

FOIA MARKER

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Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Eli Segal

Subseries:

OA/ID Number: 1294

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Folder Title:

Trip Book: 4/30/93 New Orleans, LA [binder]

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Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. schedule	re: Schedule of the President [partial] (2 pages)	04/30/1993	b(7)(E)
001b. schedule	[Duplicate of 001a] (3 pages)	04/30/1993	b(7)(E)
001c. list	re: Aircraft Manifests (2 pages)	04/30/1993	b(7)(E)

COLLECTION:

Clinton Presidential Records
National Service
Eli Segal
OA/Box Number: 1294

FOLDER TITLE:

Trip Book: 4/30/93 New Orleans, LA [binder]

2013-0661-F

rs2917

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]

TRIP BOOK - Eli Segal

April 30, 1993
New Orleans, LA

THE WHITE HOUSE
WASHINGTON

April 30, 1993

MEMORANDUM TO THE PRESIDENT

FROM: Ann Walker

RE: New Orleans - Louisiana Teacher Corps

The Louisiana Teacher Corps bill was introduced in 1992 by State Senator Mark Morial and Representatives T. Carter and Thompson. The bill calls for the forgiveness of student loans for teachers who agree to work in economically disadvantaged regions of Louisiana. One year of teaching amounts to two years of loan (and interest) forgiveness.

The legislation was passed in 1992 and will be implemented this school year (September 1993).

Bill Attached.

ENROLLED

Regular Session, 1992

SENATE BILL NO. 1006

BY SENATOR MORIAL AND REPRESENTATIVES T. CARTER AND THOMPSON

ACT No. 507

AN ACT

To enact R.S. 17:3042.7, relative to loans for students enrolled in collegiate teacher preparation programs, to provide for the Louisiana Teacher Corps; to provide for forgiveness of student loans of those students who agree to teach in elementary and secondary schools located in economically disadvantaged regions of Louisiana as shall be defined by the State Board of Elementary and Secondary Education; to provide relative to applicant's qualifications; to provide for implementation; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3042.7 is hereby enacted to read as follows:

§3042.7. Louisiana Teacher Corps

A. A student for whom a loan is made pursuant to this Chapter and under the provisions of this Section shall, upon graduation and acceptance of a teaching position pursuant to this Section, be a member of the Louisiana Teacher Corps.

B.(1) Notwithstanding any other provision of this Chapter, the commission shall forgive any loan made to an applicant in return for services rendered by the applicant by practicing his profession as a classroom teacher in an elementary or secondary school which is located in an economically disadvantaged region of the state as shall be defined by the State Board of Elementary and Secondary Education. Two year's funding of the loan together with the interest thereon shall be forgiven by the commission for the applicant for each year of practicing his profession in an elementary or secondary school in an economically disadvantaged region of Louisiana.

(2) Applicants for this program shall meet all the requirements of this Chapter.

SB No. 1036

ENROLLED

C. The provisions of this Section shall be implemented beginning with the 1993-1994 school year and thereafter.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

GENERAL DAVID C. JONES, USAF (RET)

General Jones was Chief of Staff, United States Air Force, from June 1974 to June 1978, and Chairman of the Joint Chiefs of Staff from June 1978 to June 1982. In the latter capacity he served as the senior military advisor to the President, the National Security Council and the Secretary of Defense. General Jones is the Chairman of the Board of the National Education Corporation, the nation's largest education and training company. He is also a member of the Board of Directors of Youth Service USA, a Memphis-based non-profit organization which provides job training programs for disadvantaged youth.

RAY CHAMBERS

Ray Chambers is one of the country's most successful businessmen. After retiring from business five years ago Mr. Chambers created the Amelior Foundation where he currently acts as Chair. Ray Chambers also was the founding Chair of the Points of Light Foundation.

Reflections on National Service

As concepts are being formulated to implement the President's National Service commitment, three overarching principles could usefully guide the program's architects:

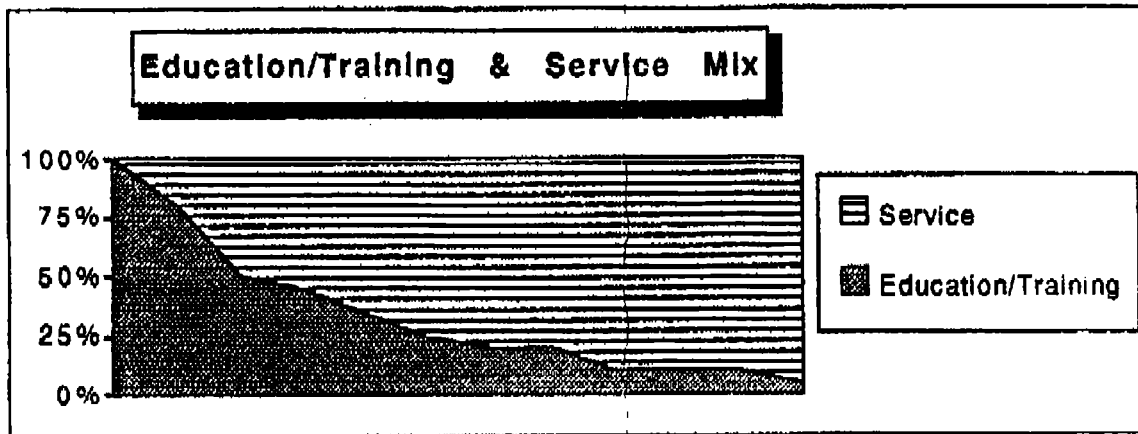
1. The "service" part of National Service should be genuine and measurable. The program must not be (nor be seen to be) a make work endeavor with little substantive benefit or enduring impact. The service should be directed toward manifest needs within our communities.

2. The individuals involved in the program should emerge from their service as better citizens and better human beings. This enhancement of character should not be simply a serendipity by-product of the program but one of its main purposes.

There are many potential patterns upon which to base this portion of the program, but one of the most insightful and encompassing sets of goals for personal growth was articulated in 1992 by Edward F. Tormay. The personal development aspect of the National Service program should focus tightly on the five areas he advocates:

- Self-discipline: The price tag for every acquired skill and every learning experience.
- Personal Health: A key component because of one's own life and the example shown to children. Caring for oneself is the prelude to concern for all life.
- Respect: Not merely tolerance (which he calls a condescension), but recognition and appreciation of other beliefs, cultures and preferences.
- Communications: Language in all its forms, the foundation stone of creativity and dialogue and our best weapon against ignorance and poverty.
- Nature/The environment: Just as ethics must be an integral part of every human activity, the lessons of nature must endure and be valued as a part of the human experience.

The program should provide intensive education and training at the outset to develop the skills needed to begin beneficial service. Training would continue, but in a declining proportion, throughout the program in order both to refine skills needed for continued service and to strengthen the foundation for post-service employment or further education. The following chart illustrates a pattern for a representative mix of about one-third education/training and two-thirds service :



Unlike our experience with the Peace Corps, which usually left its members behind their peers educationally and professionally, this approach would enable participants to keep pace with their non-Service contemporaries. The participants would leave the program with a "dual track" of options: they can apply their earned college credits toward still more advanced education or take their newly acquired and field-tested job skills into the competitive marketplace. Some may decide to do both. Many young people will see these dual track benefits, themselves, as a strong incentive to join the National service program.

A great deal of planning and hard work will be required to achieve the full scope of the program outlined above. However, the potential payoffs, including broader military and civilian preparedness, are performance

THE WHITE HOUSE
WASHINGTON

While work casually

Lots come out when you put
details

Need Fine way for current & policy
eg. Consensus & formula

Benefit level should be
reconsidered - college
education & objective

(a) Reps. & cut of
bill - Not
stepped

(b) Not like job but
service

(c) Congress & DOD
affect recruitment
to way in line
with vet benefits
- Not necessary
dispute

(d) For every & spent,
more participants



CONGRESS OF THE UNITED STATES

FAX COVER SHEET

Congressman Christopher Shays
1034 Longworth House Office Building
Washington, D.C. 20515
202/225-5541
fax# 202/225-9629

TO: ELI SEGAL

RE: HOUSE MEMBER LIST

PAGES: 3 (including cover sheet)

CONTACT: CHRIS SHAYS / MICHAEL FOX

NOTES:

Congressman
Christopher Shays
Fourth District Connecticut

Offices
10 Middle Street, 11th Floor
Bridgeport, CT 06604
579-5870

Government Center
888 Washington Boulevard
Stamford, CT 06901
357-8277

City Hall
125 East Avenue
Norwalk, CT 06851
866-6469

1034 Longworth Building
Washington, DC 20515-0704
202/225-5541

Eli, Many thank for meeting with us today. The following is the list of ~~these members~~ you requested. Thank

PRESIDENT CLINTON'S NATIONAL SERVICE PROPOSAL
 APRIL 29, 1993 GOP MEMBER MEETING
 WITH ELI SEGAL AND JACK LEW
 H-236 The Capitol

MEMBERS INVITED TO ATTEND

* Denotes Those Members who actually attended

NAME	NUMBER	RESPONSE
* Christopher Shays	5-5541	Confirmed
Doug Bereuter	5-4806	Can't Attend
* Michael Castle	5-4165	Can't Attend
Jay Dickey	5-3772	Confirmed
Dean Gallo	5-5034	Will Try
Wayne Gilchrest	5-5311	50/50
Porter Goss	5-2536	Will Try
* Steve Gunderson	5-5506	Will Try
* Dave Hobson	5-4324	Can't Attend
* Amo Houghton	5-3161	
Scott Klug	5-2906	Confirmed
* Susan Molinari	5-3371	Confirmed
Tim Petri	5-2476	
* Jim Walsh	5-3701	Will Try
Jim Leach	5-6576	Can't Attend
* Connie Morella	5-5341	
* Steve Schiff	5-6316	Confirmed
Hamilton Fish	5-5441	Can't Attend
Ben Gilman	5-3776	50/50
* Sherry Boehlert	5-3665	Confirmed
Paul Gillmor	5-6405	Will Try
Ralph Regula	5-3876	Confirmed

Bill Goodling	5-5836	Confirmed
* Ron Machtley	5-4911	Confirmed
Dave Camp	5-3561	Will Try
Tom Ridge	5-5406	Will Try
* Rick Lazio	5-3335	
Ileana Ros-Lethinen	5-3931	Will Try
* Peter Torkildsen	5-8020	Confirmed
Olympia Snowe	5-6306	Will Try
Fred Upton	5-3761	Will Try
Frank Wolf	5-5136	Can't Attend
* Dave McCurdy	5-6165	

EXAMPLES OF NATIONAL SERVICE PLACEMENTS

Education

- Head Start programs.

The success of the Head Start expansion will depend on the ability of centers to employ quality teaching personnel. National service participants could provide invaluable assistance in Head Start and other child care programs. They would receive training in the summer after college, with early childhood development education sponsored by a higher education institution in partnership with a child care resource agency.

In the fall, participants would be assigned in groups as assistant teachers in Head Start centers and other child care facilities for low-income families, where experienced teachers would act as their mentors. Assistant teachers would work with small groups of children, developing their cognitive and social skills through sustained attention and education. In addition, the participants would provide services to parents -- literacy training, parenting education, etc. The assistant teachers would periodically meet to receive additional training, and move on to more challenging tasks when suitable.

- Urban/rural schools.

In Chapter 1 schools that most need help, an "army" of national service participants in a variety of roles could significantly further the goals of your school reform plan. Working together, an institution of higher education, a nonprofit organization, and an education agency could use the summer before service to train young people at different education levels to serve in the fall in selected schools where interest was great.

Throughout the year, participants would receive mentoring from the most experienced and talented teachers. Some could work with parents to ensure their involvement in their children's education. Others would serve as math or reading tutors. A third group would act as service-learning coordinators, arranging experiential community service activities to instill the service ethic in youths and involve schools in their communities. Participants who became interested in teaching careers would be able to receive additional training while serving. As part of the "army" of servers, a few certified teachers might enter the schools in fields like special and bilingual education.

Environment

- Conservation Corps.

Thousands of young people are already engaged in conservation work through youth corps. These conservation programs often combine education and service components, teaching young people not only the basic skills of environmental protection, but the principles of environmental problem-solving as well. Some programs are run by federal agencies like the Forest Service, but state departments and non-profit organizations often fund them also. The Vice President has developed several new conservation-related proposals, and Secretary Babbitt believes there will be significant opportunities in the Pacific Northwest after the Forest Summit.

Conservation corps plant trees, build soil banks to prevent erosion, develop trails, revegetate heavily visited areas, and survey flora and fauna. Such programs primarily involve pre- and non-college participants, but college graduates with special training often serve as team leaders.

- Recycling initiatives.

There is often a gap between the political demand for recycling, sometimes reflected in legislation, and the local capacity to support it. College graduates could work with businesses and consumers to devise strategies to reduce waste. After a summer of training, they would be assigned to cover a limited area where they would meet with employers, retailers, and building managers to develop plans for source reduction and recycling. Participants would continue working with these people, helping them meet their recycling goals. In areas where there are legal requirements for recycling, participants could work with local law enforcement agencies to ensure compliance. The overall goal of the program, however, would be to help people fulfill requirements before legal action becomes necessary.

Human services

- Community health centers.

National service participants without advanced degrees could become an integral part of the effort to improve health care in medically underserved areas. Working with a school of nursing or public health agencies to provide the training necessary, nonprofit community health centers could involve young people in a variety of health-related activities.

Some young people could provide daily services to the home-bound elderly, enabling to stay at home instead of being forced to enter a nursing home. These services might include the administration of medications, meal delivery, light housekeeping, and companionship. Other youths could provide outreach services as part of prenatal and immunization programs, making home visits, arranging for transportation, serving as translators, referring parents to substance abuse programs if needed, and so on. Still other youths could provide administrative assistance after hours in clinics, enabling them to stay open late to serve working parents.

- Housing for the homeless.

Programs like Habitat for Humanity and YouthBuild are already well-established. The latter, in particular, provides at-risk youth with remedial education, job training, and practical experience while building much-needed shelter for homeless and low-income individuals. By leveraging non-profit and private dollars, and by converting the "served" into "servers" in low-income communities, programs like YouthBuild accomplish greater good at less cost than traditional programs.

Other housing-related initiatives could include renovation of abandoned buildings for use as community centers and child care facilities. Some programs could not only build housing, but provide essential supportive services like counseling as well.

Public Safety

- Community service officers.

College graduates who do not want the responsibilities and dangers of regular police work can still contribute significantly to public safety. Working closely with police departments and public housing authorities -- and freeing up regular officers to walk beats -- "community service officers" (CSOs) can provide valuable assistance in non-hazardous public safety services.

College graduates can be trained to handle minor investigations, analyze crime data, and engage in alternative dispute resolution. CSOs can counsel crime victims. And they can act as community liaisons, working with community groups and school children to organize prevention efforts, such as anti-drug initiatives and crime patrols.

- Drug abuse prevention.

No one is better at conveying to young people the temptation and danger of drug abuse than other young people. In close partnership with local schools and anti-drug professionals (from counselors to cops), national service participants could form drug abuse prevention teams to engage in a panoply of activities. The teams could include a range of students, from college graduates trained in psychology to high school dropouts and recovering crack addicts. Each would offer a unique perspective.

