturn-Path: nagps@netcom.com