Teams might spend some time developing a curriculum for drug education during and after school and then implementing it. At other times, team members might work one-on-one with at-risk youths. Part of the time, programs could run midnight basketball leagues to keep kids off the streets. And at still other times, teams might solicit private sector funding to develop billboard advertising, videos on drug abuse, and other educational materials.

House Republicans in 103rd who voted YES on NCSA Conference Report in 1990 (14)

Shays (R-CT)
Leach (R-IA)
Morella (R-MD)
Bereuter (R-NE)
Schiff (R-NM)
Molinari (R-NY)
Fish (R-NY)
Gilman (R-NY)
Boehlert (R-NY)
Gillmor (R-OH)
Regula (R-OH)
Goodling (R-PA)
Machtley (R-RI)
Quillen (R-TN)

House Republicans in 103rd who voted NO on NCSA Conference Report in 1990 (95)

Callahan (R-AL)
Young (R-AL)
Stump (R-AZ)
Kyle (R-AZ)
Kolbe (R-AZ)
Herger (R-CA)
Thomas (R-CA)
Gallegly (R-CA)
Moorhead (R-CA)
Dreier (R-CA)
Lewis (R-CA)
McCandless (R-CA)
Dornan (R-CA)
Cox (R-CA)
Rohrabacher (R-CA)
Packard (R-CA)
Hunter (R-CA)
Hefley (R-CO)
Schaefer (R-CO)
Johnson (R-CT)
McCollum (R-FL)
Stearns (R-FL)
Young (R-FL)
Bilirakis (R-FL)
Lewis (R-FL)
Goss (R-FL)

Gekas (R-PA)
Ridge (R-PA)
Clinger (R-PA)
Ravenel (R-SC)
Spence (R-SC)
Duncan (R-TN)
Sundquist (R-TN)
Barton (R-TX)
Archer (R-TX)
Fields (R-TX)
Combest (R-TX)
Smith (R-TX)
DeLay (R-TX)
Armey (R-TX)
Hansen (R-UT)
Bateman (R-VA)
Bliley (R-VA)
Wolf (R-VA)
Gunderson (R-WI)
Petri (R-WI)
Roth (R-WI)
Sensenbrenner (R-WI)
Thomas (R-WY)

House Democrats in 103rd who voted No on NCSA in 1990 (24)

Miller (D-CA)
Hutto (D-FL)
Yates (D-IL)
Slattery (D-KS)
Glickman (D-KS)
Tauzin (D-LA)
Hayes (D-LA)
Penny (D-MN)
Montgomery (D-MS)
Parker (D-MS)
Taylor (D-MS)
Volkmer (D-MO)
Hughes (D-NJ)
Valentine (D-NC)
English (D-OK)
Kanjorski (D-PA)
Clement (D-TN)
Wilson (D-TX)
Hall (D-TX)

Geren (D-TX)
Sarpalius (D-TX)
Laughlin (D-TX)
Stenholm (D-TX)
Payne (D-VA)

Representatives in 103rd who DID NOT VOTE in 1990 (4)

Ford (D-TN)
Kaptur (D-OH)

Rowland (R-CT)
McCrery (R-LA)

Senate Republicans in 103rd who voted YES on passage of NCSA in 1990 (19)

Stevens (R-AK)
Coats (R-IN)
Lugar (R-IN)
Grassley (R-IA)
Dole (R-KS)
McConnell (R-KY)
Cohen (R-ME)
Durenberger (R-MN)
Cochran (R-MS)
Lott (R-MS)
Bond (R-MO)
Danforth (R-MO)
Domenici (R-NM)
D'Amato (R-NY)
Specter (R-PA)
Chafee (R-RI)
Pressler (R-SD)
Hatch (R-UT)
Jeffords (R-VT)
Simpson (R-WI)

Senate Republicans in 103rd who voted NO on NCSA passage in 1990 (10)

Murkowski (R-AK)
McCain (R-AZ)
Roth (R-DE)
Mack (R-FL)
Kassebaum (R-KS)
Burns (R-MT)
Helms (R-NC)
Nickles (R-OK)
Hatfield (R-OR)
Thurmond (R-SC)

Senate Democrats in 103rd who voted NO on NCSA passage in 1990 (1)

Kerrey (D-NE)

Senators in 103rd who DID NOT VOTE on NCSA passage in 1990 (2)

Packwood (R-OR)

THE WHITE HOUSE

WASHINGTON

April 29, 1993

INFORMATION

MEMORANDUM FOR BRUCE LINDSEY

FROM Rob Gordon III *RJG*

SUBJECT: Comparisons Between Military and National Service Benefits

Using more conservative numbers than Senator Nunn's office, I attempted to more accurately reflect the differences between the benefit levels of the military and the national service programs.

	2 Years of Military Svc(\$)	1 Year National Svc(\$)
Pay (1)	21,000	7,395
Post Service Benefit (2)	10,500	6,500
MGIB kicker (3)	<u>(9,000)</u>	_____
Totals with kicker	31,500 (40,500)	13,895
Annualized	15,750 (20,250)	13,895

The annualized benefit for military service is higher than the national service benefit, especially with the kicker. In fact, National Service's annualized benefit is approximately 70% of the military's annualized benefit with the kicker (13,895 is 69% of 20,250).

Be advised that the Navy limits the use of the kicker to 2% of annual recruitment. In the Army approximately 28% of new recruits qualify for the kicker. The Air Force does not use the kicker. The point is that for our most personnel intensive service, the Army, the kickers are available for new recruits if they choose to go into critical shortage jobs. Please see the attached appendix for derivation of the aforementioned numbers.

Enclosure

APPENDIX 1

(1) Service members' pay for two years of service was computed as follows:

E1 basic pay for 4 months is	\$753.60 X 4 =	3014.40
E1 basic pay for 8 months is	\$814.80 X 8 =	6518.40
E2 basic pay for 6 months is	\$913.20 X 6 =	5479.20
E3 basic pay for 6 months is	\$1001.10 X 6 =	<u>6006.60</u>
Total pay over a 2 year period is		\$21018.60

This assumes that service members live in the barracks and do not draw a housing allowance.

Civilian national service members pay is computed as follows:
1700 hours of service X \$4.35 an hour = **\$7395.**

(2) The Montgomery GI Bill educational benefit, based on 2 years of active duty service, is computed as follows:

\$11700 - \$1200 contribution = **\$10500.**

(3) The Montgomery GI Bill kicker is computed as follows:

Using the Army College Fund figure, \$556 for 36 months for a 2 year enlistment is \$20000 - \$10500 = **\$9000.** The Army uses the kicker to a much greater degree than the other services.

MEMORANDUM

To: Eli
Fr: Chris
Dt: 4/29/93
Re: Republican Senators and Staff

Danforth: Jeff Ballobon (224-4589)

Dole: Walt Riker, Carrie Tymchuk (224-6521)

Chaffee: Colette Desmarais (224-2921)

Bond: LeaAnn Jerome (224-5721)

Kassebaum: Kimberly Barnes-O'Connor, Susan Hattan, Lisa Ross
(224-4774)

Jeffords: Pam Devitt (224-5141)

Durenberger: Susan Heegaard (224-3244)

D'Amato: Scott Amrhein (224-6542)

Specter: Carrie Lackman (224-9018)

Coats: Allison Carroll; Sharon Soderstrom (224-5623)

Hatch: Kris Iverson (224-5251)

Luger: Marty Morris; Beth Saunders (224-4814)



**THE TRIP OF
THE PRESIDENT
TO
NEW ORLEANS,
LOUISIANA**

April 30, 1993

schedule

SCHEDULE OF THE PRESIDENT

FOR

FRIDAY, APRIL 30, 1993

FINAL DRAFT

SCHEDULER: JOSH KING
HOME: 202-328-7531
OFFICE: 202-456-7560
WHCA PAGER: 4450

PRESS DESK: ANNE EDWARDS
HOME: 301-565-3101
OFFICE: 202-456-7560
WHCA PAGER: 4208

PRINCIPAL EVENTS:

- * **Conversation on National Service - Benjamin Franklin High School, New Orleans, LA**
- * **Speech on Educational Opportunities - University of New Orleans, New Orleans, LA**

WEATHER:**Washington**

Sunny and pleasant; maximum temperature 73 to 78; wind variable at 5 to 8 knots

New Orleans, LA

Partly to mostly cloudy with a slight chance of showers and thunderstorms during the evening hours; minimum temperature 56 to 61; maximum temperature 75 to 80; wind east to southeast at 8 to 15 knots

ADVANCE:**New Orleans, LA:**

Signal Switchboard	(504) 286-9045			
Staff Room	(504) 522-4187			
Staff Fax	(504) 522-4201 or (504) 522-4028			
Staff Modem	(504) 522-4196			
Paging Access	(504) 522-9056			
NAME	ROLE	WHCA PAGER	CELL PHONE	SKYPAGE
Brian McPartlin	LEAD	4432	(202) 494-9814	883-5735
David Neslen	S -- Speech		(202) 494-9838	
Rebecca McKenzie	S -- Conversation on Nat'l Service		(202) 494-9902	
Sam Myers	P -- Lead	4430		
Paula Thomasson	P --		(202) 494-9755	
Nicole Elkon	P --			
Ben Austin	M --			

Withdrawal/Redaction Marker

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National Service
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OA/Box Number: 1294

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2013-0661-F
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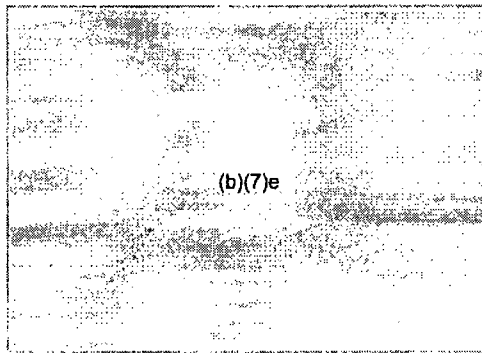
**SCHEDULE OF THE PRESIDENT
FOR
FRIDAY, APRIL 30, 1993
FINAL DRAFT**

NOTE TO STAFF: Staff vans will depart from West Executive Drive en route Andrews Air Force Base at 8:00 am for staff traveling to New Orleans, LA, with the President. Please be assembled and ready to leave by 7:50 am.

7:30 am **JOG** with Field Wasson

8:45 am **THE PRESIDENT** proceeds to South Lawn

9:00 am **THE PRESIDENT** works ropeline and departs White House via Marine 1 en route Andrews Air Force Base
[flight time: 10 minutes]



9:10 am **THE PRESIDENT** arrives Andrews Air Force Base

9:25 am EDT **THE PRESIDENT** departs Andrews Air Force Base via Air Force 1 en route Naval Air Station New Orleans, Belle Chasse, LA
[flight time: 2 hours, 20 minutes]

10:45 am CDT **THE PRESIDENT** arrives Naval Air Station New Orleans, Belle Chasse, LA, and proceeds to motorcade
Staff Contact: Reta Lewis
OPEN PRESS

Met by: Rear Admiral Maurice Bresnahan, Commander, Naval Surface Force
 Rear Admiral James Olson, Commander, Naval Air Reserve Forces
 Captain Michael Matt, Commander, Naval Air Station, New Orleans

Governor Edwin Edwards
Lt. Gov. Melinda Schwegmann
Attorney General Richard P. Leyoub
State Treasurer Mary Landrieu
Mayor Sidney Bartholemy
Jerry Fowler, Commissioner of Elections
Jim Brown, Commissioner of Insurance
Bob Odom, Commissioner of Agriculture

11:05 am

THE PRESIDENT departs Naval Air Station New Orleans, Belle Chasse, LA, via motorcade en route Benjamin Franklin High School, New Orleans, LA
[drive time: 25 minutes]
[SEE TAB A]

Motorcade manifest:
Please refer to Manifest section of trip book.

11:30 am

THE PRESIDENT arrives Benjamin Franklin High School and proceeds to hold
[SEE TAB B]

Met by: Dr. Thomas Tewes, Principal

11:30 am-
11:40 am

THE PRESIDENT holds
PRINCIPAL'S OFFICE
Benjamin Franklin High School

NOTE:

Staff will hold in Library of Benjamin Franklin High School.

Special guests arriving with the motorcade may observe the event from behind the press positions or be escorted to the Health and Physical Education Center at the University of New Orleans.

THE PRESIDENT will put on a lavalier microphone in the holding room. Wendy Smith will supervise its attachment, use, and detachment.

It is likely that this event will be carried live locally.

11:40 am-
12:25 pm

INFORMAL CONVERSATION ON NATIONAL SERVICE
COURTYARD or LIBRARY (rain site)
Benjamin Franklin High School
NOTE: 20 participants
Staff Contact: Eli Segal
EXPANDED POOL PRESS
[SEE TAB C]

- 11:40 am **THE PRESIDENT**, accompanied by Dr. Tewes, enters courtyard, shakes hands with participants, and takes seat on picnic table.
- 11:42 am Dr. Tewes welcomes guests, introduces **THE PRESIDENT**, and takes seat in Observation Area with the other distinguished guests.
- 11:44 am **THE PRESIDENT** makes brief welcome and asks students to describe their service and educational background. **THE PRESIDENT** may offer feedback.
- 11:55 am **THE PRESIDENT** leads informal discussion of the challenges of financing education and the rewards of service.
- 12:15 pm Dr. Tewes returns and closes the program.
- 12:20 pm **THE PRESIDENT** thanks participants, bids them farewell, and departs

12:30 pm

THE PRESIDENT departs via foot or motorcade en route Health and Physical Education Center, University of New Orleans
[walk/drive time: 15 minutes]

<p>Motorcade manifest: Please refer to Manifest section of trip book.</p>

12:45 pm

THE PRESIDENT arrives Health and Physical Education Center, University of New Orleans and proceeds to Room 209

Met by: Gregory O'Brien, Chancellor, University of New Orleans

12:45 pm-
1:00 pm

SPEECH PREP
ROOM 209
Health and Physical Education Center

1:00 pm

THE PRESIDENT proceeds to off-stage area

1:10 pm-

2:00 pm

**SPEECH ON EDUCATIONAL OPPORTUNITIES
HEALTH AND PHYSICAL EDUCATION CENTER**

University of New Orleans

Leon C. Simon Boulevard

NOTE: 2,300 audience members

Remarks: Carolyn Curiel

Staff Contact: Eli Segal

OPEN PRESS

[SEE TAB D]

12:30 pm-

1:00 pm

PRE-PROGRAM

1:10 pm

Chancellor Gregory O'Brien welcomes the audience, acknowledges President of Government Student Association of University of New Orleans Robert Styron, and introduces Senator John Breaux

1:12 pm

Sen. Breaux introduces **THE PRESIDENT**, who is holding offstage

1:13 pm

THE PRESIDENT enters room to jazz music and works ropeline en route stage

1:15 pm

Once **THE PRESIDENT** is on stage, he is introduced by Robert Styron

1:16 pm

SPEECH

1:45 pm

THE PRESIDENT works ropeline en route departure

2:00 pm

THE PRESIDENT proceeds to hold

2:00 pm-

3:30 pm

**POST-SPEECH ACTIVITIES
HEALTH AND PHYSICAL EDUCATION CENTER**

University of New Orleans

[SEE TAB E]

2:00 pm-

2:10 pm

Photo op with local police

ROOM 209

NOTE: 6 local police are participating.

CLOSED PRESS

2:15 pm- **VIP Reception**
2:45 pm **ROOM 203**
Health and Physical Education Center
Staff Contact: Linda Moore

CLOSED PRESS

NOTE: **THE PRESIDENT** greets the 140 invited guests positioned in large semicircle. Guests depart as they are greeted.

2:45 pm- **Interview Prep (if necessary)**
3:00 pm **ROOM 209**
Health and Physical Education Center
Staff Contact: Jeff Eller

3:00 pm- **Regional Print Interviews**
3:30 pm **ROOM 207**
Health and Physical Education Center
Staff Contact: Jeff Eller
CLOSED PRESS

3:45 pm **THE PRESIDENT** departs University of New Orleans Health and Physical Education Center via motorcade en route New Orleans Naval Air Station
[drive time: 25 minutes]

<p>Motorcade manifest: Please refer to Manifest section of the trip book.</p>

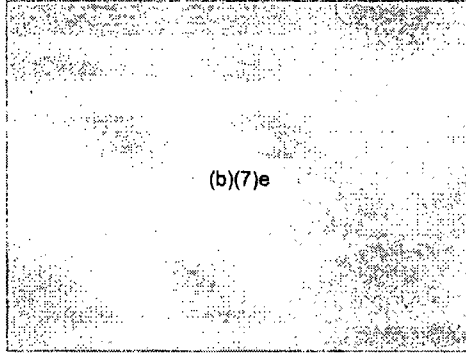
4:10 pm **THE PRESIDENT** arrives New Orleans Naval Air Station

4:20 pm CDT **THE PRESIDENT** departs New Orleans Naval Air Station via Air Force 1 en route Andrews Air Force Base
[flight time: 2 hours, 10 minutes]

6:00 pm CDT / 7:00 EDT **PHONE CALL** to Connecticut 100 Days Event
AIR FORCE 1
Staff Contact: Rahm Emanuel
POOL PRESS

7:30 pm EDT **THE PRESIDENT** arrives Andrews Air Force Base

7:50 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine 1 en route White House
[flight time: 10 minutes]



8:00 pm

BC AND HRC RON

THE PRESIDENT arrives White House

WHITE HOUSE

motorcade manifests

SCHEDULE OF THE PRESIDENT

FOR

FRIDAY, APRIL 30, 1993

SCHEDULER:

JOSH KING

HOME: 202-328-7531

OFFICE: 202-456-7560

WHCA PAGER: 4450

PRESS DESK:

ANNE EDWARDS

HOME: 301-565-3101

OFFICE: 202-456-7560

WHCA PAGER: 4208

PRINCIPAL EVENTS:

- * **Conversation on National Service - Benjamin Franklin High School, New Orleans, LA**
- * **Speech on Educational Opportunities - University of New Orleans, New Orleans, LA**

WEATHER:**Washington**

Sunny and pleasant; maximum temperature 73 to 78; wind variable at 5 to 8 knots

New Orleans, LA

Partly to mostly cloudy with a slight chance of showers and thunderstorms during the evening hours; minimum temperature 56 to 61; maximum temperature 75 to 80; wind east to southeast at 8 to 15 knots

ADVANCE:**New Orleans, LA:**

Signal Switchboard	(504) 286-9045			
Staff Room	(504) 522-4187			
Staff Fax	(504) 522-4201 or (504) 522-4028			
Staff Modem	(504) 522-4196			
Paging Access	(504) 522-9056			
NAME	ROLE	WHCA PAGER	CELL PHONE	SKYPAGE
Brian McPartlin	LEAD	4432	(202) 494-9814	883-5735
David Neslen	S -- Speech		(202) 494-9838	
Rebecca McKenzie	S -- Conversation on Nat'l Service		(202) 494-9902	
Sam Myers	P -- Lead	4430		
Paula Thomasson	P --		(202) 494-9755	
Nicole Elkon	P --			
Ben Austin	M --			

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. schedule	[Duplicate of 001a] (3 pages)	04/30/1993	b(7)(E)

COLLECTION:

Clinton Presidential Records
National Service
Eli Segal
OA/Box Number: 1294

FOLDER TITLE:

Trip Book: 4/30/93 New Orleans, LA [binder]

2013-0661-F
rs2917

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]

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.

- 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]
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- 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]

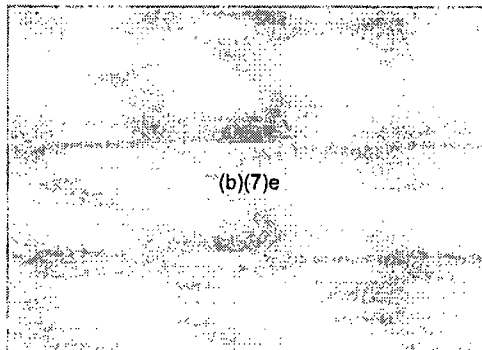
**SCHEDULE OF THE PRESIDENT
FOR
FRIDAY, APRIL 30, 1993
FINAL DRAFT**

NOTE TO STAFF: Staff vans will depart from West Executive Drive en route Andrews Air Force Base at 8:00 am for staff traveling to New Orleans, LA, with the President. Please be assembled and ready to leave by 7:50 am.

7:30 am **JOG** with Field Wasson

8:45 am **THE PRESIDENT** proceeds to South Lawn

9:00 am **THE PRESIDENT** works ropeline and departs White House via Marine 1 en route Andrews Air Force Base
[flight time: 10 minutes]



9:10 am **THE PRESIDENT** arrives Andrews Air Force Base

9:25 am EDT **THE PRESIDENT** departs Andrews Air Force Base via Air Force 1 en route Naval Air Station New Orleans, Belle Chasse, LA
[flight time: 2 hours, 20 minutes]

10:45 am CDT **THE PRESIDENT** arrives Naval Air Station New Orleans, Belle Chasse, LA, and proceeds to motorcade
Staff Contact: Reta Lewis
OPEN PRESS

Met by: Rear Admiral Maurice Bresnahan, Commander, Naval Surface Force
 Rear Admiral James Olson, Commander, Naval Air Reserve Forces
 Captain Michael Matt, Commander, Naval Air Station, New Orleans

as of 04/29/93 10:20 pm

Lt. Gov. Melinda Schwegmann
Attorney General Richard P. Leyoub
State Treasurer Mary Landrieu
Mayor Sidney Bartholemey
Jerry Fowler, Commissioner of Elections
Jim Brown, Commissioner of Insurance
Bob Odom, Commissioner of Agriculture

11:05 am

THE PRESIDENT departs Naval Air Station New Orleans, Belle Chasse, LA, via motorcade en route University of New Orleans, New Orleans, LA
[drive time: 25 minutes]

Motorcade manifest:
Please refer to Manifest section of trip book.

11:30 am

THE PRESIDENT arrives Benjamin Franklin High School and proceeds to hold

Met by: Dr. Thomas Tewes, Principal

11:30 am-
11:40 am

THE PRESIDENT holds
PRINCIPAL'S OFFICE
Benjamin Franklin High School

NOTE:

Staff will hold in Library of Benjamin Franklin High School.

Special guests arriving with the motorcade may observe the event from behind the press positions or be escorted to the Health and Physical Education Center at the University of New Orleans.

THE PRESIDENT will put on a lavalier microphone in the holding room. Wendy Smith will supervise its attachment, use, and detachment.

It is likely that this event will be carried live locally.

11:40 am-
12:25 pm

INFORMAL CONVERSATION ON NATIONAL SERVICE
COURTYARD or LIBRARY (rain site)
Benjamin Franklin High School
NOTE: 20 participants
Staff Contact: Eli Segal
EXPANDED POOL PRESS

11:40 am **THE PRESIDENT**, accompanied by Dr. Tewes, enters courtyard, shakes hands with participants, and takes seat on picnic table.

11:42 am Dr. Tewes welcomes guests, introduces **THE PRESIDENT**, and takes seat in Observation Area with the other distinguished guests.

11:44 am **THE PRESIDENT** makes brief welcome and asks students to describe their service and educational background. **THE PRESIDENT** may offer feedback.

11:55 am **THE PRESIDENT** leads informal discussion of the challenges of financing education and the rewards of service.

12:15 pm Dr. Tewes returns and closes the program.

12:20 pm **THE PRESIDENT** thanks participants, bids them farewell, and departs

12:30 pm

THE PRESIDENT departs via foot or motorcade en route Health and Physical Education Center, University of New Orleans
[walk/drive time: 15 minutes]

<p>Motorcade manifest: Please refer to Manifest section of trip book.</p>
--

12:45 pm

THE PRESIDENT arrives Health and Physical Education Center, University of New Orleans and proceeds to Room 209

Met by: Gregory O'Brien, Chancellor, University of New Orleans

12:45 pm-
1:00 pm

SPEECH PREP
ROOM 209
Health and Physical Education Center

1:00 pm

THE PRESIDENT proceeds to off-stage area

1:10 pm-
2:00 pm

**SPEECH ON EDUCATIONAL OPPORTUNITIES
HEALTH AND PHYSICAL EDUCATION CENTER**

University of New Orleans
Leon C. Simon Boulevard

NOTE: 2,300 audience members

Remarks: Carolyn Curiel

Staff Contact: Eli Segal

OPEN PRESS

12:30 pm- **PRE-PROGRAM**
1:00 pm

1:10 pm Chancellor Gregory O'Brien welcomes the audience, acknowledges University of New Orleans student Anise Flowers, and introduces Senator John Breaux

1:12 pm Sen. Breaux introduces **THE PRESIDENT**, who is holding offstage

1:13 pm **THE PRESIDENT** enters room to jazz music and works ropeline en route stage

1:15 pm Once **THE PRESIDENT** is on stage, he is introduced by Anise Flowers

1:16 pm **SPEECH**

1:45 pm **THE PRESIDENT** works ropeline en route departure

2:00 pm

THE PRESIDENT proceeds to hold

2:00 pm-
3:30 pm

**POST-SPEECH ACTIVITIES
HEALTH AND PHYSICAL EDUCATION CENTER
University of New Orleans**

2:00 pm- **Photo op** with local police
2:10 pm **ROOM 209**
NOTE: 6 local police are participating.
CLOSED PRESS

2:15 pm- **VIP Reception**
2:45 pm **ROOM 203**
Health and Physical Education Center
Staff Contact: Linda Moore
CLOSED PRESS
NOTE: **THE PRESIDENT** greets the 140 invited guests positioned in large

semicircle. Guests depart as they are greeted.

2:45 pm- **Interview Prep (if necessary)**
3:00 pm **ROOM 209**
Health and Physical Education Center
Staff Contact: Jeff Eller

3:00 pm- **Regional Print Interviews**
3:30 pm **ROOM 207**
Health and Physical Education Center
Staff Contact: Jeff Eller
CLOSED PRESS

3:45 pm **THE PRESIDENT** departs University of New Orleans Health and Physical Education Center via motorcade en route New Orleans Naval Air Station
[drive time: 25 minutes]

<p>Motorcade manifest: Please refer to Manifest Master List.</p>

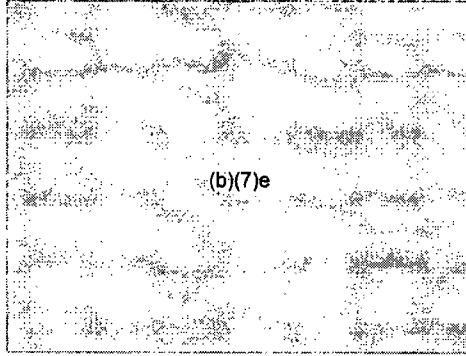
4:10 pm **THE PRESIDENT** arrives New Orleans Naval Air Station

4:20 pm CDT **THE PRESIDENT** departs New Orleans Naval Air Station via Air Force 1 en route Andrews Air Force Base
[flight time: 2 hours, 10 minutes]

6:00 pm CDT / 7:00 EDT **PHONE CALL** to Connecticut 100 Days Event
AIR FORCE 1
Staff Contact: Rahm Emanuel
POOL PRESS

7:30 pm EDT **THE PRESIDENT** arrives Andrews Air Force Base

7:50 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine 1 en route White House
[flight time: 10 minutes]



8:00 pm

BC AND HRC RON

THE PRESIDENT arrives White House

WHITE HOUSE

Presidential Motorcade Manifest as of 4/29/93, 10:26 PM

New Orleans, LA April 30, 1993			
From:	Naval Air Station New Orleans	Leg 1	
To:	University of New Orleans	Leg 2	
To:	Naval Air Station New Orleans		
CAR NAME	TYPE	PASSENGERS	COMMENTS

(b)(7)e			
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Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

NEW ORLEANS

Divider Title: _____

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001c. list	re: Aircraft Manifests (2 pages)	04/30/1993	b(7)(E)

COLLECTION:

Clinton Presidential Records
National Service
Eli Segal
OA/Box Number: 1294

FOLDER TITLE:

Trip Book: 4/30/93 New Orleans, LA [binder]

2013-0661-F
rs2917

RESTRICTION CODES

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

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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]
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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Divider Title: Benjamin Franklin High

April 29, 1993

NATIONAL SERVICE ROUNDTABLE DISCUSSION

DATE: April 30, 1993
LOCATION: Benjamin Franklin Senior High School on the UNO campus
TIME: 11:30 am
FROM: Julia Moffett

I. PURPOSE

You will be holding an informal roundtable discussion with 20 people from Benjamin Franklin High School as well as surrounding schools and service programs.

The roundtable discussion will provide you with an opportunity to seek input from a group of young people on issues of educational opportunity and community service. Each of the participants is involved in some aspect of service, many are enrolled in high school or college, and some have aspirations for higher education but are concerned about the financial barriers to their participation. You will learn about the variety of service activities which these young people are involved in and hear first hand their concerns about attending a college or university, staying there with rising tuition costs, and paying back their loans upon graduation.

After hearing about their service and concerns, you will lead a discussion about how your National Service initiative helps alleviate financial indebtedness, opens avenues to higher education and vocational training, and provides opportunities for people to serve their communities and the country.

II. BACKGROUND

Benjamin Franklin Senior High School is a city-wide, public school on the University of New Orleans campus. Founded in 1957 as a speciality school for Math and Science, the school continues to be a magnet school in which students must "test in" to be accepted. Since its founding, the school has now expanded its curriculum beyond Math and Science to include all components of traditional high school courses.

The school has approximately 800 students in grades 9-12. 70 percent are Caucasian, 20 percent are African-American and 10 percent are Asian-American. A large percentage of the students are considered to be special education gifted students. The students come from predominantly middle class

families. Close to 100 percent go to college, with a wide range of financing scenarios. You will find a large number of these students who will say that they are not going to the college of their choice because of cost as opposed to their pre-college academic performance.

The school's Key Club, National Honor Society and Beta Club require service as part of their membership. The service includes activities such as working at a radio station for the blind, working in soup kitchens and hospitals, providing services for the homeless and tutoring.

III. PARTICIPANTS

The President
20 students (see attached list)

20 people from Benjamin Franklin High School, University of New Orleans, Tulane University, Xavier University, Delta Service Corps, Vista, and Summerbridge will participate in the roundtable discussion.

The elected officials and other VIPs traveling with you may choose to accompany you to this event. They will not, however, play a participatory role in the discussion. Special seating will be provided for them outside the roundtable area.

IV. PRESS PLAN

Expanded pool. You will be lavaliered.

V. SEQUENCE OF EVENTS

- * Upon arrival you will be met curbside by Dr. Thomas Tews, the principal of Benjamin Franklin High School. You will proceed to the holding room in the Library to be lavaliered and to allow the press to set up.
- * You and Dr. Tews will then proceed to the high school courtyard where the roundtable discussion will take place. You may greet the students on your way to center picnic table. Dr. Tews will give a very brief welcoming statement and will then proceed to the special VIP area so that you and the students can begin the discussion.
- * You will be seated on the center picnic table. After a brief opening, you may initiate the discussion by each participant to introduce themselves and tell the group a little about their experiences. You may offer feedback during this time or wait until everyone is done to continue the discussion.
- * Discussion (see attached suggested questions)

- * Dr. Tews will reenter the roundtable area to bring the discussion to a close and thank everyone for participating.
- * At the end of the discussion you will proceed by motorcade to the Univeristy of New Orleans' Health and Physical Education Center. All participants and VIPs will follow you there.

VI. REMARKS

Talking points/suggested questions attached.

SUGGESTED TALKING POINTS FOR INFORMAL CONVERSATION

I want to thank all of you for joining me today to discuss some issues which are very important to each of you, and to me as well--education and community service.

Something I believe in strongly is that everyone in this country should have an opportunity to pursue an education.

As you all know, that is not easy to do these days. The costs are high and the demands are great.


Later today, I will be announcing my National Service legislation that proposes a program which will increase access to educational opportunities including higher education and vocational training. People will have the opportunity to pursue education and also perform service to their community and the nation through this program.

I know that each of you is involved in service activities and I am eager to hear more about them and to talk with you about the National Service legislation we are unveiling today.




SUGGESTED QUESTIONS FOR INFORMAL CONVERSATION

What motivates you to pursue an education?



What are some of the barriers which prevent you, or make it difficult for you, to pursue an education?



Why are you involved in community service?

Tell me about some of the service activities you are currently involved in.



● What have you learned through the service experience and how have you helped others?

Would it be helpful in your pursuit of education to have the opportunity to serve your community and receive a financial benefit in return?

● What would you like to change about this country?



IV. PARTICIPANTS:

Teach for America

1. Julie Mikuta

Julie is a Science Teacher at Booker T. Washington High School in New Orleans. She started a tutoring program while at Georgetown University, and has been awarded a Rhodes Scholarship.

2. Elzy Lindsey

Elzy is a 6th grade teacher at E.D. White in New Orleans. After serving as a paraprofessional in the Orleans Parish school system she decided to become a teacher. In her spare time she performs professionally in a band.

Delta Service Corps

3. Parris Moore-Brown

Serves in Louisiana doing drug awareness outreach to parents in public housing projects. Prior to the Corps she volunteered in a hospital, library, and as a health outreach worker. She has a brittle bone disorder. She plans to use her post-service benefit stipend to pay off student loans from when she attended Xavier University.

4. Fonda Greer

Serves in Mississippi as a team leader renovating a building to provide a half-way house for homeless who get a job. Plans to use post-service benefit to become a pediatrician. She is a senior at Tougaloo College. Excellent singer who performs before audiences.

5. Sutton Hamilton

Serves in Mississippi with the New Orleans Habitat for Humanity. Prior to the Delta Service Corps he served in the Teacher Corps teaching biology at Yazoo City High School. Plans to use his post-service benefit to pursue medical school.

6. Walter Cross

Serves in Arkansas as a team leader helping to plan projects and support the Corps members. He was a sergeant in the Air Force. Plans to further his education after his two years in the Corps with his post-service benefit.

7. Donielle Smith

Donielle is a senior majoring in sociology. Was involved in many types of volunteer work throughout her undergraduate education leading up to student coordinator of a mentoring project for at-risk 6-8 graders. She will become the full-time volunteer coordinator at Xavier upon graduations.

8. Omar Buckner

Omar is a senior majoring in sociology. Organized first Big Buddy program at Xavier matching students with community youth. Received the Tulane/Xavier/Loyola Martin Luther King Jr. Community Service Award.

University of New Orleans

9. Tanya Butler

Tanya wrote the President after his speech at Rutgers University expressing her interest in serving in the Summer of Service program. She volunteers at the Holy Redeemer Elementary School, tutors students and baby-sits children at no charge. She is very concerned about rising tuition costs and is dependent on loans to stay in school. Is very intrigued with the Presidents National Service program.

10. Anise Flowers

Anies attends the University of New Orleans from Arkansas on a Taylor Scholarship. Serves as the president of the Student Ambassador program whose members serve as host and hostess of the school. She has been actively involved as a volunteer including working in a local hospital with premature babies. ~~Anise has been identified to introduce the President at the University of New Orleans.~~

11. Stuart Palermo

Stuart is an Eagle Scout, and is actively involved with Circle K, Kiwanis, and the March of Dimes.

VISTA

12. Shane Jennings

Shane is involved in implementing an educational program for at risk youth. The aim is to reduce the drop out rate. She comes from Mississippi and is a graduate of Boston College.

13. Laura Perlini

Laura is involved in recruiting and training community volunteers to provide one to one tutoring for illiterate adults. She is fluent in French and Italian which helps her in working with the Cajun community. She has been accepted into the Teacher Corps and comes from Pennsylvania.

Benjamin Franklin High School

14. Adam Hirsch

Adam is a youth leader in New Orleans Young Judaea and has worked as a summer camp counselor for three years. He is one of the founding officers of Franklin's Young Democrats and appeared on televised debates and worked as an active campaigner. He helped raise \$7,000 for a local soup kitchen.

15. Sarah Abbott

Sarah is very much involved in the Honor Society. She is the primary person responsible for communicating the organization's activities.

16. Denise Walia

Denise has been involved in leadership roles with Girl Scouts, Lieutenant Governor of the Hi Y State Mock legislature, and ran mock Presidential election debates. She was a member of the student delegation to the inaugural, and one of the pages at the State Electoral College.

Tulane

17. Louis Raymond Jason

Louis is a senior majoring in Bio-Chemistry pursuing medical school after graduation. Served as Vice-Chair of Campus Projects, including English as a Second Language and Peer Support Network. He is recipient of the Community Action Council of Tulane University Students Project of the Year Award. He is a strong supporter of national service programs which forgive student loans.

18. Jennie Angelina Minardi

Jennie is a junior Biology major. She participates in a service-learning course, "Democracy, Citizenship, and Responsibility." She is receiving financial aid and College Work Study. She is project coordinator for Reading is Fundamental.

Summerbridge

19. Vimla Sadhwani

Is a senior at Benjamin Franklin High School. She teaches middle school students from low income families during the summers in the New Orleans Summerbridge and volunteers in the Museum of Art. Works with Special Olympics, providing Thanksgiving dinner for the elderly, and collecting gifts for underprivileged children.

20. Michael Brox

Michael is a senior at Tulane University majoring in Philosophy. He teaches in Summerbridge and also serves as Dean of Students, overseeing counseling and parent conferences. He was the Vice-President of the Associated Student Body, and received the Rockefeller Brother Fund Scholarship.

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Univ. of New Orleans

Divider Title: _____

April 29, 1993

NATIONAL SERVICE ADDRESS AT THE UNIVERISTY OF NEW ORLEANS

DATE: April 30, 1993
LOCATION: University of New Orleans
Health and Physical Education
Center
TIME: 1:00 pm
FROM: Julia Moffett

I. PURPOSE

You are going to the University of New Orleans (UNO) to deliver an address previewing your National Service initiative. The speech will detail the legislation which offers expanded educational opportunities in conjunction with national service opportunities. The actual legislation will be introduced early next week, and takes the form of two bills: The National Service Trust Act of 1993 and the Federal Student Loan Program Amendments of 1993. Although the legislation is formally in two pieces, you are using this opportunity to talk about them together.

II. BACKGROUND

The Chancellor of the University is Gregory O'Brien. You visited the University of New Orleans Lakefront Arena during the general election.

UNO was selected from the many colleges in New Orleans as the venue for this speech because it is a public university. UNO is a commuter college with over 20,000 credit and non-credit students. Known as "Louisiana's Comprehensive Urban University", the existence of the university and what it has to offer is largely due to innovative partnerships with the community which include an R & D park and the National Center for the Revitalization of Central Cities.

The average age of the student body is 27 years old. Fifty percent of the students are working part-time in order to finance their education.

The university has several internship programs in which students can earn academic credit for public service. In addition, many of the student organizations offer opportunities for community service. UNO was also one of the first of ten area co-signers of the Campus Compact.

Chancellor O'Brien is currently exploring additional service opportunities for the UNO student body.

III. PARTICIPANTS

The President
Anise Flowers
UNO Chancellor Gregory O'Brien

The Health and Physical Education Center has capacity for 2600 people. The tickets were distributed in the following way: 850, Benjamin Franklin Senior High School; 850, UNO; 200, DLC; 300, general public; 300, national service organizations; 100, political guests.

Anise Flowers: Anise Flowers attends the University of New Orleans from Arkansas on a Taylor Scholarship. She is the president of the Student Ambassador program whose members serve as hosts and hostesses of UNO. She has been actively involved as a volunteer including working in a local hospital with premature babies.

Stage: There will be 200 students on stage behind you. The group is comprised of students from: UNO, Benjamin Franklin Senior High School, Delta Service Corps, Vista, Summer Bridge, Tulane, Xavier, and Teach for America.

Elected officials: See attached list.

VIPs: See attached list.

IV. PRESS PLAN

Open press. Additionally, many of the VIPs will speak in support of the legislation to the press following the speech.

V. SEQUENCE OF EVENTS

- * Upon arrival you will be greeted by UNO Chancellor, Gregory O'Brien, , and several students involved in service projects and student leadership at UNO.
- * You will then proceed to the holding room for speech preparation time. Lunch will be available at this time.
- * At the time of the speech, you, Chancellor O'Brien and Anise Flowers will proceed to the offstage area.

- * Chancellor O'Brien will deliver welcoming remarks followed by Anise Flowers who will introduce you as you are still in the offstage area.
- * After you introduction, you will proceed to the stage to deliver your remarks.
- * Following your address, you may work a ropeline before proceeding back to the holding room.
- * From the holding room, you will proceed to the reception followed by a series of interviews.

VI. REMARKS

Speech to be provided by speechwriters.

SPEECH ATTENDEES

Elected officials:

Senator John Breaux
Senator Bennett Johnston
Senator Harris Wofford
Representative Cleo Fields
Representative Bill Ford
Representative James Hayes
Representative William Jefferson
Representative Dave McCurdy
Representative Billy Tauzin
Fmr. Rep. Lindy Boggs

Governor Edwin Edwards
Mayor Sidney Barthelemy

Governor Bruce King
Senator Joseph Lieberman, DLC Vice Chair

VIPs:

General Colin Powell
Secretary Riley
Secretary Mike Espy, DLC Vice Chair
Deputy Secretary Kunin

Bob Skully, NAPO
Dewey Stokes, FOP
Ray McGrath, BPO
Ron DeLord, CLEAT
Sam Cabral, IUPA
Clarence Harmon, St. Louis Chief of Police
Bill Finney, St. Paul Chief of Police
Chip Warren, International Brotherhood of Police
Garland Webb, AFSCME
Nat LaCour, AFT
Michael Edwards, NEA
Alfred Whitehead, Firefighters

Dr. Norman Francis, Xavier University
Dr. Eamon Kelly, Tulane University
Kenneth Schwab, Centenary College
Betty Truxillo, Baton Rouge
Dr. Ione Elioff, Delgado Community College
Dr. Sam Cook, Dillard Univeristy
Dr. Perry Rigby, Louisiana State University Medical Center
Rev. James Carter, Loyola University
Dr. Landrum Leavell, New Orleans Baptist Theological Seminary
Msgr. Gregory Aymond, Notre Dame Seminary
Rev. Thomas Chambers, Our Lady of Holy Cross College
Georjean Crosley, Philips Junior College
Dr. Robert Gex, Southern University of New Orleans

Speech attendees con't:

Andy Kopplin, Louisiana Serve
Trudy Bell, Delta Service Corp
Jennifer Cumberbatch, Youth Action Corp
Representative, Teach for America
Jay Altman, Summerbridge Program
Penny White/Nedra Jasper, Xavier/Tulane Consortium
Ray Chambers, Westray Corporation
Noel Gould and Steve Green, Samsonite
Robert Howson, McDermott
James Moffett, Freeport McMoran
H. Leighton Steward, Louisiana Land and Exploration
Albert Bossier, Jr. Avondale Industries
Noel Parnell, Corporate Volunteer Council

Fran Butler, Older American Volunteer Program
Dwight Rasmussen, National Association of Senior Companions
Anne Smith, National Association of Foster Grandparents
Maureen Mulligan, National Association of Retired Senior Vols.
Mimi Mager, Friends of Vista
Gary Kowalczyk, ACTION
Tom Flemming, ACTION
Diana London, ACTION

Representatives from:

Young People for National Service
Campus Outreach Opportunity League
Rock the Vote
United States Students Association

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SPEECH

Divider Title: _____

**President of the United States
Address on National Service
University of New Orleans
April 30, 1993**

I'm happy to be here at the University of New Orleans, and just in time for the city's great Jazz Festival. Unfortunately, in my haste to get here today, I left my saxophone at the White House. That's okay; I'll blow a few horns here instead.

[further acknowledgements]

Although this 100th Day of our Administration marks a milestone for some in Washington, in many ways it's a day like the others we've spent since our Inauguration. For the past 99 days, we have worked relentlessly to address the pressing, long-ignored needs of our people. And we have brought to the Government something not seen in a very long time... an acknowledgement that bold action is needed and needed now to secure and enlarge America's future.

In 100 days, we've literally changed the direction in which America had been going for a generation... and taken it toward the new direction that Americans demanded in the election last November.

We've also started an unprecedented debate in Washington... a debate about big ideas to better lives across our nation, ideas that in many cases were shaped and nurtured by some of the people I see before me today... the members of the Democratic Leadership Council of which I am proud to be a part.

The D-L-C has done more, much more, than just talk about the problems in America; it has been the laboratory for experimentation and solutions. The D-L-C and its Progressive Policy Institute helped conceive many of the ideas that I've taken to Washington... from community policing to welfare reform to lifting people out of poverty by rewarding their work. They helped develop the legislation I'll be talking about today on National Service.

The D-L-C saw what escaped the leaders in Washington for more than a decade... that there was a middle ground between the Republican politics of abandonment and the Democratic preference for entitlement... and that was the higher ground of empowerment: it's helping people acquire the tools to help themselves.

In Washington, we don't always agree with one another. The debate over big ideas often gets mired in petty politics. But I know one thing, the ultimate direction that we take this nation must come from the American people. Democracy is a dialogue. But for too long, Washington wasn't listening.

It didn't feel the anguish of the middle class as it was squeezed by trickle-down economics. It didn't hear the creaking as the backbone of families was bowed by the stress of unemployment and crime. It didn't hear the sounds of 34-million Americans in despair because they have no health insurance.

But you listened, and I did too.

In the past 99 days, we've addressed the people's Number-One demand: We've attacked the deficit, increased investment and laid the groundwork for a more prosperous tomorrow.

Together, finally, we have begun the long overdue renovation of the economic house of America... a rebuilding that will be supported by the strong foundation of reform... reform of the campaign finance system, to take power away from special interests and put it back into the hands of the people... reform of government, to attack waste and make public officials better servants of the people... welfare reform to restore dignity to Americans who want jobs, not handouts... and health care reform, because it is the linchpin to getting our economy on track for long-term growth.

Now, on this, the 100th day of this Administration, we commit ourselves to build on the values that have made this nation without peer... those of opportunity, responsibility and community. Today, we propose applying those values to a revolution of opportunity, America's hard-pressed families.

As a first step, we're going to ease the terms of college loans... helping students from middle- and lower-income families to clear a major path to the American Dream, the path of higher education. In return, we will demand fiscal responsibility from these young people and offer them a chance to exercise civic responsibility. We will offer them an option of paying back their loans by serving their communities in a new program of National Service.

In a few days I will send to the Congress two bills containing our proposals to strengthen college opportunity and to establish the National Service. Together, they will revive America's commitment to community... and make affordable the cost of college tuition for every American.

It's no secret: Middle-class parents have borne the brunt of rising tuition... paying now about five percent of median family income just to put one child through a four-year, in-state, public college. It costs an average of \$5,243 a year for that education. That means families are depleting savings and many students are faced with cutting back to a part-time course-load or having to drop out. The middle class has gotten a bad deal and we want to fix it.

We propose a new way to finance college for the millions of students who seek loans every year. We call it an EXCEL account. With it, students can repay the loans with a percentage of future earnings.

For students driven by debt into careers with high pay and low satisfaction, this will be nothing less than liberating. A student torn between pursuing a career in teaching or corporate law, for example, can make a career choice based on what he or she wants to do... not on how much can make as an attorney to pay off a potentially ruinous college debt.

With an EXCEL account, even young doctors, fresh out of medical school, can use their new skills where they are most needed, in low-income areas, without undue worry about the high cost of their loans. And young entrepreneurs will have the freedom to try out dreams that might otherwise never make it off of the blackboard or out of the laboratory.

Under the current system, students faced with the crushing bill sometimes take the irresponsible route and default on their loans. That costs the taxpayers billions of dollars a year and adds to the deficit. With our plan, the payment can be made conveniently and automatically, as a regular deduction from paychecks.

In short, EXCEL will bolster educational opportunity for millions of financially stretched Americans.

But these EXCEL accounts are just the beginning. We hope they will help lead Americans to the kind of responsibility and sense of community encompassed in our program of National Service.

It was Thomas Jefferson who first told Americans, in essence, that the more you know, the more you owe. In his words: "A debt of service is due from every man to his country, proportioned to the bounties which nature and fortune have measured to him."

That statement reminds us of values that will never go out of fashion: that civic responsibility is good democracy, and that when you take something from our country, you must give something back to our country.

National Service is giving back in ways that benefit everyone. It will encourage young people to exercise their social conscience, civic pride and good citizenship.

With National Service... we will open a new world to a new generation, where higher learning goes hand-in-hand with the higher purpose of addressing our nation's unmet needs... educational, social and environmental... to secure the future we all share.

National Service will mark the start of a new era for America, in which every citizen can become an agent of change... armed with the knowledge and experience that a college education brings... and ready to transform the world we live in city by city, community by community, block by block.

Today I issue a call to National Service for Americans young and old; Democrats and Republicans; white and black, and all races that make up this great nation.

I call you to National Service... where together we can advance a tradition rooted in America's history: helping our people help themselves.

And with National Service we will rejoin citizens and communities, bonding each to the other with the glue of common purpose and patriotism.

We have many young people here today... students of this place of higher learning. In you, I see America's builders of tomorrow. And I say to you: as good as the education is here and at the other great institutions across this nation... the power of academic learning is incomplete unless everyone can share it.

Right now, our country needs your knowledge and your initiative. In community after community, there are needs that have been ignored and allowed to get worse, and you have it in your power to help fix them. So we will make it easier to serve.

One way is by making sure that the minimum wage of public service won't be a route to the poor house for someone with college loans. In addition to the loan reforms I talked about earlier, many of you will have another way to pay off college debt -- through National Service.

For each term of service, one year full-time, two years ^{benefits} part-time... participants in National Service will receive ~~money~~ ^{benefits} that can be used toward past, present or future education costs, whether it be for college or job training.

You'll get a college education, and in addition, maybe the best experience in your life, and that's a pretty good investment.

Now, I've just talked a lot about students here, and they do play a large part in this plan, but they're not alone. National Service is for everyone.

Here in New Orleans, many of you already know what it means to make a difference in a community, because you've been doing just that in a model program called the Delta Service Corps. There's Lawrence Williams, a team leader in the Corps who has helped to restore housing for low-income residents with the local Habitat for Humanity chapter.

Jane Sullivan is another American in service. She is a retired public school teacher and a former Vista volunteer. In her role as a leader in the Delta Corps, she helps rural communities gain better access to health care, housing and other assistance. As a minister's wife, Jane has a long history of service.

Paris Moore-Brown is also a Corps team leader and she is with us here today. She worked with parents in public housing for drug awareness outreach, and now plans to work with the physically challenged. Paris says she has no tolerance for self-pity... and she lives what she preaches. She has not been slowed by what birth dealt her: a brittle bone disorder that left her, as an adult and by her own measure, "four-feet, two-and-a-quarter inches tall." I think we can all agree, she stands much taller than that.

We want to involve more people like Paris and Jane and Lawrence. I know many of you are out there, maybe already working in public service. And that's good.

Another part of our plan is to build on the National and Community Service Act of 1990 and the already flourishing national service programs of non-profit groups and the states. National Service will operate at the level Americans know best, at the grass-roots. Its programs will be locally driven because we trust communities to know what works.

We are encouraging Americans of all ages and from all walks of life to join in this mission. Young adults, we could use your help tutoring children, volunteering at hospitals, rebuilding neighborhoods... and serving as public safety officers. These officers can work with police officers, probation officers, judges and victim assistance workers to improve neighborhood safety.

Teen-agers, even if you're not old enough to drive a car, maybe you can help steer a youngster in the right direction by helping with homework after school.

Even a child can serve in programs that begin as early as kindergarten. It can never be too early to learn the values that make a good citizen. And for parents who want to serve, child care will be available.

We have no upper age limit in our plan for service because, very simply, our most experienced citizens have some of the best knowledge to share. We want to ensure their role by including existing programs like Foster Grandparents and Retired Senior Volunteers.

To be successful, National Service will need the broad-based support of all the American people: Parents and children... churches and synagogues... colleges and universities... all potential providers and beneficiaries of service.

In our vision of National Service, everyone is a partner... and that includes, in particular, America's businesses. We need business to contribute to this effort... matching Federal money in local programs, contributing at the national level... and helping to ensure that programs can get on their feet and in time, become independent of Government money.

This is what will set this legislation apart from past programs that rewarded service to country: It cuts out the Government bureaucracy... and believe me, no one will miss it.

As part of our plan, we will set up a corporation for National Service, and it will be run like a venture capital firm, not a big bureaucracy. And communities will have the flexibility to make their programs work without a load of Government regulations.

This year, we'll ask Congress for an appropriation to put 25-thousand Americans into service, unleashing their energies to make our country better. When our program is fully implemented, we hope to have 150,000 in service; about ten times the size of the Peace Corps at its full strength. I can't think of a sounder investment or a stronger commitment that we can make to our communities.

Since I first outlined this plan at Rutgers -- challenging Americans to service -- we've gotten an avalanche of mail in response to the call, thousands of letters.

In each one we've seen, the message comes through loud and clear: the cynics were wrong. Americans are hungry for a chance to serve their country and to reap the rewards of civic pride and education in the process.

In answering this call, our people are following a proud history. More than a century ago, President Lincoln signed the Homestead Act, and the frontier was settled by countless families who took up the challenge in exchange for 100 acres to call their own.

In the 1930's, President Roosevelt enlisted millions of young people to restore the environment through the Civilian Conservation Corps... and their wages saw them through the national nightmare of Depression. FDR gave others the chance to support themselves by building America in the Works Progress Administration.

The parents of the Baby Boom had the G-I Bill, which was one of the best investments the Government has ever made. For every dollar invested in education under the original law, the nation received at least five-dollars in benefits, and as much as 12-and a half-dollars.

A generation ago, America's youth saw suffering in Latin America, Asia and Africa, and it rushed to the challenge laid down by President Kennedy. In the process, the Peace Corps became America's greatest ambassador, building bridges of understanding to far-off cultures. Now, three decades later, the challenge begins anew... and the crusade starts at your door.

In closing, let me say that on this 100th Day, reviews of this Administration's early accomplishments are as plentiful as Louisiana crawfish.

In fact, we're just out of the starting blocks for a four-year marathon, but we've covered a lot of ground. Both Houses of Congress agreed to the budget plan in record time... a plan that will increase public and private investment and reduce the national deficit by more than 500-Billion dollars.

Interest rates have gone down to a 20-year low, which alone has brought on a rush of re-financings by homeowners... and that promises to pump \$100-Billion dollars back into the economy. A huge bonus will be the new jobs created as businesses find they're paying less to borrow.

By easing regulations and attacking the credit crunch, we've given small businesses a hand because they are generating most of the new jobs in this country. We have been fighting to put Americans to work, and we know there's a lot more work to do, but we're on our way.

Almost exactly one year ago, in the middle of the long campaign for the job I have now, I stood in front of many of the same people here today, for a meeting of the Democratic Leadership Conference here in New Orleans. And I said then to my fellow Americans: "I want you to think about what kind of citizens you're going to be... what kind of life you intend to live... what kind of community you are determined to create."

I still firmly hold to those values as a guiding light for our nation.

So let it be said on this 100th Day: This was the day the American people were empowered to renew their nation and their patriotism... called to action in the noblest of causes, the cause of their fellow citizens.

Thank you and God bless you all.

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TALKING POINTS

Divider Title: _____

RESPONSE -- CHANGES IN POLICY

In order to develop bi-partisan support for the National Service Program, over the past week we have circulated details of our national service proposal for review by Members of Congress as well as constituencies who will be affected by the proposal.

After reviewing these comments with the President on Thursday evening, the proposal has been modified to increase the appeal of the legislation on a bi-partisan basis both in Congress and among the Governors.

Formula for State Funding

Responding to a concern expressed by Governors, we have modified the formula for distributing funds to the States.

The original proposal allocated 30 percent of program funds by formula and 20 percent in a competitive process. To simplify the program and to give the States a clear signal about the importance of competitive funding, the formula has been modified to allocate one third of program funds by formula to the states and one third by a competitive process.

This change makes clear the vital importance of local initiative to this program, and the equal importance of competition in the selection process.

Benefit Level

It was clear that reducing the overall cost of participation would address a number of concerns with the draft proposal.

In particular, while the use of minimum wage as a target for stipends was clearly recognized as consistent with the ethic of service, educational awards of \$6,500, were seen by some as somewhat high.

In the final proposal, the educational benefits will be set at \$5000, accomplishing several objectives:

- reflecting concerns about fiscal pressures will enhance bi-partisan support
- the \$5,000 benefit continues to represent substantial financial assistance for college or training
- the \$5,000 benefit ensures comparability with educational benefits for military service
- given limited funding, this benefit level allows increased participation in the program

The National Service Trust Act of 1993

Reinventing Government, Rebuilding Communities

Community. The National Service Trust will put the talents and idealism of Americans to work meeting our most pressing needs. Communities will design programs to meet local needs in four national priority areas: education, human service, public safety, and the environment.

Choice. Programs will be those best suited to the local community, ranging from specialized service programs engaging college graduates in providing child care, tutoring and mentoring youth, or assisting police work; to youth corps offering disadvantaged young people a second chance while they build parks or tend the elderly; to community corps that bring together the young and the old of all economic and racial backgrounds to provide a variety of services.

Competition. No program will be guaranteed funding; there will be competition for funds at the state and federal levels.

Responsibility. While contributing millions of hours of service, National Service Trust participants will learn an ethic of civic responsibility. In addition to the Trust, the proposal supports a variety of other programs that develop citizenship among all Americans, ranging from elementary school "service-learning" projects to older American volunteer programs.

Opportunity. In return for their substantial service, Americans will receive an education award that they may use to pay back student loans, or to attend college, graduate school, trade school, or an apprenticeship program.

Diverse Participation. Before, during or after college, Americans ages 16 and up will be eligible to serve full-time or part-time. With a stipend comparable to that of VISTA volunteers, plus health and child care benefits, all will be able to participate.

National Spirit. While communities will recruit, select and place volunteers, a nationwide public awareness campaign will build a common identity for programs and help place a leader corps of participants across the country.

Reinventing Government. Two existing agencies will be combined in a single government Corporation, governed by a bipartisan Board, offering pay-for-performance, and raising private funds.

Partnerships. Programs will match all federal assistance with private or other support. State commissions composed of local representatives appointed by governors will work hand in hand with the national Corporation to support service.

Quality. The Corporation will establish quality guidelines for all programs. In addition, programs must set measurable goals and demonstrate success in order to receive continued funding. Local programs will have flexibility to design the best ways to meet their goals.

Rewarding Success. If the program is successful, each year an increasing number of Americans will have the opportunity to participate.

April 30, 1993

FACT SHEET

NATIONAL SERVICE INITIATIVE

The national service initiative is innovative public policy founded on traditional American values: offering educational opportunity, demanding personal responsibility, and building the American community. In affirming these values, the initiative also rejects big bureaucracy -- reinventing government to unleash the initiative of the American people.

The President's initiative will:

- Build the American community through a new domestic Peace Corps that brings Americans together to tackle pressing national problems.
- Offer educational opportunity by providing educational awards to hundreds of thousands of students who serve our country; and overhauling and simplifying the student loan system -- saving taxpayers billions of dollars, lowering interest rates, and expanding repayment options.
- Demand personal responsibility by requiring Americans who borrow to repay their loans in one of two ways -- either through service or through repayment plans that make it tougher to default.
- Reinvent government by streamlining federal bureaucracies, relying on locally driven initiatives, and creating flexibility for students and competition among programs.

public private
partnerships

The initiative is composed of two bills: the national service trust act and the overhaul of the student loan program.

NATIONAL SERVICE TRUST

The centerpiece of the programs will be a Corporation for National Service that will offer Americans who do vital work in the national service initiative an educational award.

The Corporation will establish quality criteria and require measurable impacts; but within these bounds, communities will be able to design programs that meet their own pressing needs. Programs will be expected to educate their participants both in the particular skills their service demands, and in the civic responsibility that our democracy requires. In all respects, the Act is designed to build partnerships -- among federal government, state governments, and the private sector; and within communities, among the schools, businesses, and civic organizations that seek to fight common problems. Assistance will be distributed on a competitive basis and no program will have a right to funding, but a wide variety of organizations will have a chance to establish programs that serve our country.

Definition of National Service

+ full time

- Meets unmet educational, environmental, human, or public safety needs.
- Improves the life of the participant, through citizenship education and training.
- Does not displace or duplicate the functions of existing workers.

Organization

- To reduce waste and promote an entrepreneurial government culture, a new government Corporation for National Service will be established, combining the Commission on National and Community Service and ACTION.
- While maintaining existing programs such as VISTA, the new program calls for investments in new initiatives; neither the Corporation nor the state commissions will operate them.
- A small bipartisan Board will share power with a chairperson.
- Flexible and quality-driven personnel policies will include pay-for-performance and a 5-year limit on most tenures.
- The Corporation may solicit and accept private contributions.
- At the state level, commissions on national service will be established to mirror and cooperate with the federal corporation.
- Like the Corporation Board, commissions will be composed of bipartisan members from a variety of fields. To ensure a genuine federal/state partnership, a representative of the Corporation will sit on the state commissions, and a state representative will sit on the Corporation Board.
- All programs will have to compete for support; none will be guaranteed funding.
- A portion of funds will be allocated by population-based formula to state commissions with approved plans for competitive distribution of funds; a portion to state commissions on a competitive basis for competitive distribution; and a portion of funds will be reserved to the Corporation for allocation mainly to national models, also on a competitive basis.

Programs

- National quality criteria for programming will be developed for every type of program in conjunction with experts in the field.
- Performance goals and independent evaluations will be required in every program.

- An Inspector General will police fraud and abuse.
- To encourage public/private partnership, programs must provide a 15 percent cash match on stipends and health care, and a 25 percent match for other program support.
- Entities ranging from small community organizations to federal agencies will be eligible to operate service programs.
- A broad array of possible programs will be eligible for funding: from youth corps for at-risk youth, to specialized service programs for college graduates, to diverse community corps for Americans of all backgrounds. Many other models are possible, and venture capital will be available for new efforts.

Participants

- To encourage wide and diverse participation, individuals aged 17 and over may serve before, during, or after post-secondary education.
- To target program participation to participant interests and community needs, participants will be recruited and by approved local programs. A national or state recruitment system will also be established to disseminate information and help interested individuals locate placements in local programs. Information about available positions will be widely disseminated through high schools, colleges and other placement offices.
- To earn an educational award, a participant must complete at least one year of full-time or two years of part-time service in an approved program. An individual may serve up to two terms and earn up to two educational awards.
- Educational awards will be provided for each term of service. Awards may be used for past, present or future expenses, including two- and four-year colleges, training programs, and graduate or professional programs.
- Programs will set stipends within a limited range based at minimum wage. Health and child care will be provided to those who need them.

Encouraging Service by All

- The Act enhances the Serve-America program for school-age youth.
- The Act extends and improves the VISTA and Older Americans Volunteer Programs.
- The Act reauthorizes support for the Points of Light Foundation to continue its outreach to support volunteerism.
- By removing the obstacle of fixed high monthly payments, new flexible repayment options in the student loan reform will enable Americans who borrow for school to take jobs that pay less but do more for the community.

OVERHAUL OF THE STUDENT LOAN PROGRAM

Today, complex procedures and inflexible repayment plans have created serious problems for many students with federal education loans. Burdened with debt and locked into repayment plans, many students can not repay their loans, leaving taxpayers pay to foot the billions in bank subsidies and default costs. The current system doesn't serve students or taxpayers well. This legislation offers a less costly, less complicated alternative.

The Federal Direct Student Loan Program Amendments of 1993 propose an important first step toward comprehensive reform of the student loan system through two major initiatives:

- Substituting a system of direct federal lending instead of the costly and complicated current system.
- Providing students a variety of repayment options, including income contingent repayment, to ease repayment, reduce defaults and encourage community service.

DIRECT LENDING

- The bill will gradually replace the Federal Family Education Loan Program with the Federal Direct Student Loan Program.
- Federal capital will be used as the source of funds for student loans, instead of private capital.
- Because the federal government can borrow money at a lower interest rate, a direct lending program saves taxpayers billions of dollars in high subsidies to banks and other private lenders.

Savings

- The Congressional Budget Office, the General Accounting Office, and the Department of Education have all found that direct lending will save billions of dollars over four years, even after transition costs.
- Students will receive some of these savings in the form of a reduced interest rate.

Streamlined Delivery

- Direct lending simplifies the current complicated maze of financial aid for students and parents by cutting down on the number of middlemen and procedures in the current system.
- Most students will receive all of their financial assistance through their existing financial aid offices -- a "one stop shopping" approach to student aid.

Institutions as Originators

- The Secretary of Education will develop strict criteria for which schools can make loans directly to students on campus, or "originate" loans.
- No school will be forced to originate or service and collect loans; institutions can choose alternative originators, selected by the Department of Education on a competitive basis. Schools that do originate will receive a fee for any additional administrative costs.

FLEXIBLE REPAYMENT OPTIONS

The second part of the legislation will expand choice and reduce burdens for borrowers by offering them a menu of repayment options, so borrowers can choose the one that best serves their financial needs. Borrowers will be able to choose from fixed, graduated, extended, and income contingent repayments -- and be able to switch plans as their financial needs change. Borrowers will also be able to consolidate any existing loans, and then pay them back based on their ability to pay.

Lower debt burdens

- The new repayment choices and extended repayment periods will make it easier for students to pay back their loans.

Lower default rates

- Longer repayment periods will reduce the high default rate by enabling borrowers to pay their loans off on a schedule they can afford.
- State agencies and private organizations will be chosen on a competitive basis by the Department to service loans.

Encouraging community service

- The income contingent repayment plan will allow and encourage borrowers to pay back their loans as a small percentage of their income over time.
- High debt burden will no longer discourage Americans from taking a lower-paying job serving their communities.

THE DEPARTMENT OF EDUCATION'S ROLE

- The Department of Education will oversee an orderly transition to the new system, and do most of the monitoring of the new program.

- The Department is already working on several new initiatives, including the development of a National Student Data Bank System, to improve its oversight capabilities and ensure a smooth the transition to direct lending.

- Where the Department cannot perform a function adequately, it will contract out with public or private entities that can best perform these functions on a fee-for-service basis.

THE ROLE OF THE IRS

- The bill provides for Internal Revenue Service participation in loan collection through a two-stage process.

- First, the bill immediately authorizes the IRS to share income information with the Department of Education.

- The bill also calls for the Secretaries of Education and Treasury to come up with a plan, within a year, to involve the IRS in the collection of student loans.

- The bill gives the Secretary of Education the authority to place a defaulted borrower into income contingency.

GENERAL DAVID C. JONES, USAF (RET)

General Jones was Chief of Staff, United States Air Force, from June 1974 to June 1978, and Chairman of the Joint Chiefs of Staff from June 1978 to June 1982. In the latter capacity he served as the senior military advisor to the President, the National Security Council and the Secretary of Defense. His eight years service as a member of the Joint Chiefs of Staff was the longest in history and, uniquely he served four different Presidents and four different Secretaries of Defense during that time.

Since leaving active duty, he has been involved in many diverse activities, including continuing to work on national security matters. He was at the forefront of efforts to reorganize the Joint Chiefs of Staff. He continues to participate in private, but U.S. government sanctioned, arms control talks with officials of the Russian Republic.

General Jones is Chairman of the Board of the National Education Corporation, the country's largest education and training company. He is also Chairman of the Board of Hay Systems, Inc., and is a member of the Board of Directors of the General Electric Company and the National Broadcasting Company.

His public service activities include being Co-chairman of the Awards Council of the American Academy of Achievement. He is also a member of: the International Security and Arms Control Committee of the National Academy of Sciences; the Board of Directors of Youth Service USA; the Board of Trustees of the Falcon Foundation; the Board of Regents of Minot State University; the Council on Foreign Relations; the Bohemian Club; the Management Executives Society; the Air Force Association; the Order of the Daedalians; the Alfalfa Club; the Bohemian Club; and the Army Navy Country Club.

MEMORANDUM

DATE: April 29, 1993

TO: Eli

FR: Rob III

RE: General David Jones' Thoughts on Service

General Jones approach to national service actually parallels the philosophical concept of the Civilian Community Corps: to use retired and discharged military members at bases targeted for closure to give discipline to and train disadvantaged youth, and guide them in performing service in their communities. He feels that a pilot project could be established in Washington, D.C. by getting the military leadership to establish "camps" at the bases surrounding the greater Washington area. Camp supervisors and trainers would provide an intensive educational and training experience to the participants; thus, giving the young people carryover job skills in addition to service learning. A pilot program in D.C. would serve as "an education laboratory for a number of interested government agencies." General Jones feels that National Service, the military services, Education, Labor and HHS should form a steering committee to develop this program.

I recommend you mention that the CCC concept mirrors his thoughts and we would like to continue to rely on him for guidance and advice as the CCC program is developed.

Service USA



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Youth Service USA

Concept Paper

Military-Based Vocational Training for Disadvantaged Young Adults

The Problem:

The nation must upgrade the quality of its workforce in order to remain competitive in the global economy. This will require giving priority attention to such things as improving our educational system, retraining dislocated workers, and developing better vocational training and apprenticeship programs. In addition, however, we must make a sustained effort to bring more of our minority population into the workforce. Minority workers are projected to comprise almost one-third of our work force by the year 2000. The problem is that today many of these future workers are youngsters who are living in poverty and failing in school. Consider these facts:

- Minority youth make up a disproportionate share of the more than one million students who drop out of school every year.
- The nationwide dropout rate is more than one in five and rising. In most major cities with large minority populations, the dropout rate exceeds 40%.
- By most standardized tests given to high school students, blacks and hispanics score at 70% of white scores.
- The 1980's educational reform failed to help the bottom 30% of students who are minority youth from low-income families.
- The federal commitment to education declined in real dollars by 23% during the 1980's. Support for job training showed a similar decline. At current levels of federal support, fewer than one in 20 young people will receive job training and employment assistance.

The future appears bleak for many non-college-bound minority youth. The nation has no systematic means of moving even average students from school to the workplace. When students are academically, socially, and culturally deprived, the problem becomes severe. Ordinarily this problem

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would be addressed through a significant investment of federal dollars. However, with the current deficit-burdened economy, more innovative and non-traditional approaches are needed. One possible solution lies in exploring new ways to use one of our strongest vocational training assets -- the U.S. military.

Civil-Military Partnership -- New Opportunities.

The U.S. military is one of the world's largest and best training organizations. The capability exists within the military to train in thousands of occupations, including many in high technology areas. With the collapse of the Soviet Union, a portion of the military's occupational skills (MOS) training capability could be made available to prepare fairly large numbers of unemployed young people for high demand jobs. Even with increased levels of regional instability around the world, excess military training capability should exist that could be used for this purpose.

During the 1980's, the military was involved in a number of job training programs for disadvantaged young adults. The majority of these programs were organized by a single agency, Youth Service USA, Inc., a Memphis-based non-profit organization. Youth Services has a 24-year history of organizing civil-military partnerships to benefit young people.

- The agency's Founder and President, The Rev. Don Mowery, began efforts in 1968 that produced 100 vocational exposure programs on military bases which have served over 500,000 youth.
- In 1972, Father Don obtained permission from the Memphis Naval Air Station to fill empty seats in an auto mechanics course with a dozen disadvantaged high school graduates. Navy instructors taught them during the day and Youth Service personnel tutored and counseled them at night. Every student finished the course and was placed in a job with a local car dealer.
- During the 1980's the agency expanded on this idea and organized civil-military partnerships that provided on-the-job training on military bases. Youth Service supplemented the military's occupational training with basic education, employability instruction, and job placement assistance. Over 7,000 young people in 17 cities were trained and placed in jobs.
- The agency's work with the military was aided by a board that includes General David Jones, General John Vessey and Admiral William Crowe -- each a former Chairman of the Joint Chiefs of Staff.
- Vice President Albert Gore was briefed on the agency's early work by Father Mowery.

Military-based job training--the Youth Service USA concept.

The steps required to implement a nationwide program are outlined below.

- Provide national-level direction but leave program implementation to local commanders. A body similar to the 1970's Domestic Action Council is needed at

the DOD level to provide general policy guidance and direction. The military services can then establish overall goals and limitations. Beyond this, individual commanders at the local level are in the best position to determine whether their installation should be involved, the level of participation and the details of program implementation.

- **Create civil-military community partnerships to organize and operate the programs.**
 - Agencies like Youth Service USA are needed to organize the community partnerships, manage the programs, and provide supportive services to participants. Participant support would include the following: recruiting, assessment, employability instruction, case management, counseling, mentoring, tutoring and job placement assistance. Working with disadvantaged youth requires somewhat different skills and experience than is normally found in most military organizations. Disadvantaged young people have unique problems that must be dealt with properly if they are to be retained in training and socialized to the workplace culture.
 - State and local departments of employment security would be used to identify jobs in demand in each community.
 - Military installations would provide, on a non-interference basis, the occupational training courses that match local job demand. Military bases would also provide room and board, classrooms, instructors, materials, etc.
 - Very few minority youth living in our inner cities have the academic skills needed for direct entry into a military technical training school. Many military training bases, however, have remedial education programs that could be used. Where these programs are not available, local community colleges would be needed to help program applicants upgrade their skills to the level required for success in military training programs.
- **Provide funding for a training stipend.** A small stipend must be paid if young minority men are to be trained. If participants are provided room and board on a military installation, the stipend can be less than minimum wage. Experience with Job Training Partnership Act (JTPA) programs over the last ten years has shown the difficulty of recruiting and training minority males if no stipend is paid.

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This change makes clear the vital importance of local initiative to this program, and the equal importance of competition in the selection process.

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It was clear that reducing the overall cost of participation would address a number of concerns with the draft proposal.

In particular, while the use of minimum wage as a target for stipends was clearly recognized as consistent with the ethic of service, educational awards of \$6,500, were seen by some as somewhat high.

In the final proposal, the educational benefits will be set at \$5000, accomplishing several objectives:

- reflecting concerns about fiscal pressures will enhance bi-partisan support
- the \$5,000 benefit continues to represent substantial financial assistance for college or training
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NATIONAL SERVICE TRUST ACT OF 1993

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SUMMARY

The National Service Trust Act of 1993 has five titles.

Title I contains programs: the new national service program offering educational awards in return for service; amendments to service programs for school-age youth and students in institutions of higher education; and an investment fund to promote quality and innovation in programming. Title I amends the National and Community Service Act of 1990 ("NCSA").

Title II establishes the organizational framework for these programs: State Commissions on National Service and a federal Corporation for National Service. Title II also amends the NCSA.

Title III replaces the guaranteed student loan program with a federal direct student loan program, makes available flexible repayment of loans to all borrowers, and simplifies the student loan system while expanding access. Title III contains amendments to the Higher Education Act of 1965.

Title IV reauthorizes the NCSA and the Domestic Volunteer Service Act of 1973 ("DVSA"), amends DVSA and authorizes appropriations for titles I and II of the Act.

Title V contains the technical and conforming amendments.

SECTION-BY-SECTION SUMMARY

Section 1. Short title and table of contents.

The short title of the bill is the National Service Trust Act of 1993.

TITLE I -- PROGRAMS

Subtitle C -- National Service Program

Section 101. Federal investment in support of national service.

Section 101 replaces Subtitle C of the NCSA with a new National Service Program.

PART I -- INVESTMENT IN NATIONAL SERVICE

Section 121. Authority to provide assistance to national service programs.

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The Corporation for National Service ("Corporation") is authorized to provide assistance to national service programs and to provide educational awards to participants in approved programs. Organizations eligible to apply for such assistance include nonprofit organizations, institutions of higher education, school districts, local governments, states and federal agencies.

Programs may not use more than 5 percent of their program assistance for administrative costs.

Section 122. Types of national service programs eligible for program assistance.

A variety of national service programs will be eligible to receive funding. All programs must provide opportunities to perform full- or part-time service that meets unmet human, educational, environmental or public safety needs. Section 122 lists a number of examples of qualified programs, to which the Corporation may add others: (1) diverse community corps; (2) youth corps; (3) service-learning programs; (4) specialized services programs; (5) individualized placement programs with regular group activities; (6) campus-based programs; (7) preprofessional programs with summer training while in college; (8) professional corps; (9) youthbuild programs; (10) national service entrepreneurship programs; (11) intergenerational programs.

In consultation with experts in the fields, the Corporation will establish different quality criteria for different types of programs. The Corporation's criteria will apply to all grants made under the Act, including grants by states and other programs operating subgranting programs.

The Corporation will also establish priorities to focus national service programs on meeting particular unmet human, educational, environmental or public safety needs. The Corporation will provide notice of these priorities and changes as they are made. These priorities will be applied in funding decisions made by the Corporation, states, or other subgranting programs.

Section 123. Types of national service positions eligible for approval for national service educational awards.

All participants in programs that receive operating assistance will be eligible to receive educational awards. In addition, participants in certain other service programs will be eligible for educational awards. The following categories, to which the Corporation add others, will be eligible to receive educational awards: (1) positions as participants in programs receiving assistance under Section 121; (2) positions in approved

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national service programs not receiving federal operating assistance; (3) positions as VISTA volunteers; (4) positions as service-learning coordinators in programs receiving assistance under the Serve-America program; (5) positions in the Civilian Conservation Corps; (6) positions on the staff of approved national service programs; (7) certain positions as employees in jobs meeting unmet needs, that are unlikely to be filled in the next 6 months, and are located in economically disadvantaged areas.

Section 124. Types of program assistance.

The Corporation is authorized to make several kinds of grants: planning grants for up to one year; operational assistance and replication assistance. Operation and replication assistance may be for three years and is renewable. States and other organizations operating grant programs may provide the same types of assistance through sub-grants.

Section 125. Training and technical assistance

The Corporation is authorized to provide training and technical assistance, either directly, or by grant or contract. Training programs will help national service programs meet unmet needs, develop leaders, instill an ethic of civic responsibility in participants, improve management and budgetary skills, and enhance the training of participants. Technical assistance will help applicants develop programs and apply for assistance.

Section 126. Other special assistance.

The Corporation may also provide assistance to states in order to establish State commissions, to corps and other national service programs in order to provide disaster relief, and to high-quality model programs as challenge grants, which would offer \$1 of assistance for every \$1 raised from private sources. Funding for these purposes would be subject to a limited authorization of appropriations.

PART II -- APPLICATION AND APPROVAL PROCESS

Section 129. Provision of Assistance and Approved National Service Positions by Competitive and Other Means.

National service programs must apply to the Corporation through State Commissions on National Service ("State Commissions") or directly. The Corporation may only distribute such funds as are available in each fiscal year. Funds allocated for educational awards will be maintained in a separate National Service Trust and will not be available for program expenses.

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Program funds, and a proportional allocation of educational awards, will be made available in three ways: (a) by formula to states; (b) competitively to States; and (c) competitively to entities (including states) applying directly to the Corporation.

(a) Thirty percent of program funds, and a corresponding proportion of educational awards, will be allocated to states based on population (one percent of all program assistance will be reserved for Indian tribes and territories).

(b) No less than 20 percent of program assistance and approved positions will be available to states on a competitive basis. State applications for formula funding may include an application for additional competitive funding.

(c) Remaining funds will be allocated competitively by the Corporation. These funds may be allocated to federal agency programs; additional state proposals; programs seeking to expand to multiple states; innovative programs; programs aimed at Corporation designated priorities; and such other types of programs which the Corporation may designate.

Direct federal programs operated by the Corporation -- VISTA and the Civilian Community Corps -- will automatically receive educational awards in any year when the total number of educational awards is at least two hundred percent of the total number of such participants.

Individuals, corporations, or foundations may agree with the Corporation to sponsor approved positions in designated areas. Such sponsored positions will not be taken into account when the Corporation allocates federally-funded positions.

If a state does not apply to the Corporation for its formula allocation, the Corporation may use its formula portion to make grants directly to national service programs.

Section 130. Application for assistance and approved national service positions.

In order to be eligible for program assistance and approved positions, entities must submit applications either to State Commissions or directly to the Corporation. The Corporation may set reasonable deadlines and require reasonable information to be provided in such applications, including descriptions of: (1) programs to be carried out directly by the applicant; (2) the process by which programs were selected to receive grants; (3) other funding sources that the program sought or managed to find, particularly in the case of an application for renewed funding; (4) the extent to which the program will meet particular unmet needs and benefit the community in which projects are performed; (5) the manner in which the program will build an ethic of civic

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responsibility in participants; improve the lives of participants through training, meaningful service experiences, and opportunities to reflect on those experiences; and offer participants opportunities to design and lead programs; (6) measurable goals for meeting unmet needs and providing a meaningful service experience, and a strategy to meet those goals; (7) the extent to which the program meets the national service priorities; (8) the past experience of the applicant; and (9) the type and number of national service positions that the participant requests.

In the case of applications for educational awards that do not request program assistance, the Corporation may require special application requirements.

In submitting state plans for Corporation approval, State Commissions may provide no more than 50 percent of assistance to programs that are run by the State. In the event that insufficient qualified applications are submitted by such other applicants, additional funds may be requested for programs administered directly by the State.

Section 131. National service program assistance requirements.

In order to be eligible for assistance, programs must provide several assurances or guarantees regarding: (a) expected impact of service on participants; (b) compliance with the nonduplication and nondisplacement provisions of section 177; (c) broad consultation in the community served, with community-based organizations and with labor organizations representing employees engaged in similar work, to ensure compliance with nondisplacement provisions; (d) performance goals and independent evaluation; (e) the nature of the living allowance provided; (f) willingness to select some participants from among prospective participants recruited centrally, including the national leadership pool recruited and trained by the Corporation.

Section 132. Ineligible Service Categories.

National service programs may not provide direct benefits to businesses organized for profit, labor unions, or partisan political organization. Benefits may be provided to religious organizations only if programs do not provide religious instruction, conduct worship services, or proselytize.

Section 133. Consideration of applications.

The Corporation, states, and other applicants operating grant programs will use the following criteria in determining whether to provide assistance or approved slots to programs: (1) program quality; (2) innovation; (3) replicability; (4) sustainability, based on broad community support and multiple or

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private funding sources; (5) leadership quality; (6) past performance; (7) building on existing programs; (8) involvement of participants and community residents in program design, leadership and operations; (9) the extent to which programs are in areas that most need them, such as enterprise zones, environmentally distressed areas, or areas affected by reductions in defense spending; (10) other criteria established by the Corporation.

In providing assistance and approved positions on a competitive basis -- both to states and to programs directly -- the Corporation will ensure that programs receiving assistance are geographically diverse and in both urban and rural areas. In addition, among programs applying directly to the Corporation, the Corporation may designate certain programs for priority consideration, such as: (1) programs operated by other federal agencies; (2) programs addressing Corporation designated priorities; (3) innovative programs; (4) private non-profit programs which would replicate in several states a model already operating in at least one state; (5) national grant programs operated by nonprofit organizations with established expertise in national service or in providing particular services.

If the Corporation rejects the application of a State Commission, the Corporation will promptly notify the Commission of the reasons for the rejection. The Corporation must then provide the Commission with reasonable opportunity to revise and resubmit the application, and with technical assistance if the Commission requests. If the request of a State Commission is finally rejected, the Corporation may reallocate the funds and directly review applications which otherwise would be submitted to that State Commission.

Section 134. Matching funds requirements by recipients.

All programs that use funds provided under section 121 will satisfy matching requirements with respect to the grant funds. A waiver will be available.

PART III -- NATIONAL SERVICE PARTICIPANTS

Section 137. Description of Participants.

In order to participate in a national service program, an individual must in general be 17 years of age or older, a citizen or permanent resident, have a high school diploma or agree to obtain one while serving, meet eligibility requirements for the particular program, and be selected by that program.

Out-of-school youths under age 17 are eligible to participate in youth corps or youthbuild programs.

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Section 138. Selection of national service participants.

In general, a program that receives assistance or approved positions will be responsible for selecting participants. In addition to ensuring that participants satisfy eligibility requirements under section 137, programs must select participants without regard to race, color, national origin, sex, age, disability or political affiliation.

While individual programs will be responsible for most recruiting, the Corporation and State Commissions may establish a recruiting and placement system from which programs may be required to recruit a portion of their participants. In addition, the Corporation is authorized to establish a national leadership pool and a leadership training program. The Corporation will assign these leaders to national service programs that request them.

Section 139. Required terms of service of national service participants.

In general, in order to receive an educational award, an individual must serve either full-time (not less than 1,500 hours over 9 months to 1 year) or part-time (not less than 1,500 hours over 1 to 2 years). The Corporation is authorized to develop guidelines for part-time participants to complete fewer hours and receive a correspondingly smaller educational award.

Participants released by recipients of assistance from service for compelling personal reasons may be eligible for partial educational awards.

Section 140. Living allowances for national service participants.

All programs must provide living allowances within specified guidelines. The provisions are designed to permit a great deal of flexibility in designing programs which are attractive and accessible to a wide range of potential participants in widely differing economic circumstances, including college graduates, high school graduates, and high school drop-outs who enroll in high school equivalency programs.

The Corporation will support 85 percent of the living allowances up to the total amount of the VISTA average annual subsistence allowance and stipend, which is comparable to a minimum age stipend.

Programs may offer stipends up to twice this target stipend level, but the Corporation will not match any amount in excess of the total of the VISTA subsistence and allowance.

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To permit educational awards to be available to recruit participants for professional corps in underserved communities, programs may provide living allowances above 200 percent of the VISTA living allowance and stipend. In such instances, however, the Corporation will provide no contributions toward such stipends, and applications for this assistance will be approved by the Corporation on a case-by-case, competitive basis.

The Corporation will also provide assistance to pay 85 percent of the cost of a basic health care policy for each full-time participant who does not otherwise have access to health care. The Corporation will establish the contents of the basic health care policy.

The Corporation will also make child care or a child care allowance available for full-time participants who require such services.

Section 141. National Service Educational Awards.

A participant in a national service program will be eligible for an educational award if he or she serves in an approved position and satisfies eligibility requirements under section 146.

Section 102. Replaces Subtitle D of the NCSA with the National Service Trust.

Subtitle D -- National Service Trust and
Provision of National Service Educational Awards

Section 145. Establishment of the National Service Trust.

The National Service Trust is established as an account in the United States Treasury. Funds in the Trust are available for educational awards. The Trust consists of: (1) amounts designated by the Corporation for educational awards from amounts appropriated to the Corporation and made available for this subtitle; (2) amounts received by the Corporation as gifts, bequests, or in other such ways; and [(3) interest on, and proceeds from sale or redemption of, any obligations held by the Trust.

[The Secretary of the Treasury will invest amounts appropriated to the Trust in interest-bearing obligations.]

The Corporation will report to Congress every year on the financial status of the Trust.

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Section 146. Individuals eligible to receive a national service educational award from the trust.

Individuals who complete a term of service in approved national service positions will be eligible for educational awards of \$6,500 for each of up to two terms of service. \$6,500 is roughly the average indebtedness of a graduate of a four-year public college. Individuals may participate in programs for longer periods of time, but will not be eligible for educational awards after the second term of service.

Awards will be non-taxable and will not count as income in determining eligibility for means-tested Federal programs.

Section 148. Disbursement of National Service Educational Awards.

Individuals may use educational awards to repay student loans, to pay for attendance at an institution of higher education, or to pay for expenses in an apprenticeship program.

An individual who wants to use his or her educational award to repay loans will submit an application, on forms prescribed by the Corporation, that identifies or enables the Corporation easily to identify the holder of the loan, the outstanding principal and interest, and other basic information. The Corporation will then disburse to the holder the amount to which the individual is entitled. The Corporation may require verification by the lender, and may aggregate payments to holders.

Loans made, insured, or guaranteed under title IV of the Higher Education Act ("HEA") or title VII of the Public Health Service Act will be eligible for repayment.

An individual who intends to use an education awards to pay current educational expenses must verify eligibility through an eligible institution of higher education. Institutions designated by these individuals will notify the Corporation of the names of those students and the amounts of educational awards that will be claimed. These institutions must also verify participation in programs under section 487 of the HEA.

The Corporation will disburse the amount for which eligible individuals have qualified, which may be no greater than the cost of attendance less the sum of financial assistance and veterans' education benefits. Disbursements will be made in at least two installments, with the interval between first and second to be not less than half of the enrollment period. Institutions will be required to refund amounts disbursed for individuals who do not complete their periods of enrollment at those institutions.

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The Corporation will establish regulations for the payment of national service awards to individuals to participate in recognized and approved apprenticeship programs.

Section 103. Amendments to Programs for Students and Out-of-School Youth.

This section lists purposes of the subsection, including amendments to improve the Serve-America program.

The section strikes Subtitle B, Part I of the National and Community Service Act and replaces it with a similar program that differs from existing law in the following ways: by authorizing planning grants to local educational agencies to recruit and train, or support, service-learning coordinators; eliminating authority in existing law for grants for community service programs for school dropouts and out-of-school youth; authorizing the Corporation to make grants to existing public or private non-profit organizations that will make subgrants to eligible organizations for service-learning programs; authorizing the Corporation to reserve up to 25 percent of appropriated funds to make competitive grants to states or existing public or private non-profit organizations that will make subgrants; modifying allocation of funds requirements; and making other improvements.

The section further authorizes new authority for the Corporation to provide assistance for programs involving school-age youth (including school dropouts and out-of-school youth) in community service.

The section further amends Subtitle B, Part II of the National and Community Service Act by adding priority criteria to be considered by the Corporation in allocating funds under the Higher Education Innovative Projects.

Section 104. Quality and Innovation Activities.

The section repeals subtitle E of Title I of the National and Community Service Act, renumbers the Act, and authorizes an Investment Fund for Quality and Innovation. Activities authorized for funding include: support for innovative and model programs, support for summer programs; provision of training and technical assistance to community-based agencies that are service sponsors; training and technical assistance in applying for assistance; national service fellowships; conferences and materials; Peace Corps and VISTA training; promotion and recruitment; training of participants and supervisors; research; intergenerational support; planning coordination; youth leadership; national program identity; clearinghouses; and Presidential awards. The section also makes a series of technical and conforming amendments.

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Section 105. Definitions.

The section provides definitions of terms used in the National and Community Service Act and makes a series of technical and conforming amendments.

TITLE II -- ORGANIZATIONS

Section 201. State Commissions on National Service.

Section 201 replaces section 178 of the NCSA, describing state advisory and requires the establishment of State Commissions.

Section 178. Establishment of State Commissions on National Service.

In order to be eligible for allotments under subtitle B or C, a state must establish a State Commission on National Service. In the limited transitional circumstances, the Corporation may recognize already existing state programs as an alternative to the State Commission.

State Commissions will consist of not less than 7 members and not more than 11 members. The Governor of the State will appoint members from among representatives of national service programs, including participants, such as youth corps programs, service programs for school-age youth, programs in which older Americans are participants; representatives of labor, business, and community-based organizations; and educators and experts regarding the delivery of human, educational, environmental or public safety services. A Corporation representative will serve as a full voting member. Additional State officials may serve only as ex officio non-voting members.

To the maximum extent possible, State Commissions should be balanced according to political affiliation, race, ethnic background, age and gender. Members will serve for 3 year terms, and may only receive reimbursements for travel expenses and per diems as compensation. State Commissions will elect a chairperson from among the members of the Commission.

The responsibilities of the State Commission include: (1) preparation of state applications for program assistance under Subtitles B and C; (2) assisting the State educational agency in the preparation of an application for assistance under section 113; (3) preparation of the application of the state for approved national service positions; (4) assisting in the provision of health care and child care benefits under section 140; (6) developing a state system for disseminating information about national service and recruiting and placing volunteers in the

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national service programs; (7) administering grant programs for national service conducted by the states, including oversight and evaluation; (8) developing projects, training methods, curriculum materials, and other materials related to national service.

State commissions may not directly operate a national service program.

In order to make the State Commission eligible to receive grants, the Governor must notify the Corporation of its composition and authority under state law. The Corporation may reject a State Commission if it does not comply with the requirements of this section. The Corporation will notify the State of its reasons, provide technical assistance if requested, and give an opportunity for resubmission.

Section 202. Corporation for National Service

Section 202 establishes a new Corporation for National Service to administer the National Service Program. The Corporation is a government corporation as defined in section 103 of title 5, United States Code.

Section 192. Board of Directors

The Board of the Corporation will consist of eleven members, appointed by the President and confirmed by the Senate. To the maximum extent practicable, Board members will have extensive experience in service, represent a broad range of viewpoints, have expertise in education, environmental, public safety or human services.

Eight initial members of the Board will be appointed from the individuals serving on the Board of Directors of the Commission on National and Community Service.

Terms will generally be three years, except that certain initial appointments will be for one year or two years in order to stagger terms of service.

Section 192A. Authorities and Duties of Board of Directors

The Board will meet at least three times each year. The Board will elect a Vice-Chairperson from among its members, as well as such other officers that the Board determines to be appropriate.

Board members other than the chairperson will be reimbursed only for travel and other business expenses, including a per diem in lieu of subsistence for persons intermittently in the Government service.

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Board members who are not otherwise government employees will be considered special Government employees. Board members will be considered federal employees for the purposes of tort claims.

The duties of the Board include the following: (1) preparing an annual strategic plan for the Corporation; (2) reviewing the actions of the Chairperson with regard to personnel, standards, policies, procedures, programs and initiatives; (3) receiving and acting on reports of the Corporation's Inspector General; and (4) arranging for the evaluation of programs.

Section 193. Chairperson and Director

The Chairperson will be appointed by the President and confirmed by the Senate, and compensated at the rate provided for Level III of the Executive Schedule.

The Chairperson will prescribe such rules and regulations as are necessary and appropriate under this Act.

Section 193A. Authorities and Duties of Chairperson

The Chairperson will be responsible for the exercise of the powers of the Corporation that are not reserved to the Board, including authority and control over personnel.

The Chairperson will submit to the Board a proposal regarding standards, policies and procedures necessary to carry out this Act; consult with other Federal agencies; and on the recommendation of the Board, make grants and enter into contracts or suspend payments. The Chairperson will submit reports to the Board regarding major actions with respect to personnel and will notify the Board of any substantial difference between the actions of the Chairperson and the strategic plan recommended by the Board.

The Chairperson will submit to Congress an annual report regarding the manner in which the Corporation used or disposed of services, money and property donated to the Corporation.

The Chairperson is authorized to establish and change the organizational units within the Corporation. With the approval of the President, the Chairperson may arrange with and reimburse other Federal agencies for the performance of duties under this Act or delegate duties to the heads of other Federal agencies. The Chairperson may accept, without reimbursement, services provided by other Federal agencies. The Chairperson may also allocate funds to other federal agencies as may be necessary to carry out this Act.

When programs administered by ACTION are transferred to the Corporation, the Chairperson will assume the duties of the Director of ACTION.

The Chairperson is authorized to rent offices and expend Corporation funds for this purpose. The Chairperson is also authorized to sue and be sued on behalf of the Corporation.

The Chairperson may not delegate a function of the Board without permission of the Board. The Chairperson may delegate other functions to other full time government employees.

Section 194. Officers

There will be two managing directors within the Corporation, one responsible for Federally-operated programs and the other responsible for investment programs. There will also be an Inspector General who will report directly to the Board.

Section 195. Employees

The Corporation will establish a merit-based competitive selection system based on job requirements and applicant qualifications. Except for special circumstances, the personnel of the Corporation may be appointed for terms that do not exceed five years, with renewals for a period not to exceed seven years. Employees will be covered by civil service health and life insurance programs. Employees who transfer or separate after working at the Corporation for three years will be eligible for appointment in the competitive service. Service for one year or more will be treated as a period of service for personnel seeking employment in the competitive service.

After appropriate consultations, the Chairperson will establish the compensation system, which will include pay-for performance compensation and an upper limit on salaries of Executive Level IV.

The Chairperson may also establish advisory committees to assist in developing quality criteria for programs, outreach programs, or other key elements of the initiative. Members of advisory committees may have only their travel expenses reimbursed.

Section 196. Administration

The Corporation may solicit and accept voluntary services and donations, consistent with reasonable conflict of interest rules. The Corporation may also enter into contracts to carry out this Act.

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The functions of the Commission on National and Community Service are transferred to the Corporation on October 1, 1993. The Board of the Commission will continue to serve until such time as the Board of the Corporation is formed.

Job search assistance will be provided for any personnel from ACTION or the Commission who do not become employees of the Corporation.

Section 203. Final Authorities of the Corporation

During a transitional period not to exceed 18 months after the date of enactment, the Corporation, together with the Office of Management and Budget, will organize an orderly transfer of certain functions from ACTION to the Corporation. To the extent that ACTION personnel accept employment at the Corporation prior to the transfer of function, such employment will be under the Corporation's personnel system. To the extent that functions are transferred, personnel who are transferred will retain their rights under the competitive civil service system. At the point that such transferred personnel separate from the Corporation, these positions may be filled under the Corporation's personnel system.

Title III -- Higher Education

[Insert Department of Education Section by Section]

Title IV -- Reauthorization

Section 401. Authorization of Appropriations.

Subtitle B -- Domestic Volunteer Service Act of 1973

Section 411. Short Title; References.

Provides that this subtitle may be cited as the "Domestic Volunteer Service Act Amendments of 1993" and provides that amendments, unless otherwise specified, are to the Domestic Volunteer Service Act.

Chapter 1 -- VISTA and other Anti-Poverty Programs.

Section 421. Purpose of the VISTA program.

Provides an addition to the statement of purpose for the VISTA program to include strengthening local agencies and organizations to address the needs of low-income communities and individuals.

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Section 422. Selection and Assignment of VISTA volunteers.

Provides for a series of amendments affecting the selection and assignment of VISTA volunteers, including clarifying that volunteers may participate in programs similar to those authorized under the VISTA Literacy Corps and repealing mandated organizational structures, information systems, staffing levels, hiring requirements, and content of an application to become a VISTA volunteer. The section further revises authority for a sponsoring organization to recruit a volunteer to clarify that it is subject to the Director's approval; makes a series of changes to the existing requirements concerning public awareness and recruitment, the composition of the volunteer force, and spending requirements related to promotion and recruitment; and encourages the Director to enter into agreements with other federal agencies to place VISTA volunteers.

Section 423. Terms and Periods of Service.

Clarifies the terms and periods of service for VISTA volunteers and authorizes the creation of a VISTA Summer Associates program.

Section 424. Support for VISTA volunteers.

Provides for several amendments affecting the subsistence allowance and stipend rates for VISTA volunteers.

Section 425. Participation of Younger and Older Persons

Revises the requirement for program participation to have the Director take necessary steps to encourage the fullest participation of younger and older individuals.

Section 426. Literacy Activities.

Repeals the requirement that funds made available under VISTA Literacy Corps will be used to supplement and not supplant the level of services provided under part A in fiscal year 1986 to address the problem of illiteracy.

Section 427. Applications for Assistance.

Restates the requirements related to the consideration of applications under the VISTA program to clarify existing statutory requirements.

Section 428. Repeal of Authority for Student Community Service Programs.

Repeals authority to make grants for student community service programs.

Section 429. University Year for VISTA.

Redesignates the University Year for ACTION program to the University Year for VISTA program. Revises the minimum period of service under the program from an academic year to an academic semester or its equivalent.

Section 430. Authority to Establish and operate special volunteer and demonstration programs.

Authorizes the Director to conduct or make grants or contracts for special volunteer and demonstration programs that will fulfill the purpose of the Agency. Specifies that grants will be made on the basis of merit. Deletes current provisions restricting the flexibility of the Director under part C of title I. Permits supporting both stipended and non-stipended volunteer programs under part C.

Section 431. Technical and Financial Assistance.

Clarifies authority for the Director to provide technical and financial assistance.

Section 432. Elimination of Separate Authority for Drug Abuse Programs.

Deletes separate authority for drug abuse programs under part C of title I.

Chapter II -- National Senior Volunteer Corps

Section 441. National Senior Volunteer Corps.

Revises all references to Older American Volunteer Program to refer to National Senior Volunteer Corps.

Section 442. The Retired and Senior Volunteer Program.

Revises the name of the Retired Senior Volunteer Program to the Retired and Senior Volunteer Program.

Section 443. Operation of the Retired and Senior Volunteer Program.

Revises the minimum age for participation in the program from 60 to 55 and recognizes the participation of older working persons, in addition to retired individuals, in the program. Also deletes an obsolete requirement to give State agencies established under the Older Americans Act of 1965 the opportunity to comment on any award within the state.

Section 444. Services Under the Foster Grandparent Program.

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Modifies the statutory description of types of activities of Foster Grandparents to reflect the current scope and breadth of the program. Further, clarifies that Foster Grandparents may provide services to multiple children.

Section 445. Stipends for Low-Income Volunteers.

Requires that the hourly stipend for low-income volunteers under the Foster Grandparent and Senior Companion Programs be adjusted once over the next several years, rounded to the nearest five cents. Further requires that the stipend be a minimum of \$2.45 per hour, the current rate under the programs.

Section 446. Participation of Non-Low-Income Persons under Parts B and C.

Revises the section allowing non-low-income persons to participate under parts B and C of title II. Detailed statutory requirements governing such participation are unnecessary. Local projects retain the flexibility to determine whether volunteers will be used.

Section 447. Conditions of Grants and Contracts.

Repeals a limitation on participation in the Foster Grandparent and Senior Companions to those no longer in the work force, thereby enabling these volunteers to work on a part-time basis. Also repeals a requirement that grants under the Foster Grandparent Program be made to a community action agency, and if not made to that agency, that certain requirements be met. Further, repeals a requirement that provides certain state agencies with the opportunity to review and comment on recommendations for awards within the state.

Section 448. Evaluation of the Senior Companion Program.

Deletes a duplicative provision requirement the evaluation of the impact of projects assisted under the Senior Companion Program.

Section 449. Agreements with Other Federal Agencies.

Inserts a section encouraging the Director to enter into certain arrangements with other Federal agencies that will promote both the mission of ACTION and the mission and programs of those agencies.

Section 450. Programs of National Significance.

Eliminates a requirement that not less than one-third of the new funds made available for Older American Volunteer Programs be earmarked for programs of national significance, provides

discretion for the Director to determine which programs will be supported in a particular year, expands the categories of activities that may be funded, and replaces the limitation on authorization with the authority to award such sums as necessary.

Section 451. Adjustments to Federal Financial Assistance.

Repeals reporting and certain other requirements with respect to inflationary considerations.

Section 452. Arrangements with Private, Profit-making Organizations.

Provides authority, under certain specified conditions, for the Director, and projects funded under title II, to enter into arrangements with private, profit-making organization to offer services of Older American volunteers tho those organizations, their employees. and families.

Section 453. Demonstration Programs.

Provides for a new demonstration authority to fund projects involving Older American volunteers.

Chapter III -- Administration

Section 461. Purpose of Agency.

Clarifies the responsibility of the organization.

Section 462. Authority of the Director.

Provides authority to the Agency to solicit gifts and services. Further, provides authority to enter into agreements with profit-making organizations to help further the purposes of the Act.

Section 463. Compensation for Volunteers.

Clarifies that only contributions from Volunteers and beneficiaries is prohibited under the Act.

Section 464. Repeal of Report on Annual Recruitment Plan.

Repeals a requirement that the Director submit an annual report to Congress on the recruitment plan and activities conducted for the VISTA program.

Section 465. Application of Federal Law.

Revises the basis of computation for disability benefits for volunteers under the VISTA program from the entrance salary of a

grade GS-7 employee to the entrance salary of a grade GS-5 employee.

Section 466. Evaluation of Programs.

Revises requirements for program evaluations.

Section 467. Nondiscrimination Provisions.

Replaces existing nondiscrimination provisions with those currently provided for under the National and Community Service Act.

Section 468. Elimination of Separate Requirements for Setting Regulations.

Eliminates a series of requirements related to prescribing regulations under the Act.

Section 469. Clarification of Role of Inspector General.

Clarifies the Act to indicate that recipients of grants must make records available to the Inspector General of ACTION.

Section 470. Copyright Protection.

Provides copyright protection for the major programs operated by the Agency.

Section 471. Center for Research and Training.

Authorizes a Center for Research and Training on Volunteerism.

Section 472. Deposit Requirement Credit for Service as a Volunteer.

Amends title 5, United States Code, to provide that retirement credit under the Civil Service Retirement System (CSRS) and the Federal Employees Retirement System (FERS) for time served as a VISTA volunteer will be available for all former volunteers who become federal employees subsequent to their volunteer service, upon payment of a deposit based on their post service stipends.

Chapter IV -- Authorization of Appropriations and
other Amendments

Section 481. Authorization of Appropriations for Title I.

Provides separate authorization for various parts and sections under title I of the legislation for fiscal years 1994

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through 1998. Also stipulates that the legislatively mandated minimum subsistence allowance for VISTA volunteers may not be reduced in order to increase the number of volunteer service years. Specifies that any VISTA volunteers also working on activities authorized under parts B and/or C of title I must meet the antipoverty criteria specified under part A. Finally, specifies that amounts appropriated for part A must provide for a minimum number of volunteer service years in each fiscal year.

Section 482. Authorization of Appropriations for Title II.

Provides authorizes for programs under Title II for fiscal years 1994 through 1998.

Section 483. Authorization of Appropriations for Title IV.

Provides authorization for program administration under title IV. Provides separate authorization for evaluation and the Center for Research and Training.

Section 484. Conforming Amendments; Compensation for VISTA FECA Claimants.

Provides for Conformation amendments.

Section 485. Repeal of Authority.

Repeals authority for Youthbuild.

Section 486. Effective Date.

Makes October 1, 1993, or date of enactment the effective date.

Title V -- Technical and Conforming Amendments

Sections 501 - 505.

Makes a series of technical and conforming amendments.

Section 506. Effective Date.

Establishes effective dates for the legislation.